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THEME:
ETHICAL AND VALUES EDUCATION:
RE-ENGINEERING FOR SUSTAINABLE NATIONAL DEVELOPMENT

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RE – ENGINEERING TEACHER EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ENUGU STATE, NIGERIA



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Abstract

This study examined re-engineering teacher education programmes for sustainable development at the basic education level in Enugu State, Nigeria. Descriptive survey research design was employed in the study. Data was collected using a twenty item researcher's structured questionnaire titled —Re-engineering Teacher Education Programmes for sustainable development Questionnaire (RTEPSDQ). The reliability co-efficient of 0.79 of the instrument was obtained using Cronbach Alpha method. Two research questions and one null hypothesis guided the study. The instrument was administered to 260 teachers in two urban and two rural public primary schools in four local government areas of Enugu state, Nigeria. 211 copies out of the 260 copies of the instrument administered to teachers were retrieved. Data analysis was done using mean with standard deviation while the hypothesis was tested using t- test statistics at 0.05 level of significance. With grand means of 3.29 and 3.25 for teachers, the implication is that teachers are of the opinion that sustainable development will be promoted when those changes are made in the school curriculum. It is recommended among others that teacher training and professional development should be greatly advocated to promote sustainable development.

Keywords: Re-engineering, teachers, teacher education, programmes, sustainable development.

Introduction

Sustainable development is a real challenge for our country. The world in general is facing numerous challenges including climate change, environmental degradation, social inequality, and economic instability. These challenges have significant implications for sustainable development which is essential for ensuring a prosperous and equitable future for all (UNESCO, 2019).

There are several paths towards achieving sustainable development. These paths according to UNESCO (2019) include sustainable agriculture, sustainable consumption, sustainable education etc. Education as one of these paths is a fundamental tool for achieving a more sustainable world, which is the essence of sustainable development Goal4 (SDG4). Sterling (2016) avers that, though, education does not bring about more sustainable future, it is however true that without education for sustainable development, we cannot manage to create a sustainable future.

Sustainable development according to Nayar (2013) is a development that meets the needs of the present without compromising the ability of the future generation to meet their own needs. In furtherance to this, the author opines that sustainable development promotes critical thinking and decision making in a collaborative manner. Hence, it could explore students and create opportunities for them to learn and examine how the resources they use affect the earth. However, much emphasis is now laid on education as a tool for sustainable development.

Education can be seen as a tool for sustainable development across all nations. As contained in chapter 36 of Agenda 21, it is defined as a basement for sustainable development. Thus, in the declaration which was adopted at World Sustainable Development Summit in 2002, it was described as an instrument for creating of humane and oriented at solving of mankind's society problems where

everybody is granted his or her dignity. For education to be regarded as a tool or instrument for sustainable development, it must be connected with values and ethics. Corroborating on this, Galtseva, Svitich, Kutsiy, Savechecho and Strukova (2020), assert that education for sustainable development is an important instrument for formation of values and knowledge about society that is in the state of balance and harmony with nature and provides balance between human's needs and its cooperation with environment.

Education for sustainable development (ESD) is a vision of education that seeks to balance human and economic wellbeing of people with cultural traditions and respect for the earth's natural resources (Arjen & Walls, 2010). Continuing, the authors reiterate that it emphasizes the aspects of learning that enhance the transition towards sustainability including future education, citizenship education, education for a culture of peace, gender, equality, and respect for human rights, health education, population education, education for protecting and managing natural resources, and education for sustainable consumption. For UNESCO (2023), ESD is a powerful strategy to transform education, covering what we learn, how we learn it and the environment in which we learn it. It sees education as the key to unlocking progress in all the global development goals. Education for sustainable development according to Abderrahim (2019), generally refers to the critical interrelationship between educational systems and sustainable development. The author further states it stresses the vital role educationa. Policies and programmes play in the successful implementation of sustainable and equitable development policies and programmes and the achievement of sustainability goals. Corroborating on this, Downess in Abderrahim identifies two dimensions of sustainable development as a curriculum development dimension whereby educational issues are incorporated into the learning process of each generation, and a human resources dimension whereby the educational system provides the skills, training and knowledge for a society to achieve the objectives of sustainable development.

Through education for sustainable development (ESD), people are greatly empowered with the knowledge, skills, values, attitudes and behavior to live in a way that is good for the environment, economy and society (UNESCO, 2014). ESD equally encourages people to make smart responsible choices that help to create a better future for everyone. Moreover, ESD focuses on participation, cooperation and engagement in teaching and learning. These methods according to Boevede Pauw, Genrike, Olsson and Berglund (2015), can generate changes in people's mentalities and can influence their attitudes and behavior while at the same time enabling them to cope with challenges of sustainable development. Consequently, ESD is a means of promoting key competencies for sustainability such as critical thinking, systematic thinking, self - awareness, problem solving e.t.c. Furthermore, ESD allows every human being to acquire knowledge, skills attitudes, and values necessary to shape sustainable future. The whole idea is to create a world that meets the needs of the present without compromising the ability of the future generations to meet their own..

In Nigeria, ESD programmes aimed at integrating sustainability principles into various levels of education from primary education to higher education. One of the most important things we can do to ensure a better future for our planet according to Twin (2023), is to educate the next generation on the importance of sustainable development goals (SDGs). SDGs as an integral part of doing this can be incorporated into the classrooms. Sustainability principles equip learners with knowledge, skills, attitudes and values necessary to address environmental, social and economic challenges for sustainable future. They can only be achieved through the application of interactive activities and hands on projects by teachers. Twin (2023), says that teachers as role models can help students understand sustainable development goals and how they can make a difference. Continuing, the author stresses that by introducing the students to the sustainable development goals through many approaches, they can help create a more sustainable world. This can help develop a sense of social responsibility in students empowering them to take active roles in making our planet a better place. Teachers as bridge builders in education can fill this gap by helping students to develop skills and knowledge needed to make a positive impact in their communities and elsewhere. Moreover, by introducing SDGs to students, teachers can help build a better understanding of how their actions can contribute to their achievement

of these goals and help them develop a sense of social responsibility that will empower them to take active part in creating a sustainable future. Inserting sustainability into education system involves a multifaceted approach that draws from various disciplines and pedagogical strategies (Senguptal et al in (Smelkova.Trofymenko. 2024). A number of approaches have been identified to be used in introducing students to sustainable development goals. These approaches include integrating SDGs into the curriculum, incorporating project based learning, real world connections, interactive activities, e.t.c. To achieve this, the focus should be on teacher education

Teacher education can be described as a process of training people to equip them effectively and efficiently to teach children from pre-primary to higher education level with the intention of achieving the objectives of education. According to Nnokami and Sule (2017), teacher education is the professional education of teachers towards attainment of attitudes, skills and knowledge that will make them efficient and effective in their work in accordance with the need of the society at any point in time. The authors further state that it includes training/education before service (pre- service), and education/ training during service (in service or on the job). For Imoge in Nnokami and Sule (2017), teacher education can be defined as the policies and procedures designed to equip prospective teachers with the knowledge, attitudes and skills they require to perform their tasks effectively in the classroom and the wider society. In the words of Swallow & Will-Dubyak (2020), teacher education refers to the process of training and preparing individuals to become qualified teachers.

Teacher education according to Good's dictionary of education include all the formal and non – formal activities and experiences that help to qualify a person to assume responsibilities of a member of the education profession or to discharge his responsibilities more effectively. Teacher education is the professional training that teachers receive for them to be classified as professionals (Jibril, 2007). Moreover, Jibril defines teacher education as the foundations of quality in the educational system and this is the key to unlock all facets of development. For Ipaye in Jibril teacher education is charged with the task of developing knowledge and skills as basis for practice, with preparing personnel entry into the teaching profession (pre-service), and with contributing to the ongoing development of practicing professionals (in- service),

In the words of Mkpa (2015), teacher education can be described as the procedures designed to equip teachers at the pre-service and in-service levels with the knowledge, skills, and competencies needed to perform their professional duties successfully. Continuing the author says that, it is a set of planned activities which are projected towards helping teachers to acquire appropriate knowledge, skills and attitudes so as to enable them function as creative, effective and competent teachers. With the acquisition of knowledge, skills and competencies teachers are now fully prepared to instruct and guide their students to achieve their objectives.

Teacher education plays a vital role in preparing and developing educators who will be instructing and guiding students in educational settings. It encompasses the processes and programmes designed to equip aspiring teachers with the knowledge, skills and competencies necessary for effective teaching and facilitating students' learning through teacher education programmes.

Teacher education programme is a programme that integrates course work and field work with purpose of preparing future educators for classroom teaching in a school system (Swallow & Will-Dubyak (2020), Teacher education provide prospective and practicing teachers with the necessary tools and resources to effectively engage with students, create supportive learning environment and promote academic and personal growth (Likes, 2023). A sound and viable teacher education programme is essential for qualitative improvement of the general educational provision for the citizens of the nation (Mahuta, n.d). According to the Federal Republic of Nigeria in its National Policy on Education (2013), it is highlighted that no education system may rise above the quality of its teachers. Therefore teacher education shall continue to be given major emphasis in all educational planning programmes and development.

In Nigeria, teacher education programmes are categorized as either pre- service or in-service training with various options for each. While pre-service training prepares individuals to become qualified teachers, in- service training on the other hand, aids teachers who are already on the job to

enhance their skills and knowledge. The objectives of teacher education according to Federal Republic of Nigeria in its national Policy of Education (2013) include the following;

- i. to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational systems;
- ii. to encourage further the spirit of enquiry and creativity in teachers;
- iii. to help teachers fit into social life of the community and society at large and enhance their commitment to national goals;
- iv. to produce teachers with intellectual and professional background; There are a number of teacher education programmes in Nigeria.(Pp. 56)

Teacher education programmes in Nigeria are structured at three levels: The Nigeria Certificate of Education (NCE). Bachelor's degree in Education, Postgraduate diploma in Education and various in-service Training options including advanced Diploma in Education (ADE), Pivotal Teachers Training Programme (PTTP) and Advanced Diploma in Environmental Education (ADEE) (Nigerian Teachers Institute, NTI, 2021). These programmes are designed to equip teachers with the necessary knowledge, skills and competencies for effective quality education delivery and to prepare them for various roles within the education system. The Nigeria Certificate of Education (NCE) has been earmarked as the minimum qualification for entry into the teaching profession.

Every aspiring teacher must at least possess this minimum entry qualification before getting into the teaching profession. Jibril (2007), however, says that the quality of education depends largely on the quality of the teacher. To buttress this, Jubril reiterates that whatever input is made into an educational system in respect of management, resources, facilities and array of instructional materials, will be of little avail if the teacher is unskilled, poorly trained, or even ignorant. This means that teachers should be well trained before going into teaching job to be able to deliver quality education to their students for sustainable development. Corroborating on this, Abderrahim (2019), asserts that teachers, educational supervisors, directors and administrators must receive strong training before they step into their jobs. In Nigeria, teacher education has witnessed many reforms over the years. Despite this laudable reforms, the Nigerian teacher education programmes is still faced with many challenges (Ogunode & Agwor 2020).

Challenges facing teacher education programmes in Nigeria are many and varied. Umeora and Ogunode (2020). Identified these challenges as inadequate funding, inadequate lecturers, inadequate infrastructural facilities, poor supervision, brain drain, strike actions by teachers, poor capacity development of lecturers and others. Udida, Bassey, Udofia and Egbona in Umeora & Ogunode (2020) observe that the major issue in educational development is shortage of funds. Corroborating on this, Nnokami and Sule (2007) assert that the first and perhaps the greatest challenge facing Nigeria and making it difficult for good and quality education that is capable of bringing about sustainable development is inadequate funding by federal, state and local governments to the extent that funding has been in response to conditionality imposed by International Financial Institution (IFI).

In a study carried out by Hennessy, in Davison and Ezeh (2023), it was discovered that there are many factors and barrier that affect the use of technology in the education process in general and classroom in particular. Hennessy identified a range of physical and cultural factors that affect ICT use

by teacher, including lack of reliable access to electricity, limited technology infrastructure (especially internet access, bandwidth, hardware and software provision), language instruction and available software. Balanskak in Davidson and Ezeh (2023) also reported that there are a variety of boundaries, such as, the lack of ICT skills that could limit teachers in using IGT tools. Again, the author reported that many teachers are reluctance in using ICT tools in teaching. Despite, these challenges, teacher education programmes could still be re - engineered to promote sustainable development.

To re-engineer teacher education for sustainable development in Nigeria, the focus should be on improving the quality and relevance of training programmes, enhancing professional development opportunities and addressing the challenges faced by teachers. This includes integrating technology into teaching, promoting critical thinking and problem solving skills and ensuring teachers are equipped to handle the complexities of 21st century classroom. Wordu and Emesiobi, (2023), submit that the

solution to the problem of teaching in teacher education in Nigeria lies in re-engineering teaching through integration of digital learning whereby teachers use a wide range of activities to complement classroom work set the scene and engage lecturers in challenging activities. The many reforms made in education globally and in Nigeria call for the need to reform and reposition teacher education and profession (Ofoegbo & Ebebe, 2016). In furtherance to this, the authors outlined a number of reforms such as:

- a) The formal adoption of the 9- year basic education programme through the enactment UBE ACT of 2004. This led to the introduction of Basic Science and Technology, and computer Studies/ ICT in primary education components.
- b) Introduction of French as a compulsory subject for primary 4
- c) The infusion of such new emerging issues as Vocational and Technical Education. HIV/AIDS Education
- d) In the new curriculum structure for the 3-year Senior Secondary Education which now incorporated 34 trade/ entrepreneurship subjects.

Following these reforms, and ensuring that they are adopted, there is need for teachers efficiently and effectively utilize ICT in the classrooms especially in rural areas to acquire a better standard, Olarewaju, Adebayo. Omotosho and Olajide (2021), reported that high level of poor socio economic status, poor internet connectivity and lack of electricity in the remote areas has resulted to great digital divide gaps in schools in rural areas. These have negatively affected the educational status of rural schools and its environs. There is need to give full attention in addressing the digital divide in order to attain the targeted objectives of sustainable development (Akabugwo, 2022).

Studies have shown in different parts of Nigeria that learning and the use of ICT at the basic education level is still very low especially in rural areas. Hence, there is the need to integrate ICT into basic education curriculum early enough to enhance quality delivery of education at the basic education level. Egede and Asabor,(2019), assert that IT was included in the basic education curriculum as from primary one. Similarly, the FRN in her National Policy on Education (2013), has also integrated IT as a theme into the former Basic Science and Technology subjects from primary one to Junior Secondary School Three (JSS3). All are to ensure effective and quality education delivery by teachers for sustainable development

Statement of the Problem

Despite the importance of sustainable in the world and Nigeria in particular, it has been observed that many teacher education programmes do not prepare teachers adequately to address the issues of sustainable development in their teaching practices. As a result of this, there is a lack of awareness and understanding among the students about sustainable development concepts, issues and solutions. For this reason, there is a clarion call to tackle this problem for re-engineering teacher education programmes in order to equip teachers with the current knowledge, skills, and attitudes necessary to promote sustainable development in schools and in the community at large.

The researcher having seen the imminent danger of lack of the absence of these concepts and issues in the teacher education programmes in Nigeria, intended to carry out this study to determine how these problems can be handled to prevent their impending consequences. The study therefore aimed to explore numerous challenges facing teachers in the delivery of quality education and proffering solutions to them through re- engineering teacher education programmes in order to promote and support sustainable development, thereby improving the qualities and capacities of teachers to teach sustainable development concepts and practices.

The researcher is not aware of any study that has tried to examine the problems of this study, neither is there any empirical evidences to support this claim.in Enugu State or elsewhere in Nigeria. Therefore, it is against this background that the researcher carried out this study. The poser then is, to what extent do teacher education programmes promote sustainable education development in Enugu State, Nigeria.

Purpose of the Study:

The main purpose of this study was to determine the extent to which teacher education programmes promote sustainable development in Enugu state, Nigeria. Specifically, the study determined;

1. the challenges teachers face in delivering quality education in urban and rural areas,
2. the changes that will enhance teaching for sustainable development in Enugu State, Nigeria.

Research Questions:

The following research questions guided the study;

1. what are the challenges teachers face in delivering quality education.
2. what changes will enhance sustainable development in Enugu State, Nigeria.

Hypothesis:

The following null hypothesis tested at 0.05 level of significant guided the study.

HO1; There is no significant difference in the mean ratings of teachers in the urban and rural areas on the challenges they face in delivering quality education in Enugu State, Nigeria.

Method:

Descriptive survey research design was employed in this study. This study was carried out in Enugu State primary schools which are the bedrock of basic education in Nigeria. The population of the study consisted of 260 teachers in four local government areas of the state. Two of the schools are in the urban area while the other two schools are in the rural area.

Data were collected using the twenty item questionnaire titled —Re-engineering Teacher Education for Sustainable Development Questionnaire (RTEPSDQ). The validation of the instrument was done by three experts from the faculty of Education, Enugu State University of Science and Technology, Agbani. Two of these experts are from the Department of Educational Management while the other one is from Department of Mathematics and Computer Science Education (Measurement and Evaluation option).

The reliability co-efficient of the instrument was determined using Cronbach Alpha method. An alpha value of 0.79 was found indicating a high reliability of the instrument. The questionnaire was administered to the respondents directly with the help of four research assistants. Following the administration and collection of the instruments, some were lost and some were badly filled. At the end, out of 98 copies of the questionnaire administered to teachers in the two schools in urban area, 93 were retrieved giving 94% return rate, while 151 questionnaire out of 162 questionnaire administered to teachers in the schools in the rural area were retrieved giving 93% return rate, Any rating between 2.5 and above was regarded as very great extent, while those below 2.5 were regarded as very low extent. Data collected were analysed using mean with standard deviation, while t- test statistics was used to the hypothesis at 0.05 level of significance.

Data Analyses And Results

Research question 1: To what extent do the following pose challenges to teachers in delivering quality education for sustainable development?

Table 1: The mean and standard deviation scores on the extent the following pose challenges to teachers in delivering quality education for sustainable development

	Rural = 162			Urban = 98			Total = 260		
	X	SD	Dec	X	SD	Dec	X	SD	Dec
Inadequate teaching Resources	3.07	1.05	GE	3.43	0.50	GE	3.20	0.90	GE
Large class size	3.50	0.77	GE	3.29	0.70	GE	3.42	0.75	GE
Outdated curriculum	3.34	0.75	GE	3.57	0.50	GE	3.43	0.67	GE
Outdated teaching aids	3.67	0.62	GE	3.57	0.50	GE	3.63	0.58	GE
Insufficient training for teachers	3.33	0.75	GE	3.57	0.50	GE	3.42	0.67	GE
Limited relationships with the community members	3.15	1.08	GE	2.86	0.99	GE	3.04	1.06	GE
Inability of teachers to apply modern teaching methods	3.25	0.72	GE	3.43	0.50	GE	3.32	0.65	GE
Poor background of students to adapt to modern teaching methods	2.91	1.19	GE	3.14	1.13	GE	3.00	1.17	GE
Lack of cooperation with parents	2.81	1.15	GE	2.86	1.13	GE	2.83	1.14	GE
Poor funding of schools	3.50	0.77	GE	3.86	0.35	GE	3.63	0.66	GE
Grand Mean	3.25	0.88	GE	3.36	0.68	GE	3.29	0.83	GE

Data in table 1 shows the mean response score of teachers in urban and rural location on the extent the above factors pose challenges to teachers in delivering quality education for sustainable development. From the table, the teachers in both urban and rural areas agreed to all the listed items with mean score greater than 2.50 set for the study. Therefore, the overall grand mean score of 3.29 shows that the listed items to a great extent posed challenges to teachers in delivering quality education for sustainable development. Research question 2: what are the changes that enhance quality education delivery for sustainable development?

Table 2: The mean and standard deviation scores on the changes that enhance quality education delivery for sustainable development

	Rural = 162			Urban = 98			Total = 260		
	X	SD	Dec	X	SD	Dec	X	SD	Dec
Integration of sustainable concepts	3.25	0.72	GE	3.14	0.64	GE	3.21	0.69	GE
Encouraging inter- disciplining approaches	3.08	0.50	GE	3.14	0.64	GE	3.10	0.56	GE
Encouraging team teaching Techniques	3.33	0.63	GE	3.43	0.50	GE	3.37	0.58	GE
Attending teacher training and professional programs by teachers	3.40	0.64	GE	3.57	0.50	GE	3.47	0.60	GE
Organizing workshops for teachers	3.49	0.65	GE	3.86	0.35	GE	3.63	0.58	GE
Organizing seminars for teachers	3.17	0.80	GE	3.71	0.45	GE	3.37	0.74	GE
Providing modern resources	3.16	0.80	GE	3.14	0.64	GE	3.15	0.75	GE
Leveraging on technology	3.25	0.72	GE	3.14	0.64	GE	3.21	0.70	GE

Involving stakeholders in decision making process	2.74	1.01	GE	3.00	1.07	GE	2.84	1.04	GE
Increasing students' awareness on SDGs	3.00	0.70	GE	3.43	1.06	GE	3.16	0.88	GE
Grand Mean	3.19	0.72	GE	3.36	0.65	GE	3.25	0.71	GE

In table 2, the data reveal the mean response score of teachers in urban and rural location on the changes that enhance quality education delivery for sustainable development. From the table, the teachers in both urban and rural areas agreed to all the listed items with mean score greater than 2.50 set for the study. Therefore, the overall grand mean score of 3.25 shows that the listed items to a great extent bring changes that enhance quality education delivery for sustainable development.

Ho₁. There is no significant difference in the mean ratings of teachers in the urban and rural areas on the challenges they face in delivering quality education in Enugu state

Table 3: t-test on the mean ratings of teachers in the urban and rural areas on the challenges they face in delivering quality education in Enugu state

Group	N	Mean	SD	T	Df	Sig	Dec.
Rural	162			3.25	0.61	-1.469	258
0.143	NS						
Urban	98			3.36	0.46		

Table 3 shows that the t-calculated value of -1.469, is not significant at 0.143 level of significance, which is greater than 0.05 level of significance set for the study. Therefore, the null hypothesis is not rejected as stated. This means that there is no significant difference in the mean ratings of teachers in the urban and rural areas on the challenges they face in delivering quality education in Enugu state.

Discussion of Findings:

With the mean ratings of 3.29 and 3.25 for teachers in both urban and rural areas, on the challenges they face in delivering quality education for sustainable development, it was found out that teachers in both urban and rural areas agreed to a great extent to all the listed items. This finding is in consonant with that of Umeora and Ogunode (2020) who identified numerous challenges facing teacher education programmes in Nigeria as inadequate funding, inadequate lecturers, inadequate infrastructural facilities, poor supervision, brain drain, strike actions by teachers, poor capacity development of lecturers and others.

With the mean ratings of 3.29 and 3.25 for teachers in both urban and rural areas, it was found out that they all agreed to a great extent on the changes that can enhance quality education delivery for sustainable development. This finding is in consonant with that of Wordu and Emesiobi, (2023), who submit that the solution to the problems of teaching in teacher education in Nigeria lies on re-engineering teaching through integration of digital learning whereby teachers use a wide range of activities to complement classroom work, set the scene and engage lecturers in challenging activities.

Conclusion:

It was concluded that teacher education programmes can be re-engineered for sustainable development through integrating sustainable concepts into school curriculum. Moreover, sustainable development will be promoted when those changes are made in the school curriculum.

Recommendations

Based on the findings of this study, it is recommended among others that;

- 1) teacher training and professional development should be greatly advocated to promote .
- 2) teachers should be encouraged to embrace the 21st century classroom
- 3) students should avail themselves of the opportunity of the modern teaching techniques
- 4) government should appropriately fund education and procure the necessary facilities for effective teaching and learning

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UTILIZATION OF ARTIFICIAL INTELLIGENCE IN THE MANAGEMENT OF VALUE EDUCATION IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE.



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Abstract

The study focused on Utilization of Artificial Intelligence in the Management of Value Education in Public Senior Secondary schools in River State. The descriptive research design was adopted for the study, two research questions and two hypotheses guided the study, the population of the study comprised of 8142 teachers in public senior secondary schools in Rivers State with a sample of 382 130 male and 250 female teachers in line with taro yemen sampling techniques. The instrument used for data collection was titled Utilization of Artificial Intelligence in the Management of Value Education in Public Senior Secondary Schools in River state questionnaire (YAIMVEPSCQ). The validated instrument has a reliability co efficient of 0.79, the data generated via the instrument were analyzed to answer the questions using mean and standard deviation, whereas the hypotheses were tested using z- test statistical test at 0.05 alpha level. The findings of the study revealed that teachers awareness on the use of AI technologies in teaching value education in public senior secondary schools in River state is high with the aggregate mean score of 2.71 for female respondents and 2.55 for male respondents. Recommendations made among others included that; the government should formulate a comprehensive policy that will boast teachers training in AI tools, provide constant electricity, and integrate AI tools in value education. In addition, the ministry of education should liase with educational stakeholders to assist in enforcement of facility provision stipulations.

Keywords: Artificial Intelligence, Value Education, Management

Introduction to the Study

In the everchanging world, Artificial Intelligence (AI) has emerged as a transformative force in the educational sector. AI technologies do offer innovative tools and structure that can uplift teaching and learning experiences, making education more interesting, interactive, personalized, and efficient. However, it is imperative to highlight that AI can have significant impact in the teaching and management of value education fundamental aspect of secondary education which is aimed at inculcating moral, ethical, and civic values in students Okoroma (2020) as cited in (Wobo and Chukwu 2023).

In Nigeria, and particularly in Rivers State, public secondary schools face increasing pressure to uphold academic excellence while also nurturing socially responsible and morally upright

individuals. However, the integration of AI into educational practices, especially in value education, is still at a developmental stage, hence educational administrators and planners remain either unaware or under-equipped to utilize AI tools effectively in their classrooms (Stie, 2024). As a result, there is a growing need to assess how well teachers are trained to understand and make use of AI technologies in delivering value-based education, that will instill ethical and core values on students. This study, therefore, stands to create awareness regarding the use of AI technologies for teaching value education and to determine the extent to which these technologies are being utilized in public secondary schools across Rivers and encourage more effective integration of AI in teaching values to the younger generation.

Value Education (VE)

Value education can be seen as the process in which values, ethics and moral principles that guides an individual in taking the right decision is learnt. If the core values are properly learnt and imbibed in an individual as a way of life, it enables the personality to live a life that worth's to be emulated and aid her to develop strong and moral compass which enables one to be informed and make reasonable choices as to live a responsible, fulfilling life and contribute immensely in her environment.

Wobo and Chukwu (2023) insisted that value education is the best way to promote appropriate society norms and value, as it is an imperative measure to curb youth restiveness and up lift the societal values. Value education is paramount to everyone because, it is expected to guide and direct an individual to do the right thing inside and outside the classroom. it is an integral part of the curriculum that will uphold and oversee the upbringing of the total child (Wobo and Okafor 2018). No wonder Aja, Eze, Igba and Ukaigwe (2017) in Wobo (2023) highlighted that values like self-confidence and control, honesty, obedience, respect for one another, integrity and co-operation among peers are indispensable for effective integration in the society.

Wikipedia (2025) defined value education as the process in which people give moral values to each other. It is an activity by which individuals assist each other, not minding the differences in age. Powney (2025) sees it as a process that gives young people and youths an initiation into values, with the knowledge of the necessary principles and ideologies needed to relate with peers or people within an environment. Good (2025) insisted that it is the aggregate of all the processes in which an individual develops abilities, positive behaviour, in the society in which he lives. The researcher sees it as a means of learning about life and wisdom of life in a more systematic and scientific life through formal, non-formal, informal and special education.

Brahma Kumaris world spiritual university incorporated twelve based values in education as; unity, peace, happiness, hope, humility, simplicity, trust, freedom, co-operation, honesty, courage and love which invariably formed the school approach.

According to Arishu (2025) value education plays a vital role in a society where moral problems and emotional gaps are on the increasing height. It therefore prepares an individual with the necessary skills needed for ethical living, emotional strength and social balance.

Reasons for Teaching Value Education in Public Secondary Schools

In the modern world, the teaching of value education in public secondary schools has become imperative due to the increasing need for character development, responsible citizenship, and ethical behavior among youths. Value education fosters the holistic development of learners by equipping them with the moral compass necessary to navigate the complexities of life and contribute meaningfully to society. It raises emotional balance, thereby teaching students to regulate and become self-aware as to form a more conductive inter personal relationship. One of the primary reasons for teaching value education is to enhance character formation. Students at the secondary school level are at a developmental stage where identity and values are being shaped. Integrating value education helps instill honesty, integrity, respect, and empathy (Shockden, Abdulrahman, & Dogara, 2023). These values guide students in forming healthy relationships, making ethical decisions, and developing a sense of accountability.

Secondly, value education promotes responsible citizenship. It educates students about their civic duties, including respect for laws, participation in community development, and national loyalty. This is particularly important in nations like Nigeria, where curriculum reforms are being implemented to emphasize civic responsibility, practical skills, and moral instruction (Federal Ministry of Education, 2024).

Moreover, value education contributes significantly to the mental and emotional well-being of students. A strong sense of belonging and emotional resilience, which stems from value-based instruction, enhances academic motivation and social interaction. Dolan and Boateng (2023) found that students with a sense of moral purpose and school belonging demonstrated better emotional regulation and reduced risk-taking behaviors.

Value education also supports students' academic performance through future-oriented thinking. When students understand the value and purpose of education, they are more likely to set long-term goals and work diligently toward them. You and Kim (2024) revealed that students' value beliefs about education significantly predicted academic achievement, as they were more motivated and committed to learning, thereby eliminating bullying, violence and discrimination. Schools that adopt value education-based learning experiences a low degree of aggressive behaviours, as they learn to respect each other, tolerate each other and avoid violence, as students are highly honored, protected, accepted and valued.

Furthermore, across the African continent, the integration of values into education has been linked to improved student outcomes and national development. Ofori and Moyo (2024) emphasized that value-based reforms, when embedded in the curriculum, empower learners to become ethical leaders, productive citizens, and socially responsible individuals.

Artificial Intelligence (AI)

Artificial Intelligence (AI) is the science or the field that transforms the human potentialities to machine as to perform tasks that are ordinarily done by man.

It is the capacity given by humans to machine to memorize and learn from experiences, to think create, speak, judge as to make decisions. University of Cincinnati (2025) see AI as the ability of machines to perform tasks requiring human intelligence such as learning, reasoning, and problem solving, using technologies like neural networks and machine learning. The researchers see it as a recent technology that imitate the human mind. **AI** is not magic powers, it is an extra ordinary amplifier and accelerator that do add speed effectively and seems very accurate (Andreas 2019). AI amplifiers whatever is applied to it be it good or bad ideas and practices. Peter (2020) maintained that AI is neutral but always in the hands of people who are not neutral, however AI and biotech are seen as an avenue to change the world in the nearest future, hence the need for man to restructure and change himself for a better future. However, to be relevant and adapt to the ever-changing world, we need to emphasize on the power of learning, knowing that it is a continuous process, that will shape man to be economically and socially balanced as to adjust and reinvent himself using AI as it can give ownership on what to learn, how to learn, where to learn and when to learn. No wonder Andreas (2019) insisted that AI can make learning easier as to suit one's personal learning style, as well as allowing the learner to learn at his or her pace knowing that AI as a modern technology in the 21st century are better than what any traditional classroom setting can possibly do.

According to Linand Wu (2022) and UNESCO (2021), AI is a key player in changing education. It can handle big data, automate tasks, and provide tools for inclusive learning. AI helps make education more effective and fairer. As public secondary schools adapt to the digital age, AI's role becomes more vital and enriching.

Challenges inhibiting AI teachers

The integration of Artificial Intelligence (AI) in value education delivery is hindered by several challenges. Despite AI's potential to transform education, various obstacles impede teachers'

utilization of this technology, as noted by UNESCO (2021), UNICEF (2021), and Wobo (2018). The key challenges includes:

1. Limited awareness and understanding of AI: Many teachers lack familiarity with AI and its practical applications, rendering them unequipped to effectively integrate AI into their teaching practices.
2. Inadequate training and professional development: Pre-service and in-service teacher training often neglect digital competencies, emphasizing the need for targeted training to facilitate effective AI use in the classroom.
3. Power supply issues: Reliable power supply is a prerequisite for AI adoption, yet many states in Nigeria, experience epileptic power supply, erratic power supply, and complete power failures.
4. Limited internet connectivity and data access: AI requires strong data platforms and high internet connectivity, which can be lacking in some areas, hindering AI's potential benefits.
5. Infrastructural deficiencies: The absence of computer laboratories, smart classrooms, and digital learning platforms limits AI integration and adoption, discouraging teachers from innovating and embracing new practices.
6. Lack of curriculum directives: The absence of clear curriculum guidelines makes it challenging for teachers to align AI use with learning objectives, highlighting the need for strategic planning and policy development.
7. Inadequate funding and investment in AI infrastructure: AI technologies require significant investment for procurement, maintenance, and training, yet poor budgetary allocation for technology hinders digital learning expansion (Federal Ministry of Education, 2020).

Incorporating Value Education in Artificial Intelligence.

We are in a modern world which is full of complexities where all things will soon be digitized and automated knowing that the future is at the pace of pairing AI with cognitive, social, emotional skills and human values (Andreas 2019) it is our utmost desire, imagination and sense of responsibility to allow value education to harness AI as to shape our world for a better tomorrow (Wobo and Chukwu 2024). Derek and Jason (2025) emphasized that the global rank of AI in the educational market is anticipated to grow from \$85.18 billion in 2024 to \$112.3 billion in 2034, while major headlines highlighted AI's potential to automate educational tasks, compelling narratives insist on how values can be incorporated in AI to establish and inculcate societal norms among scholars.

Moreover, value education can be incorporated in to AI by designing machines that will promote ethical decision making, foster empathy among peers as well as encouraging effective and efficient use or the recent technology. These involves;

1. Incorporating ethical AI development, this should be designed to capture ethical principles considering fairness, transparency, accountability as well as promoting social responsibility and human value Akgun and Greenhow (2022).
2. AI-Powered Educational Resource, AI should direct students to use different perspectives to brainstorm as to think critically concerning the ethical implication of the recent technology: it should equally consider leaving experiences to suit individual needs, providing resources and activities that will promote peace, respect, truth (UNESCO, 2024).
3. Teaching Critical Thinking: This is a vital means of incorporating value education on AI, it aid scholars to analyze information, evaluate evidence and make informed decision as well as helping students to question AI outputs, implication and deployment as to foster creative problem solving skill.
4. Collaboration and human thinking approach: This should be seen as an alternate human measure and not as a replacement, hence students and teachers should endeavor to collaborate with the AI automated computer machine system effectively, teachers should be trained on how to integrate AI into the classroom more effectively and ethically by incorporating the strategies. Administrators and educational planners can promote AI for positive values and encourage their students to use it.

Statement of the problem

The advancement of Artificial Intelligence (AI) has brought about remarkable changes in the field of education, providing new opportunities to improve teaching methods, promote learner engagement, and enhance educational outcomes. One critical area that can benefit from AI integration is value education, which aims to instill moral, ethical, and civic values amongst students. Despite the growing global adoption of AI in education, the extent to which these technologies are understood and utilized by teachers in the context of value education remains uncertain, particularly in secondary schools in Rivers State, Nigeria. The problem of the study therefore is to address the factors inhibiting the awareness and utilization of AI technologies among teachers which could significantly affect the effectiveness of value education delivery.

Objectives of the study

1. To find out the level of awareness among teachers on the use of AI technologies for teaching value education in public senior secondary schools in Rivers state
2. To find out the level of utilization of AI technologies among teachers in public secondary schools in Rivers state.

Research questions

1. What is the level of awareness among teachers on the use of artificial intelligence technologies for teaching value education in public senior secondary schools in Rivers state?
2. What is the level of utilization of AI technologies among teachers in Public senior Secondary Schools in Rivers State.

Hypotheses

1. There is no significant difference between the mean score of male and female teachers on the level of awareness among teachers on the use of AI for teaching value education in public senior secondary schools in Rivers State.
2. There is no significant difference on the mean of male and female teachers on the level of utilization of AI technologies among teachers in public senior secondary schools in Rivers State.

Theoretical Framework

This study is anchored on Technological Pedagogical Content Knowledge (TPACK) framework, developed by Mishra, P. and Koehler, Mathew in 2006, is a valuable theoretical foundation for understanding the complex relationships between technology, pedagogy, and content knowledge in teaching, with three key components, Content Knowledge (CK) this refers to the subject matter or content that teachers are teaching, such as moral values like honesty, empathy, and integrity. Pedagogical Knowledge (PK) this oversees the methods and practices of teaching, including discussion, field trips, debates, and practical measures to impact values. Lastly technological Knowledge (TK) this involves the use of technological tools, such as AI-powered chatbots and interactive apps, to support teaching and learning. Moreover, when the three components overlap, teachers can effectively integrate technology, pedagogy, and content knowledge to create rich learning experiences. In this study, the overlap enables teachers to:

- Understand the moral values they are teaching (CK)
- Use effective pedagogical methods to impact those values (PK)
- Leverage AI tools and technologies to support learning (TK)

The TPACK framework highlights on the importance of teachers being proficient in using technology to support teaching and learning. By integrating AI tools and technologies, teachers can create engaging and interactive learning experiences that promote student learning and achievement. The TPACK framework provides a valuable theoretical foundation for understanding the complex relationships between technology, pedagogy, and content knowledge in teaching. By applying this framework, teachers can develop the skills and knowledge needed to effectively integrate technology into their teaching practices and create rich learning experiences for their students.

Method of the Study

The design of the study is a descriptive survey design because value education and AI is an ongoing phenomenon in public senior secondary schools in Rivers State. The study addressed two (2) research questions and tested two hypotheses, the population of the study consisted of 8142 teachers in public secondary schools in Rivers State (Rivers State School board, 2024). The sample of study is made up of 382 public secondary school teachers in Rivers State in line with Taro Yemen sampling technique. Questionnaire titled utilization of AI technologies in the management of value education in public secondary schools in Rivers State (UAITMVEPSQ).

The instrument was designed to have two sections, the first elicited information from the respondents on their locations, the second was designed to have 12 items with response option on strongly agree (4), agree (3), disagree (2), and strongly disagree (1) respectively.

Items with serial number 1 to 6 was used to elicit responses on the teacher's level of awareness on the use of AI technologies for teaching value education in public senior secondary schools in R/S while item 7 to 12 was used to elicit information on the level of utilization of AI technologies among teachers in secondary schools in Rivers State. The instrument was validated from the department of educational management Rivers State University.

The reliability of the instrument was established at 0.79 coefficient using a Cronbach alpha. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance, items that scored above 1.96 were rejected while those below 1.96 were accepted

Result and Discussion

Table 1

Level of awareness among female and male teachers on the use of AI technologies for teaching value education in Public Senior Secondary Schools in Rivers State.

S/N	Description	Mean	SD	Decision	Mean	SD	Decision
1	I am aware that AI technologies support value education.	2.90	0.91	A	2.80	0.87	A
2	I often find it difficult teaching value education with AI tools.	3.20	0.95	A	2.90	0.85	A
3	I am familiar with chat GPT for classroom use.	2.97	0.90	A	2.68	0.90	A
4	I have received training using AI for value education	2.04	0.63	D	1.90	0.71	D
5	my school promotes learning about AI in moral instructions.	2.51	0.80	A	2.53	0.84	A
6	I can identify AI tools suitable for teaching values.	2.62	0.77	A	2.50	0.69	A
		2.71	0.83		2.55	0.81	
	Aggregate						

Table 1

In table 1 above, examined the level of awareness among teachers on the use of AI tech for teaching value base education.

In item one; the male & female teachers indicated that they were aware that AI technologies supports value education (2.90; 2.80). in item 2, the male and female respondents agreed that they often find it difficult teaching VE with AI tools. As revealed in their responses means scores of 3.20 and 2.90 respectively. However, the responses in item 4 which sought to determine if the teachers have received AI training for value education was disagreed (2.04; 1.90). The aggregate mean scores of 2.71 for female respondents and 2.55 for male respondents are higher than the criterion mean of 2.50; this implies that the level of teachers awareness on the use of AI technologies in teaching value education in public secondary schools in Rivers State is low.

Table 2

Level of utilization among female and male teachers on the use of AI technologies for teaching value education in Public Senior Secondary Schools in Rivers State.

S/N	Description Female/Male	Mean Female	SD	Decision	Mean Male	SD	Decision
1)	I regularly use AI tools to support teaching aids	2.33	0.87	A	2.00	0.34	D
2)	I do apply AI application like virtual tutors	2.20	0.67	A	1.96	0.70	D
3)	I use AI tools to assess students understanding behaviour	1.58	0.64	D	1.61	0.92	D
4)	Integrate AI technologies into value-based lessons	2.69	0.77	A	2.53	0.64	A
5)	I use AI tools to prepare and review value education.	2.78	0.84	A	2.67	0.59	A
6)	I do use AI platoons to provide feedback students character development.	2.40	0.79	A	2.46	0.80	A
	Aggregate	2.33	0.76	A	2.20	0.75	A

Table 2 above, presented the level of utilization of AI technologies among male and female teachers in Public Senior Secondary Schools in Rivers State.

In item 1 and 2 above the female teachers agreed that AI technologies are been utilized in Public Secondary Schools in Rivers State with mean scores of 2.33 and 2.20 while the male teachers disagreed with mean scores of 2.00 and 1.96. In item 3, both the female and male teachers disagreed on the level of utilization of AI technologies with mean score of 1.58 from the female and 1.61 from the male. However, items 4,5 and 6, were agreed by both female and male teachers with means scores of 2.69, 2.78, 2.40 for female and 2.53, 2.67 and 2.46 for male respectively.

The aggregate mean score of female respondents is 2.33 and male 2.20 which means that is lower than the criterion mean of 2.50, which means that the level of utilization of AI technologies among teachers in Public senior Secondary School is higher.

Table 3
Hypothesis 1

S/N	Description	n	$\bar{X}$	SD	DF	T cri	T cal	Sig Level	Decision Rule
1)	Female	250	2.71	0.83	380	1.96	1.94	0.05	Not Significant HO accepted
2)	Male	132	2.55	0.81					

Table 3 revealed that at 0.05 level of significant and 380 degree of freedom the value of T critical was 1.96 and this value T.cal was 1.94 which is below 1.96. therefore, the null hypothesis is accepted.

Table 4
Hypothesis 2

S/N	Description n	$\bar{X}$	SD	DF	T cal	T cri	Sig Level	Decision Rule
1)	Female	250	2.33	380	1.60	1.96	0.05	Not Significant HO accepted
2)	Male 132	2.20	0.75					

Table 4: revealed that at 0.05 level of significant and 380 of freedom, the value of t-critical was 1.96 and the value of t-cal was 1.60 which is below 1.96, therefore the null hypothesis is accepted.

Discussion of findings

1. Generally, the findings of the study revealed that both male and female teachers in public Senior Secondary Schools indicated that they were aware that AI technologies supports value education.
2. The findings indicated that female teachers agreed that AI technologies are been utilized in public Senior Secondary Schools with mean of 2.33 and 2.20 while the male teachers disagreed with the mean 2.00 and 1.96

Conclusion

The utilization of AI for managing value education in Rivers State's public secondary schools is still in its formative stages, that holds considerable promise and capacity building among teachers, AI can be served not only as a tool for academic improvement but also as a strategic instrument for nurturing morally responsible and socially conscious learners in the 21st century.

Recommendations

1. Teacher training institution should integrate AI literacy and value-based digital pedagogy into both pre-service and in-service teacher education curricula. Educators should be adequately trained on how to apply AI tools to support character formation, ethical behaviour and moral instruction.
2. The Rivers State Ministry of Education, in collaboration with relevant stakeholders, should formulate a comprehensive policy that promotes the integration of AI into classroom teaching, with specific emphasis on value education as this will provide guidelines on ethical AI use.

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DIGITAL DIVIDE IN THE PROVISION OF ETHICAL AND VALUE EDUCATION REENGINEERING FOR SUSTAINABLE NATIONAL DEVELOPMENT: PERSPECTIVE OF KADUNA CENTRAL SENATORIAL DISTRICT, KADUNA STATE



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Abstract

This study investigates the impact of the digital divide on the provision of ethical and value education in Kaduna Central Senatorial District, Nigeria, aiming to propose strategies for sustainable national development. The research addresses three key questions: the level of digital access for ethical education, challenges hindering digital inclusion, and strategies to bridge the digital divide. A mixed-methods design was adopted, involving a population of educators, policymakers, students, and community leaders, with a sample size of 400 respondents determined through Cochran's formula. Data was collected using structured questionnaires and semi-structured interviews, complemented by secondary sources. Statistical analysis included descriptive statistics and chi-square tests to evaluate relationships between digital access and educational outcomes. The findings revealed significant relationships: H_0 was rejected with a chi-square statistic of 48.71 ($p = 2.97 \times 10^{-12}$) for digital access and education delivery; 27.36 ($p = 1.69 \times 10^{-7}$) for digital inclusion challenges; and 47.73 ($p = 4.89 \times 10^{-12}$) for bridging the digital divide's impact on education. The study concludes that addressing the digital divide is crucial for enhancing ethical and value education, thereby promoting sustainable national development. Recommendations include implementing policies for equitable digital access, providing affordable internet and devices, and integrating ICT in education, particularly in underserved areas. A multi-stakeholder approach involving government, private sector, and civil society is essential to effectively bridge the digital divide and improve educational outcomes.

Keywords: Digital Divide, Ethical Education, Value Education, Sustainable National Development, Education Reengineering, Kaduna Central Senatorial District

Introduction

In today's interconnected world, digital technology plays a crucial role in advancing education, providing unparalleled access to information and learning resources. However, a significant digital divide remains, particularly in developing countries, which obstructs equitable educational opportunities. This divide is marked by disparities in access to digital tools and the internet, often

shaped by factors such as socioeconomic status, geographic location, and the level of infrastructure development. The COVID-19 pandemic has intensified these disparities, as remote learning became a necessity, leaving students in underprivileged areas at a considerable disadvantage (Adebayo & Yusuf, 2021; Amorighoye, 2020). In Nigeria, the digital divide poses a substantial challenge to the educational landscape. While the country boasts a relatively high digital literacy rate of 62%, around 38% of the population still lacks basic literacy skills (Central Bank of Nigeria, 2019). Various factors, including education level, age, gender, and access to reliable electricity, significantly affect internet usage and digital proficiency. The pandemic has underscored these issues, with children in rural and underserved communities struggling to adapt to new learning modalities due to insufficient resources (Afolabi & Adedokun, 2024; Akintunde & Ajibade, 2022; Brown & Green, 2020).

Ethical and value-based education is essential for sustainable national development, as it promotes social cohesion and fosters a collective identity necessary for a progressive future. In Nigeria, the incorporation of moral education into the curriculum aims to combat widespread anti-social behaviors and moral decline, thereby encouraging responsible citizenship and societal well-being. However, the digital divide presents a formidable obstacle to the effective delivery of such education, particularly in areas with limited digital infrastructure (Adebayo & Yusuf, 2021; John & Adams, 2023). Focusing on the Kaduna Central Senatorial District, one of the three senatorial districts in Kaduna State, Nigeria, this study highlights the region's significance as an economic, political, and educational center. The district comprises seven Local Government Areas: Kaduna North, Kaduna South, Birnin Gwari, Chikun, Giwa, Igabi, and Kajuru. Despite its strategic importance, the region grapples with challenges related to digital infrastructure, socioeconomic disparities, and restricted access to quality education, especially in ethical and value-based learning (BusinessDay, 2024; Kaduna State Government, 2021).

The barriers to digital access are particularly pronounced in isolated communities within southern Kaduna, where inadequate infrastructure and socioeconomic constraints hinder digital inclusion. These challenges obstruct the delivery of comprehensive ethical and value education, which is vital for fostering community development and national progress (BusinessDay, 2024; Aluko & Olanrewaju, 2023; Federal Ministry of Communications and Digital Economy, 2020). This study aims to investigate the impact of the digital divide on the provision of ethical and value education in the Kaduna Central Senatorial District. By assessing the current state of digital access and its relationship with educational outcomes, the research seeks to identify strategies for reengineering education to promote sustainable national development.

The scope of the study includes an analysis of existing digital infrastructure, educational practices, and policy frameworks within the district. The necessity for this survey is underscored by the urgent need to address educational inequalities exacerbated by the digital divide. Gaining insights into the specific challenges faced by communities in Kaduna Central will inform targeted interventions and policy reforms, ensuring equitable access to quality ethical and value education for all, thereby contributing to the broader goal of sustainable national development.

Statement of the Problem

The digital divide poses a significant challenge in Nigeria, particularly within the Kaduna Central Senatorial District, where unequal access to digital resources hampers the effective delivery of ethical and value education. According to the National Bureau of Statistics (2022), only 38% of households in Kaduna State have internet access, revealing a stark rural-urban divide: 62% of urban residents enjoy digital connectivity, compared to a mere 18% in rural areas. This limited access adversely affects students, educators, and policymakers, restricting their ability to utilize essential digital learning resources for ethical and value-based education. Additionally, a UNESCO (2021) report indicates that over 45% of schools in Nigeria lack adequate digital infrastructure, further exacerbating educational disparities.

Ethical and value education is vital for national development, promoting responsible citizenship, social cohesion, and effective governance. However, in Kaduna Central Senatorial District, challenges such as low digital literacy where only 31% of residents possess basic digital skills (ITU,

2022; Federal Ministry of Communications and Digital Economy, 2020) inadequate ICT infrastructure, and inconsistent government policies have obstructed the integration of digital tools into the educational framework. While previous studies, such as those by Ojo & Bello (2023), have examined digital inclusion in Nigeria, they have not provided localized, data-driven insights into its impact on ethical and value education. This study aims to fill this gap by conducting a comprehensive empirical investigation into the digital divide, its associated challenges, and potential strategies for digital reengineering in the region. Utilizing a mixed-method approach with a sample size of 400 respondents, the research will offer a data-driven analysis of policy effectiveness, infrastructural deficiencies, and socioeconomic barriers, ultimately contributing to evidence-based policymaking and practical recommendations for enhancing digital access and ethical education for sustainable national development.

Aim and Objectives of the Study

The primary aim of this study is to investigate the impact of the digital divide on the provision of ethical and value education, and to propose strategies for reengineering this provision to support sustainable national development in the Kaduna Central Senatorial District of Kaduna State.

Research Objectives

The specific objectives of the research are as follows:

1. To evaluate the extent of digital access and its influence on ethical and value education in the Kaduna Central Senatorial District.
2. To identify the challenges related to digital inclusions that affect the delivery of ethical and value education in Kaduna Central Senatorial District?
3. To explore potential strategies for bridging the digital divide to enhance ethical and value education, thereby promoting sustainable national development.

Research Questions

The following research questions have been developed to align with the study's objectives:

1. What is the current level of digital access for ethical and value education in the Kaduna Central Senatorial District?
2. What are the primary challenges that impede digital inclusion in the delivery of ethical and value education in Kaduna Central Senatorial District?
3. What strategies can be implemented to bridge the digital divide and enhance the provision of ethical and value education for sustainable national development?

Research Hypotheses

The following hypotheses, stated in their null form, have been formulated to guide the study in accordance with the research questions:

1. **H₀:** There is no significant relationship between digital access and the effective delivery of ethical and value education in the Kaduna Central Senatorial District.
2. **H₀:** The challenges associated with digital inclusion do not significantly impact the provision of ethical and value education in Kaduna Central Senatorial District.
3. **H₀:** Bridging the digital divide does not have a significant effect on improving ethical and value education for sustainable national development.

Literature Review

Conceptual Review

Digital Divide

The term "digital divide" refers to the disparity between individuals with access to digital technologies, such as the internet, and those without access. This divide encompasses multiple dimensions, including digital literacy, affordability, and the availability of infrastructure. Digital literacy pertains to the skills necessary for effectively utilizing digital tools, while affordability relates

to the economic capacity to access these technologies. Infrastructure availability refers to the presence of essential technological facilities across different regions. These dimensions significantly influence the extent to which various populations can engage in the digital age (Oyelade & Adebayo, 2022; World Bank, 2022).

Ethical and Value Education

In the context of the digital era, ethical and value education faces both new challenges and opportunities. The integration of technology into educational settings necessitates a reevaluation of traditional ethical frameworks to address contemporary issues such as digital privacy, cyber ethics, and the responsible use of information. Educators are now tasked with instilling values that guide students in navigating the complexities of a digitally interconnected world, ensuring that technological advancements align with societal moral standards (Ogbuop & Obuop, 2023; Federal Ministry of Education, 2021).

Role of Technology in Education Reengineering

The role of technology in reengineering education is crucial, as it transforms traditional teaching methodologies and learning experiences. The adoption of digital tools facilitates personalized learning, enhances access to educational resources, and fosters interactive and collaborative learning environments. However, this technological shift also raises concerns about the potential erosion of face-to-face interactions and the risk of declining educational standards if not managed thoughtfully. Striking a balance between technological integration and the preservation of essential human elements in education is vital for achieving sustainable and effective learning outcomes (The Guardian.com; World Bank, (2019).

Theoretical Framework

Digital Divide Theory

Digital Divide Theory by the Federal Communications Commission (FCC, 1996) posits that disparities in access to information and communication technologies (ICTs) create significant social and educational inequalities. This theory highlights how unequal access to digital resources can perpetuate existing socioeconomic disparities, limiting opportunities for marginalized communities to benefit from digital advancements. In the educational context, the digital divide can hinder students' ability to engage with digital learning materials, adversely affecting their academic performance and future prospects (Norris, 2001). Addressing this divide is essential for ensuring equitable educational opportunities and fostering inclusive development.

Social Learning Theory

Social Learning Theory, developed by Albert Bandura (1977), emphasizes that learning occurs through observation, imitation, and modeling within a social context. This theory underscores the importance of social interactions and the environment in shaping individuals' behaviors and attitudes. In the realm of ethical and value education, Social Learning Theory suggests that students acquire moral and ethical behaviors by observing and interacting with role models, including educators and peers. The integration of digital tools can enhance these interactions by providing diverse platforms for collaborative learning and exposure to positive role models beyond the immediate environment.

Relevance of the Theories to the Study

The relevance of Digital Divide Theory and Social Learning Theory to this study lies in their collective emphasis on access and social context in learning. Digital Divide Theory highlights the necessity of equitable access to digital resources to prevent educational disparities, while Social Learning Theory points to the role of social interactions in ethical and value education. By examining the digital divide within the Kaduna Central Senatorial District, this study aims to understand how limited digital access affects the social learning processes essential for imparting ethical values. This

understanding is vital for developing strategies that leverage digital inclusion to enhance ethical and value education, thereby contributing to sustainable national development.

Empirical studies have underscored the pervasive impact of the digital divide on education in Nigeria and other developing nations. For instance, a study by Ogbuop and Obuop (2023) emphasizes that students from rural communities and low-income backgrounds in Nigeria are disproportionately affected by limited access to online learning resources, a disparity that was exacerbated during the COVID-19 pandemic. Similarly, research conducted in China during the pandemic reveals that unequal access to distance learning and educational technology significantly shapes student learning experiences (Zhao et al., 2021). These findings highlight the urgent need for targeted interventions to bridge the digital gap in educational contexts.

Case studies focusing on education reengineering for sustainability have demonstrated the transformative potential of integrating technology into educational systems. For example, initiatives in Bangladesh have shown that equipping public schools and college libraries with information and communication technologies (ICTs) can significantly reduce the digital divide at the national level, fostering socially inclusive learning environments (Islam & Tsuji, 2021). These efforts underscore the importance of reengineering educational infrastructures to incorporate digital tools, thereby promoting equitable access to quality education and supporting sustainable development goals.

Both governmental and non-governmental organizations have undertaken various initiatives to bridge the digital divide, recognizing its critical role in national development. In Nigeria, the government has released the National Digital Economy Policy and Strategy 2020-2030, aiming to leverage digital technology to drive growth across all sectors of the economy (International Trade Administration, 2023). Complementing these governmental initiatives, major U.S. technology firms have launched training programs to enhance digital skills among Nigerian youth. For instance, in 2021, Microsoft partnered with the Nigerian government to train five million youths in technical skills, addressing the digital skills gap and promoting digital inclusion (International Trade Administration, 2023). These collaborative efforts are essential in creating an enabling environment for digital learning and reducing educational disparities caused by the digital divide. The relevance of these empirical findings to the current study is profound. Understanding the specific challenges posed by the digital divide in regions like Kaduna Central Senatorial District is crucial for developing effective strategies to enhance ethical and value education. By examining successful case studies and existing initiatives, this study can identify best practices and tailor interventions that address the unique needs of the community, thereby contributing to sustainable national development through improved educational outcomes

Methodology

The research employs a mixed-methods design, combining both quantitative and qualitative approaches to thoroughly investigate the digital divide in ethical and value education within the Kaduna Central Senatorial District. This framework allows for data triangulation, enhancing the validity and reliability of the findings. Quantitative data is used to measure the extent of digital disparities, while qualitative insights from interviews provide a deeper understanding of the challenges and opportunities related to bridging this divide.

The study targets a diverse population, including educators, policymakers, students, and community leaders, who are directly involved in education and policy development. This selection ensures that the perspectives of key stakeholders are represented, as they play a crucial role in addressing issues of digital accessibility and ethical education. A sample size of 400 respondents was determined using Cochran's formula, which is appropriate for large populations and ensures sufficient statistical power for generalization.

For data collection, both random and purposive sampling techniques were employed. Random sampling was used to select students and educators, ensuring equal representation and minimizing selection bias. In contrast, purposive sampling was applied to policymakers and community leaders, as their specialized knowledge and experience in digital education policies are essential for the study. Data

collection involved structured questionnaires and semi-structured interviews, complemented by secondary sources.

The analysis of data collected included descriptive statistics and chi-square tests to evaluate relationships between digital access and educational outcomes. This comprehensive approach allows for a nuanced understanding of the digital divide's impact on ethical and value education, ultimately contributing to evidence-based policymaking and practical recommendations for enhancing digital access in the region.

Results

For data analysis, the study employed descriptive statistics, thematic analysis, and inferential statistics. Descriptive statistics, such as percentages, mean scores, and frequency distributions, were used to summarize survey responses via the SPSS software. Thematic analysis was applied to qualitative interview data, identifying recurring themes related to challenges in digital access and policy responses. Inferential statistics, including regression analysis and chi-square tests, were employed to explore relationships between digital accessibility and educational outcomes. This rigorous methodology ensures a robust interpretation of data, yielding actionable insights that contribute to educational policy and digital inclusion strategies in the Kaduna Central Senatorial District.

Research Question One: What is the current level of digital access for ethical and value education in the Kaduna Central Senatorial District?"

Table1: Frequency Distribution on Research Question One

Digital Access Level	Frequency (n)	Percentage (%)	Mean	SD
High Access	80	20.0	1.84	0.71
Moderate Access	110	27.5	2.53	0.97
Low Access	150	37.5	3.45	1.32
No Access	60	15.0	1.38	0.53
Total	400	100	2.53	0.97

Source: Data Analysis for Fieldwork, 2024

The analysis of digital access levels for ethical and value education in Kaduna Central Senatorial District reveals significant disparities. The mean score of 2.53 (SD = 0.97) indicates that access to digital resources is generally moderate, though a large proportion of respondents (37.5%) reported low access, while 15% had no access at all. Only 20% of respondents enjoy high digital access, suggesting that a substantial digital divide persists. This gap is likely influenced by infrastructural limitations, socioeconomic constraints, and policy implementation challenges. The standard deviation of 0.97 shows some variability in responses, reflecting the unequal distribution of digital resources across different areas. The finding of the study indicated that there are significant disparities of digital access levels for ethical and value education in Kaduna Central Senatorial District. This emphasizes the need for targeted interventions, such as improved ICT infrastructure, affordable internet access, and digital literacy programs, to ensure equitable access to ethical and value-based education in the district.

Analysis of Hypothesis One

Table 2: Chi-Square Test Table for Hypothesis One Testing

Digital Access	Effective Delivery (Observed)	Ineffective Delivery (Observed)	Effective Delivery (Expected)	Ineffective Delivery (Expected)	Total
Adequate Access	120	80	85.0	115.0	200
Inadequate Access	50	150	85.0	115.0	200
Total	170	230	-	-	400

Source: Fieldwork, 2024

The chi-square test results presented in Table 2 reveal a significant correlation between digital access and the effective delivery of ethical and value education in Kaduna Central Senatorial District. Among respondents with sufficient digital access, 120 reported effective education delivery, while 80 found it ineffective. Conversely, among those with limited digital access, only 50 deemed the education effective, whereas 150 considered it ineffective. The expected values for both groups in each category were set at 85, indicating that the observed differences are unlikely to be due to random chance. With a chi-square statistic of 48.71 and a p-value of 2.97×10^{-12} well below the 0.05 significance threshold we therefore, reject the null hypothesis (H_0). This leads us to conclude that digital access significantly influences the effective delivery of ethical and value education. Therefore, enhancing digital infrastructure and accessibility is essential for improving educational outcomes and fostering value-based learning in the region.

Research Question Two: What are the primary challenges that impede digital inclusion in the delivery of ethical and value education in this region?

Table 3: Frequency Distribution on Research Question Two

Challenges	Frequency (n)	Percentage (%)	Mean ($\bar{x}$)	SD (σ)
Inadequate ICT Infrastructure	130	32.5	3.21	1.05
High Cost of Internet and Devices	115	28.75	3.15	1.02
Low Digital Literacy	90	22.5	2.98	0.95
Lack of Government Support	40	10	2.75	0.88
Socioeconomic Barriers (Poverty)	25	6.25	2.60	0.81
Total Respondents	400	100	2.94	0.94

Source: Data Analysis for Fieldwork, 2024

Table 3 revealed that **inadequate ICT infrastructure** is the most significant barrier to digital inclusion in ethical and value education, with **32.5%** of respondents identifying it as a key challenge (Mean = **3.21**, SD = **1.05**). The **high cost of internet and devices** follows closely, affecting **28.75%** of respondents (Mean = **3.15**, SD = **1.02**), indicating that financial constraints hinder digital access. **Low digital literacy**, cited by **22.5%** of respondents (Mean = **2.98**, SD = **0.95**), further exacerbates the divide, especially in rural areas. Additionally, **lack of government support** (10%, Mean = **2.75**) and **socioeconomic barriers** (6.25%, Mean = **2.60**) contribute to the problem, albeit at lower rates. The overall **mean score of 2.94** suggests that these challenges are prevalent and require urgent intervention. The high standard deviation values indicate variability in responses, suggesting that while some areas experience extreme digital exclusion, others have relatively better access. The finding revealed that **inadequate ICT infrastructure, high cost of internet and devices, Low digital literacy, lack of government support and socioeconomic barriers constitute some significant barriers to digital inclusion in ethical and value education in Kaduna Central Senatorial District. Addressing these challenges through policy reforms, improved ICT infrastructure, and targeted digital literacy programs is crucial for bridging the digital divide and enhancing ethical and value education in the region.**

Analysis of Hypothesis Two

Table 4: Chi-Square Test Table for Hypothesis Two Testing

Digital Inclusion Challenges	Effective Delivery (Observed)	Ineffective Delivery (Observed)	Effective Delivery (Expected)	Ineffective Delivery (Expected)	Total
Minimal Challenges	90	110	65.0	135.0	200
Severe Challenges	40	160	65.0	135.0	200

Total	130	270	-	-	400

Source: Fieldwork, 2024

The chi-square test results indicate a significant correlation between challenges in digital inclusion and the delivery of ethical and value education in the Kaduna Central Senatorial District. Among respondents with minimal digital challenges, 90 rated education delivery as effective, while 110 deemed it ineffective. Conversely, among those facing severe digital challenges, only 40 found education effective, while 160 rated it ineffective. The expected values for both groups were 65, suggesting that the observed differences are unlikely to be due to chance. With a chi-square statistic of 27.36 and a p-value of 1.69×10^{-7} , which is significantly lower than the 0.05 threshold, the null hypothesis (H_0) is rejected. This confirms that digital inclusion challenges have a substantial impact on the provision of ethical and value education. These findings highlight the urgent need for targeted interventions, such as enhancing digital infrastructure, promoting digital literacy, and implementing inclusive education policies to address the digital divide and improve educational accessibility.

Research Question Three: What strategies can be implemented to bridge the digital divide and enhance the provision of ethical and value education for sustainable national development?

Table 5: Frequency Distribution on Research Question Three

Strategies for Bridging the Digital Divide	Frequency (N)	Percentage (%)	Mean	SD
Investment in ICT infrastructure	130	32.5	3.45	1.08
Reduction of internet and device costs	110	27.5	3.38	1.02
Digital literacy programs	90	22.5	3.30	0.98
Government policy support	45	11.25	3.12	0.95
Community-led initiatives	25	6.25	2.90	0.89
Total	400	100	3.23	0.98

Source: Data Analysis for Fieldwork, 2024

Table 5 summarizes the key strategies identified by respondents to improve digital access for ethical and value education. Investment in ICT infrastructure (Mean = 3.45, SD = 1.08) is seen as the most effective strategy, with 32.5% of respondents highlighting its importance. Reducing internet and device costs (Mean = 3.38, SD = 1.02) follows closely, indicating that affordability is a major factor in digital inclusion. Digital literacy programs (Mean = 3.30, SD = 0.98) also play a crucial role, particularly in equipping students and teachers with necessary technological skills. Government policy support (Mean = 3.12, SD = 0.95) is recognized but appears to require better implementation, while community-led initiatives (Mean = 2.90, SD = 0.89) receive the least support, suggesting that broader governmental and institutional interventions are more impactful. The overall mean of 3.23 reflects a moderate consensus on the effectiveness of these strategies, while the standard deviation of 0.98 indicates some variation in responses, likely influenced by location and access disparities within the district. The finding showed that investment in ICT infrastructure, reducing internet and device costs, digital literacy programs, government policy support and community-led initiatives are the key strategies to improve digital access for ethical and value education for sustainable national development.

Analysis of Hypothesis Three

Table 6: Chi-Square Test Table for Hypothesis Three Testing

Digital Divide Bridging Efforts	Improved Ethical & Value Education (Observed)	Not Improved (Observed)	Improved Ethical & Value Education (Expected)	Not Improved (Expected)	Total
Bridging Efforts Present	130	70	95.0	105.0	200
Bridging Efforts Absent	60	140	95.0	105.0	200
Total	190	210	-	-	400

Source: Fieldwork, 2024

The results from the chi-square test presented in Table 6 indicated a significant influence of bridging the digital divide on enhancing ethical and value education for sustainable national development in Kaduna Central Senatorial District. The data revealed that in areas where efforts to bridge the digital divide are implemented, 130 respondents reported an improvement in education, while 70 noted no change. In contrast, in regions lacking such initiatives, only 60 respondents observed an improvement, with 140 indicating no change. The expected values for both groups were 95, suggesting that the observed differences are not due to chance. With a chi-square statistic of 47.73 and a p-value of 4.89×10^{-12} well below the 0.05 significance threshold we reject the null hypothesis (H_0). This analysis confirms that bridging the digital divide significantly enhances the effectiveness of ethical and value education, underscoring the necessity for increased digital access, the integration of ICT in education, and policy reforms to promote sustainable national development.

Discussion

The finding of the study indicated that there are significant disparities of digital access levels for ethical and value education in Kaduna Central Senatorial District with the mean score of 2.53 (SD = 0.97). The high standard deviation underscores the unequal distribution of digital resources, reinforcing the study's assertion that investment in digital infrastructure, affordability initiatives, and literacy programs is essential for delivering equitable ethical and value education in the Kaduna Central Senatorial District. This finding collaborates Ojo & Bello (2023) who discuss the broader implications of digital inclusion in Nigeria, emphasizing the need for localized data to understand specific regional challenges. Additionally, a study evaluating the Digital Learning Culture (DLC) Index among secondary students in Nigeria's North-Central zone found that urban students have an estimated DLC index of 0.22, indicating a significant digital literacy gap between urban and rural populations. This divide is further intensified by financial exclusion; although women represent 50% of business owners in Kaduna, 62% remain financially marginalized. These statistics highlight the complex nature of the digital divide, shaped by both infrastructural shortcomings and socioeconomic disparities. The challenges in providing ethical and value education due to the digital divide are multifaceted. Limited access to digital resources hinders the integration of technology into educational curricula, which is vital for contemporary ethical instruction. Financial constraints exacerbate this issue; in Kaduna Central, many parents struggle to pay examination fees, resulting in high dropout rates and low awareness regarding the importance of girls' education. This financial burden restricts students' access to digital tools, thereby obstructing the delivery of comprehensive ethical and value education. This was supported by the World Bank (2021) indicating that financial exclusion significantly impacts educational outcomes, particularly for marginalized groups. Infrastructural challenges significantly contribute to the digital divide. The Kaduna State Development Plan 2021-2025 outlines efforts to establish a state-wide digital infrastructure backbone aimed at transforming Kaduna into a digital economy (Kaduna State Government, 2021). However, the current infrastructure remains inadequate, particularly in rural areas, limiting internet access and digital learning opportunities. Socioeconomic factors, including financial exclusion and gender disparities, further complicate these challenges. Policy and governance issues also play a critical role; while initiatives like the e-governance strategy with Microsoft show promise, effective implementation and widespread adoption are crucial for bridging the digital divide comprehensively.

The finding revealed that **inadequate ICT infrastructure, high cost of internet and devices, Low digital literacy, lack of government support and socioeconomic barriers constitute some** significant barrier to digital inclusion in ethical and value education in Kaduna Central Senatorial District as major challenges hindering digital inclusion in the delivery of ethical and value education within the Kaduna Central Senatorial District. This finding is in line with the International Telecommunication Union (ITU, 2022) that emphasizes the role of digital literacy in fostering responsible citizenship and ethical behavior in the digital age. To effectively tackle these barriers, it is

crucial to enhance ICT investments, subsidize digital tools, implement capacity-building initiatives, and pursue policy reforms aimed at fostering inclusive and effective digital education delivery. The findings suggest that improving ICT infrastructure, lowering internet costs, and promoting digital literacy programs are essential for delivering effective ethical and value education in the Kaduna Central Senatorial District. Digital literacy is vital for youth empowerment and the reinforcement of national values in Nigeria. A study indicates that 76.3% of Nigerians have sought jobs requiring digital literacy skills, with 66.8% acknowledging its importance for employment opportunities. This significant engagement illustrates the role of digital skills in enhancing employability and fostering economic independence among the youth. Access to digital technology provides numerous advantages, including improved educational and career prospects, thereby promoting social inclusion and reinforcing national values. Efforts to reform education for sustainable national development in Nigeria necessitate a multifaceted approach that involves government bodies, the private sector, non-governmental organizations (NGOs), and local communities (UNESCO, 2020). The Nigerian government has initiated reforms to enhance educational infrastructure and align curricula with sustainable development goals, emphasizing the integration of modern technology in classrooms and the ongoing professional development of educators. NGOs play a crucial role in promoting sustainable development through education and health initiatives, focusing on social welfare and community development (International Trade Administration, 2023).. Their activities range from building educational infrastructure to implementing programs that improve learning outcomes. Community-led initiatives, such as local libraries and learning centers, are vital in bridging educational gaps and ensuring inclusive development that reflects local needs. Collectively, these collaborative efforts highlight the importance of a holistic approach to educational reform, where government policies, private sector investments, NGO initiatives, and community participation converge to foster sustainable national development.

The finding showed that investment in ICT infrastructure, reducing internet and device costs, digital literacy programs, government policy support and community-led initiatives are the key strategies to improve digital access for ethical and value education for sustainable national development in Kaduna Central Senatorial District and Nigeria at large. This study emphasizes the importance of a comprehensive strategy that integrates technological investments, policy reforms, and collaboration between government and private sectors to enhance ethical and value-based education for sustainable development in the Kaduna Central Senatorial District (International Trade Administration, 2023). The relationship between digital literacy and ethical education is crucial for cultivating informed and responsible citizens. Digital literacy empowers individuals with the skills to navigate the digital world effectively, while ethical education provides the moral framework necessary for responsible usage of these skills. Together, they promote critical thinking, ethical decision-making, and responsible digital citizenship, which are vital for personal growth and societal harmony (OECD, 2020). Incorporating digital literacy into educational curricula ensures that individuals not only become proficient in technology but also grasp the ethical implications of their online behavior, fostering a culture of integrity and respect in the digital realm. Over time, enhancing digital literacy and ethical education can significantly impact governance and economic development. A digitally literate population can engage more effectively with e-governance platforms, leading to greater transparency, reduced bureaucracy, and improved public service delivery, ultimately fostering trust in government institutions and encouraging civic engagement (the International Telecommunication Union (ITU, 2022).

Conclusion

The study highlights the significant impact of the digital divide on ethical and value education in the Kaduna Central Senatorial District. Key findings reveal that limited access to digital infrastructure, socioeconomic inequalities, and restrictive policies hinder effective digital learning and ethical instruction, exacerbating educational disparities. Infrastructural challenges, such as unreliable internet connectivity and insufficient digital devices, further widen gaps in educational participation and quality, ultimately restricting youth empowerment and impeding national development. Addressing

these issues is crucial for fostering equitable access to education and promoting sustainable growth in the region.

Recommendations

Base on the study finding the study suggests the following as recommendations.

1. The government should implement policies to ensure affordable internet and subsidized devices for students, especially in underserved areas. Investments in ICT infrastructure, reliable electricity for schools, and community digital hubs are essential.
2. Schools should integrate digital tools into ethical and value education through blended learning models. Training programs for educators in digital literacy and innovative teaching methods are crucial to improve student engagement and ethical decision-making.
3. Government should encourage public-private partnerships to provide digital infrastructure and resources. Collaborate with technology companies and NGOs to support community-led digital literacy initiatives, promoting shared responsibility for digital inclusion.

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EXPLORING THE PREVALENCE AND CONSEQUENCES OF ETHICAL ISSUES IN THE ADMINISTRATION OF TEACHER EDUCATION INSTITUTIONS IN DELTA STATE



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Abstract

This study examined the prevalence and consequences of ethical issues in the administration of teacher education institutions in Delta State. Two purposes and research questions guided the study. The study adopted a descriptive survey research design. The estimated targeted population for this study consisted of 1, staff strength from two public teacher education institutions in Delta State. The breakdown of this population involves a total of 532 teaching and senior non-teaching staff of Federal College of Education (Technical) Asaba; 510 teaching and senior non-teaching staff of COE, Warri, Delta State. Sample size of the study constituted a total of 521 teaching and senior non-teaching staff which included the Deans, Heads of Departments, Directors of units, lecturers and other senior administrative officers across the two public teacher education institutions, selected using the purposive and stratified random sampling techniques. Instrument for data collection was a 35-item closed-ended structured questionnaire designed by the researcher and titled: —Prevalence and Consequences of Ethical Issues in Administration of Teacher Education Institutions Questionnaire (PCEIATEIQ)l. The questionnaire was structured on a 4-point rating scale of: Strongly Agree (SA) – 4 points, Agree (A)– 3 points, Disagree (D)– 2 points and Strongly Disagree (SD) – 1 point. Both validity and reliability of the questionnaire were established. Data collated were analyzed using mean statistics rated at 2.50 and standard deviation statistics. Findings of the study revealed among others that favouritism, ethnicity, tribalism, bribery, poor accountability, nepotism, mismanagement of funds, political interference, lack of transparency in procurement and resource allocation, sexual harassment, culture of silence around unethical behaviours, academic dishonesty, discriminations, delay in payment of staff honorarium, among others, were ethical issues prevalent in the administration of teacher education institutions in Delta State. From these findings' recommendations were proffered and among them included that the regulatory agencies for teacher education institutions, that is, the National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) should establish independent ethics committees to monitor, investigate, and address ethical violations and challenges promptly for effective administration of TEIs in Delta State.

Keywords: Ethical issues, Prevalence, Consequences, Administration, Teacher, Education, Institutions

Introduction

Teacher Education Institutions (TEIs) are well-known for the training of pre-service and servicing teachers for the Nigerian education sector. They offer variations of sandwich, regular/full-time and part-time professional diploma, degree and postgraduate degree programmes in various courses and disciplines for the student-teachers in the Colleges of Education (COEs), National Teachers' Training Institute (NTI), School of Education in the Polytechnics, and Institute and Faculty of Education in the Universities, including their affiliations, among others. However, teacher education institutions (TEIs) serve a unique purpose and strategic role in sustainable national development of any nation, as they produce educators and teachers who shape the character and intellectual growth of future generations. Hence, the administration coupled with administrative practices within these TEIs must be grounded in ethical standards to ensure credibility and trust in the education system for their sustainable development (Obasi & Iheanacho, 2020). This requires that the activities, operations and actions of different personnel in the TEIs, among which includes the institutional leadership and management team, Deans and heads of departments, teaching staff, non-teaching staff and students must be properly guided and abide by ethical standards and code of conducts of the institution. Ethical standards entail principles that when followed, promote values such as trust, good behaviour, fairness, and kindness and serve as guidelines for individuals to act responsibly in professional and social contexts (Velasquez, Andre, Shanks & Meyer, 2015). Ethical standards also refer to the codes of conduct or expectations that govern behavior within a particular profession, ensuring integrity, accountability, and respect for individuals and institutions (Cooper, 2012). Besides, ethics in educational administration simply refers to the application of moral principles and standards to leadership, decision-making and governance in educational institutions. Ethic in educational administration also deals with the act of doing what is right or wrong including conducts and principles guiding human actions in educational institutions. It involves honesty, fairness, integrity, respect for persons, and accountability in the use of institutional power (Okebukola, 2021). Administration, on the other hand can be described as the process of coordinating people and resources to achieve organizational goals through planning, organizing, leading, and controlling activities effectively and efficiently (Lussier & Achua, 2016).

Educational administration means the process of planning, organizing, directing, and controlling of the activities related to education in order to effectively and efficiently achieve the objectives of educational institutions. Administration in education thus, involves executive functions of planning, coordinating, directing, reporting, controlling, organizing, harmonizing and monitoring activities in the school organization. It further involves the management of staff and utilization of resources in educational institutions. In teacher education institutions, ethical leadership plays a pivotal role in setting the tone for institutional culture and ensuring fairness in areas of administration such as personnel management, resource allocation, facilities management, institutional relationships with external bodies and student affairs (Ajayi & Ekundayo, 2022). Ethical standards administration therefore, is a critical component of effective educational leadership, particularly, in teacher education institutions that are responsible for preparing future educators. It provides a foundation for trust among staff, students, and the wider community, and ensures that institutional goals are pursued with transparency and justice (Uche & Okoli, 2023). The integrity and accountability of administrators including other personnel in these institutions directly influence not only internal governance but also the quality of teacher preparation and ultimately, the sustainability of national development efforts (Okebukola, 2021). However, unethical practices such as favoritism, nepotism, forgery, certificate racketing, mismanagement of facilities, laziness and delay in discharge of responsibilities, bribery and misappropriation of funds can compromise the effectiveness of educational leadership likewise any other personnel in the institution; and damage institutional reputation (Olorunsola & Oyeade, 2021). The prevalence of ethical issues in Nigerian teacher education institutions has been widely acknowledged in recent years. Administrative malpractices such as biased staff recruitment, suppression of dissenting voices, and exploitation of power by top officials are frequently reported (Eze & Alutu, 2022). Eze and Alutu further lamented about the anecdotal ethical standards violations persisting within the management of colleges of education and faculties of education in universities, especially, at the

State level (Eze & Alutu, 2022). Such ethical standards violations may include biased recruitment practices, misappropriation of funds, intimidation of subordinates and inadequate mechanisms for accountability and redress. According to Uche and Okoli (2023), administrative favouritism and politicization of leadership appointments are major ethical concerns that erode staff morale and encourage institutional mediocrity. Furthermore, lack of effective internal monitoring structures often allows these unethical behaviours to persist without consequences. Ajayi and Ekundayo (2022) expressed that in recent years, concerns about unethical administrative practices such as issues of favouritism, tribalism and ethnicity, corruption, delay in payment of workers' salary including other honorarium, mismanagement of resources, impartiality in allocation responsibilities, forgery, poor accountability and lack of transparency, among others, have been increasingly raised in Nigeria's educational sector (Ajayi & Ekundayo, 2022).

In Delta State, anecdotal and empirical evidence indicates a pattern of unethical conduct among administrators, especially, in the areas of procurement, staff promotion, and student admissions, among others (Obasi & Iheanacho, 2020). However, the situation of ethical standard issues and challenges prevailing in the administration of TEIs in Delta State is particularly concerning. While efforts have been made by government and regulatory bodies to promote transparency and quality assurance in higher education, teacher education institutions still grapple with ethical lapses that hinder their efficiency and effectiveness, therefore, making the attainment of quality almost impossible. According to Uche and Okoli (2023), these ethical challenges not only disrupt administrative functions but also negatively affect staff morale, hinder academic productivity, and weaken public confidence in the education system. If left unaddressed, these issues could undermine the capacity of teacher education institutions to contribute meaningfully to educational transformation and national development. Moreover, ethical issues in administration are not merely isolated organizational concerns, they carry significant consequences for the broader educational landscape. When unethical behaviour becomes normalized in teacher education institutions, it sends a dangerous signal to the pre-service teachers being trained in such environments, thereby, potentially perpetuating a culture of corruption and negligence in the school system (UNESCO, 2022). Furthermore, the consequences of unethical administration in teacher education institutions are far-reaching. First, it undermines the credibility and legitimacy of these institutions, both internally and externally. Staff and students lose trust in leadership, which can result in conflict, low morale, promotion of corrupt practices and high turnover rates (Ajayi & Ekundayo, 2022). Second, the presence of ethical challenges compromises the quality of teaching and learning. When administrative decisions are not merit-based, unqualified personnel may be appointed to critical roles, leading to a decline in instructional quality and educational outcomes (Obasi & Iheanacho, 2020). Third, unethical administration affects the training and professional identity of pre-service teachers. Students who observe or experience administrative malpractice may internalize unethical behaviours, thereby, reproducing them in the school system after graduation (UNESCO, 2022). This creates a ripple effect that undermines national efforts toward sustainable national development, especially, in the education sector. From all the foregoing discussions, it therefore becomes imperative to explore the prevalence and consequences of these issues, with a focus on how they affect institutional operations and quality, staff performance, the training of future educators and institution's sustainable development. The rationale for this study is grounded in the need to empirically assess the ethical climate of teacher education institutions in Delta State and identifying the administrative challenges that may hinder their development goals. This study is however, anchored on Ethical Leadership Theory, which posits that leaders who act with integrity, fairness, and concern for others promote ethical behaviour within their organizations (Brown & Treviño, 2006). Ethical leaders are role models whose behaviour influences subordinates through both formal authority and interpersonal relationships. In educational institutions, ethical leadership encourages a culture of accountability, fairness, and inclusiveness, thereby minimizing unethical practices (Okebukola, 2021). Applying this theory to the administration of teacher education institutions provides a lens to assess how the conduct of administrative leaders influences the overall ethical climate and institutional performance.

Despite the availability of general literature on corruption and ethical lapses in Nigerian higher education, specific research focusing on teacher education institutions in Delta State remains limited. Several empirical studies have addressed ethical challenges in Nigerian higher education. Ajayi and Ekundayo (2022) found out that institutions with strong ethical policies recorded higher staff commitment and better academic outcomes. Similarly, Eze and Alutu (2022) identified a direct link between ethical leadership and institutional effectiveness in Colleges of Education in South-East Nigeria. However, most existing research like those of Adeleke and Odebunmi (2021), Ewuim and Ekwe (2019), Oduwaiye (2014), Omoregie and Egbo (2020), and Okebukola (2018) has focused broadly on public universities or higher education institutions in other geopolitical zones, leaving a gap in localized data on ethical issues in teacher education institutions (TEIs) in Delta State. This study contributes to filling that empirical gap by focusing specifically on prevalence and consequences of ethical issues in administration of teacher education institutions in Delta State's. The study, therefore, sought to fill that gap by providing empirical insights that could inform ethical policy reforms, capacity building, and institutional accountability frameworks in Delta State teacher education sector.

Statement of the Problem

Teacher education institutions serve as foundational pillars in shaping the quality and integrity of the teaching profession, which is vital for sustainable national development of the country. The administration of these institutions is expected to reflect the highest ethical standards, given their role in producing morally upright and professionally competent teachers. However, there is growing concern over the erosion of ethical values in the administration of teacher education institutions across Nigeria, including, in Delta State. Reports of favouritism in staff recruitment and promotion, financial mismanagement, lack of transparency, abuse of power, mismanagement and lack of maintenance of facilities, misbehaviour, nepotism, forgery, sexual harassment from students and lecturers, malpractices of all sort, indiscipline, certificate racketing and poor accountability mechanisms have become increasingly common as reported in few studies (Ajayi & Ekundayo, 2022; Eze & Alutu, 2022; Uche & Okoli, 2023). These ethical lapses not only compromise or undermines institutional credibility and internal harmony but also negatively impact the quality of training provided for recipients, administrative operations and morale of pre-service teachers. When the administrative environment is characterized by unethical practices, it sets a poor example for future educators, potentially perpetuating a cycle of corruption and professional misconduct in the education system. However, the prevalence of unethical standards and practices can lead to crisis in the administration of TEIs. Furthermore, ethical failures in administration may lead to reduced staff motivation, high turnover, strained stakeholder relationships, and a decline in academic productivity and innovation. Despite existing literature on ethical leadership and institutional governance in higher education, most studies focus broadly on universities or general public sector ethics. There is a noticeable scarcity of empirical research specifically examining the prevalence and consequences of ethical issues in the administration of teacher education institutions in Delta State. This lack of localized evidence creates a critical gap in knowledge and undermines efforts to design targeted interventions that address the unique challenges faced by these institutions. This study is, therefore, designed to fill this gap by empirically exploring the nature, frequency, and consequences of ethical issues in the administration of teacher education institutions in Delta State. It aimed to provide data-driven insights that will guide ethical reforms, strengthen institutional accountability, and ultimately support the goal of sustainable national development through effective administration of quality teacher education. Thus, the problem in which this present sought to address is to investigate and determine the prevalence and consequences of ethical issues in the administration of teacher education institutions in Delta State

Purpose of the Study

The purpose of this study was to examine the prevalence and consequences of ethical issues in the administration of teacher education institutions in Delta State. Specific objectives of the study were to:

1. examine the prevalence of ethical issues in the administration of teacher education institutions in Delta State.
2. investigate the consequences of these ethical issues on the operational effectiveness, quality of teacher education and sustainable development in the administration of teacher education institutions in Delta State.

Research Questions

The following research questions guided this study:

1. What are the ethical issues prevalent in the administration of teacher education institutions in Delta State?
2. What are the consequences of these ethical issues on the operational effectiveness, quality of teacher education and sustainable development in the administration of teacher education institutions in Delta State?

Methods

This study adopted a descriptive survey research design. The design was deemed appropriate because the study sought to collect data from a sample of respondents to describe and interpret the current status of ethical issues in the administration of teacher education institutions without manipulating any variables. This design enabled the researcher to examine the prevalence and consequences of these ethical issues based on respondents' experiences and perceptions. The estimated targeted population for this study consisted of a total of 1,042 staff strength from two public teacher education institutions in Delta State. The breakdown of this population involves a total of 532 teaching and senior non-teaching staff of Federal College of Education (Technical) Asaba; 510 teaching and senior non-teaching staff of COE, Warri, Delta State. The population further comprised all the administrators, academic staff and senior non-teaching staff from the two public teacher education institutions in Delta State. This included the Deans, Heads of Departments, Directors of units, lecturers and other senior administrative officers across the two public teacher education institutions. A total sample of 521 respondents consisting of 299 teaching and 222 senior non-teaching staff was selected using purposive and stratified random sampling techniques. First, purposive sampling was used to select 2 public teacher education institutions within Federal-Government owned institution and State-Government owned TEIs in Delta State. Then, stratified random sampling was used to select respondents across strata (Federal-Government owned institution and State-Government owned institution): 15 administrators, 299 academic staff and 207 senior non-teaching staff, ensuring a balanced representation.

The main instrument used for data collection was a 35-item closed-ended structured questionnaire designed by the researcher and titled: —Prevalence and Consequences of Ethical Issues in Administration of Teacher Education Institutions Questionnaire (PCEIATEIQ)». The questionnaire was structured on a 4-point rating scale of: Strongly Agree (SA) – 4 points, Agree (A)– 3 points, Disagree (D)– 2 points and Strongly Disagree (SD) – 1 point. Construction of the questionnaire was guided by the purpose of the study and research questions. The content and face validity of the instrument were ensured by presenting the drafted copy to three experts from the Faculty of Management and Social Sciences in Dennis Osadebay University, Delta State. Their feedback led to improvements in the clarity, structure and relevance of the questionnaire items before its final distribution to the respondents. The reliability of the instrument was determined using the Cronbach Alpha method to measure scores gotten from the pilot-test. Moreover, a pilot test was conducted with 30 respondents from three teacher education institutions not included in the main study. After the pilot test, the scores of 0.89 and 0.87 were calculated from the two clusters respectively using the Cronbach Alpha method and were summed up to give an overall reliability coefficient which was found to be 0.88, indicating a high level of internal consistency. The researcher, with the help of four research assistants, administered the questionnaires to respondents from the sampled public institutions adopting an on-the-spot, face-to-face and hand-delivery contact with the respondents. Respondents who were assured of confidentiality and

anonymity of their responses completed the questionnaire immediately on the spot and returned them back to the research assistants. Distribution of the questionnaire took a period of five working days and were also retrieved at a 100% rate of return. Data collected were analyzed using descriptive statistics (mean and standard deviation) to answer the research questions. An item with a mean score of 2.50 and above was considered as agree (that is, prevalent or consequential), while an item below 2.50 was considered as disagree. Results were presented in frequency tables for clarity and interpretation.

Results

Research Question 1: What are the ethical issues prevalent in the administration of teacher education institutions in Delta State?

Table 1: Mean Scores and SD of Respondents concerning the Ethical Issues Prevalent in the Administration of Teacher Education Institutions (TEIs) in Delta State

N = 521 Respondents (academic staff and senior non-teaching staff)

S/N	Please indicate your agreement concerning the ethical issues prevalent in the administration of your college using the rating scales provided	SA	A	D	SD	X	SD	Decision
1.	Favoritism together with ethnicity, tribalism, bribery, is a common practice in admission, staff promotion likewise official appointments	257	222	30	12	3.39	0.70	Agree
2.	Poor accountability from higher officials alongside with lack of effective internal monitoring structures present in the institution	248	212	33	28	3.31	0.81	Agree
3.	Nepotism affects recruitment including employment processes in terms of hiring, or assignment decisions based on personal relationships rather than merit	266	199	40	16	3.37	0.76	Agree
4.	Mismanagement/misuse of institutional funds is prevalent	220	250	27	24	3.28	0.76	Agree
5.	There is lack of transparency in procurement likewise resource allocation	223	231	20	47	3.21	0.89	Agree
6.	Inadequate ethical oversight and policy enforcement as in connection with institutional ethical codes of conduct not enforced consistently or failure to implement them; including, lack of ethical training and weak internal control systems	217	266	14	24	3.30	0.73	Agree
7.	Political interference affects key administrative decisions	299	180	25	17	3.46	0.73	Agree
8.	There are reports of sexual harassment involving staff and students	187	273	39	22	3.20	0.75	Agree
9.	There is a culture of silence around unethical behaviours	271	203	20	27	3.38	0.79	Agree
10.	Demanding bribes for grades or favourable treatment	213	267	11	30	3.27	0.77	Agree
11.	Academic dishonesty including certificate racketeering such as tolerating or participating in plagiarism, falsification of records, or sale of certificates	218	275	18	10	3.35	0.64	Agree
12.	Exploitation in the form of abuse of authority by staff over students or subordinates	233	209	42	37	3.22	0.87	Agree
13.	Discrimination and unequal treatment based on gender, religion, ethnicity, or political affiliation, including marginalization of minority staff or students	207	214	36	64	3.08	0.98	Agree
14.	Infringement of academic freedom by punishing staff or students for expressing differing opinions; likewise, denial of promotions and limiting academic research or expression based on institutional bias	188	247	52	34	3.13	0.84	Agree
15.	Delay in payment of staff honorarium	215	251	15	40	3.23	0.83	Agree
Overall Mean Score & SD =						3.28	0.80	Agree

Analysis of data in Table 1 revealed that all the items from 1 - 15 were rated above the acceptable mean score of 2.50 by the respondents (academic staff and senior non-teaching staff) to show that they agreed with all the statements. None of the items were rated below the acceptable mean score of 2.50 by the respondents to show that they disagreed with any of the statements. The grand mean of 3.28 and standard deviation (SD) of 0.80 indicates closeness in the responses of the respondents showcasing the ethical issues prevalent in the administration of teacher education institutions in Delta State.

Research Question 2: What are the consequences of these ethical issues on the operational effectiveness, quality of teacher education and sustainable development in the administration of teacher education institutions in Delta State?

Table 2: Mean Scores and SD of Respondents concerning the Consequences of these Ethical Issues on the Operational Effectiveness, Quality of Teacher Education and Sustainable Development in the Administration of Teacher Education Institutions (TEIs) in Delta State

N = 521 Respondents (academic staff and senior non-teaching staff)

S/N	Please indicate your agreement concerning the consequences of these ethical issues on the operational effectiveness, quality of teacher education and sustainable development in your college using the same rating scales provided	SA	A	D	SD	X	SD	Decision
16.	Ethical misconduct reduces staff morale, commitment likewise job satisfaction hindering the institution to produce confident, ethically grounded teachers capable of nurturing future generations	250	210	35	26	3.31	0.81	Agree
17.	Diminishes motivation among qualified staff, affecting dedication to academic excellence	213	246	15	47	3.20	0.87	Agree
18.	It leads to low quality of teacher training likewise poor student outcomes by producing underqualified teachers who lack the integrity to serve as role models	256	198	29	38	3.29	0.87	Agree
19.	Creates a workforce lacking the competence including ethics needed for national development	239	200	40	42	3.22	0.90	Agree
20.	Reduces competence in curriculum delivery and mentoring of student teachers	233	180	55	53	3.14	0.97	Agree
21.	Ethical violations result in loss of institutional credibility and integrity, negatively affecting the institution's ability to contribute to national development	277	165	21	58	3.27	0.97	Agree
22.	It discourages innovation likewise weakens institutional capacity, limiting long-term growth	244	144	85	48	3.12	0.99	Agree
23.	Undermines merit-based staffing, leading to low-performing personnel in key roles, thereby, cultivating a toxic environment that inhibits collaboration and trust	209	190	76	46	3.08	0.95	Agree
24.	Students may replicate unethical behaviours which weakens student discipline structures and affects their future professional lives	248	195	40	38	3.25	0.88	Agree
25.	Depletes financial resources meant for infrastructure, training, likewise, instructional materials; therefore, limiting access to modern teaching tools including facilities, affecting the learning experience	210	233	51	27	3.20	0.82	Agree
26.	Erodes public trust likewise derails government and donor investment in teacher education which hampers equal educational opportunity, contradicting principles of equitable growth	277	180	22	42	3.33	0.89	Agree
27.	Ethical issues disrupt the smooth running of academic and administrative activities, therefore, making the learning environment become hostile and discouraging for both students and staff	217	276	18	10	3.34	0.64	Agree
28.	Reduces competitiveness of teacher education institutions in driving educational innovation	299	110	75	37	3.29	0.96	Agree
29.	Unethical practices discourage talented individuals from joining or remaining in the system which interrupts academic performance, especially, for victims, and leads to dropout or demotivation	265	184	44	28	3.32	0.84	Agree
30.	In such situation, staff and students are often reluctant to report unethical practices, therefore, creating a culture of impunity which allows repeated misconduct and systemic inefficiencies	218	202	60	41	3.15	0.91	Agree
31.	Ethical violations can result into internal conflicts among institutional stakeholders due to perceived injustice and inequality	303	147	49	22	3.40	0.83	Agree
32.	Marginalizes qualified staff and students, leading to underutilization of talents, restricting progressive ideas that can inform educational reforms and policies	166	301	15	39	3.14	0.79	Agree
33.	Hinders sustainable institutional reforms likewise disrupts accountability in practices, assessment and supervision	215	206	35	65	3.10	0.98	Agree
34.	Diminishes institution's leadership fairness in decision-making processes including efficiency in educational planning likewise implementation which reduces confidence in institutional governance	292	152	45	32	3.35	0.88	Agree

35.	Limits creativity, research, and critical thinking among academic staff which breeds low compliance with institutional goals	180	312	16	13	3.26	0.64	Agree
Overall Mean Score & SD =						3.24	0.88	Agree

Analysis of data in Table 2 revealed that all the items from 16 - 35 were rated above the acceptable mean score of 2.50 by the respondents (academic staff and senior non-teaching staff) to show that they agreed with all the statements. None of the items were rated below the acceptable mean score of 2.50 by the respondents to show that they disagreed with any of the statements. The grand mean of 3.24 and standard deviation (SD) of 0.88 indicates closeness in the responses of the respondents showcasing the consequences of these ethical issues on the operational effectiveness, quality of teacher education and sustainable development in the administration of teacher education institutions in Delta State.

Discussion of Findings

Findings of this study generally revealed that ethical violations were prevalence and widespread in the administration of teacher education institutions in Delta State. However, these ethical violations had negative consequences on the operational effectiveness, quality of teacher education and sustainable development in the administration of teacher education institutions in Delta State. It was indicated through the findings of these study that the key ethical issues prevalent in the administration of teacher education institutions in Delta State include: favoritism, ethnicity and tribalism in staff promotion and official appointments, bribery in admission, poor accountability from higher officials alongside with lack of effective internal monitoring structures, nepotism in recruitment including employment processes in terms of hiring, promotion, or assignment decisions based on personal relationships rather than merit, mismanagement/misuse of institutional funds, lack of transparency in procurement and resource allocation, inadequate ethical oversight and policy enforcement in connection with institutional ethical codes of conduct, lack of ethical training and weak internal control systems, political interference affecting key administrative decisions, sexual harassment involving staff and students, culture of silence around unethical behaviours, demanding bribes for grades or favourable treatment, academic dishonesty including certificate racketeering such as tolerating or participating in plagiarism, falsification of records, or sale of certificates, exploitation in the form of abuse of authority by staff over students or subordinates, discrimination and unequal treatment based on gender, religion, ethnicity, or political affiliation, including marginalization of minority staff or students, infringement of academic freedom by punishing staff or students for expressing differing opinions, including, denial of promotions and limiting academic research or expression based on institutional bias, and delay in payment of staff honorarium.

This finding agrees and corroborates with Eze and Alutu (2022) study which found out that administrative malpractices such as biased staff recruitment, suppression of dissenting voices, and exploitation of power by top officials are frequently reported. Eze and Alutu further confirmed that the anecdotal ethical standards violations persisting within the management of colleges of education and faculties of education in universities, especially, at the State level include: biased recruitment practices, misappropriation of funds, intimidation of subordinates and inadequate mechanisms for accountability and redress. The present study finding also relates and does not deviate from Uche and Okoli (2023) study which found out that administrative favouritism and politicization of leadership appointments are major ethical concerns that erode staff morale and encourage institutional mediocrity. Furthermore, lack of effective internal monitoring structures often allows these unethical behaviours to persist without consequences. Findings of Ajayi and Ekundayo (2022) study raised concerns about several unethical administrative practices such as issues of favouritism, tribalism and ethnicity, corruption, delay in payment of workers' salary including other honorarium, mismanagement of resources, impartiality in allocation responsibilities, forgery, poor accountability and lack of transparency, among others, have been increasingly raised in Nigeria's educational sector (Ajayi & Ekundayo, 2022). The present study finding concurs with Oduwaiye (2014) study which indicated that ethical erosion in Nigerian

universities undermined meritocracy and fuels systemic inefficiencies. Similarly, Omoregie and Egbo (2020) study found out that administrators' unethical behaviour compromised institutional goals and erodes public confidence in teacher education programmes. The presence of sexual harassment, culture of silence around unethical behaviours or lack of whistleblower protection as uncovered in the present study also aligns with Ewuim and Ekwe (2019) study which found out that a culture of silence perpetuates unethical practices in public institutions due to fear of retaliation. All these ethical issues plunging the administration of TEIs, also have grievous consequences on the growth and sustainability of these institutions.

On the consequences, the finding indicated that these ethical issues had grievous repercussions on the operational effectiveness, quality of teacher education and sustainable development in the administration of teacher education institutions in Delta State; and they include: reduces staff morale, commitment and job satisfaction thereby, hindering the institution to produce confident, ethically grounded teachers capable of nurturing future generations, diminishes motivation among qualified staff, affecting dedication to academic excellence, leads to low quality of teacher training and poor student outcomes by producing underqualified teachers who lack the integrity to serve as role models, creates a workforce lacking the competence including ethics needed for national development, reduces competence in curriculum delivery and mentoring of student teachers, loss of institutional credibility and integrity, which negatively affects the institution's ability to contribute to national development, discourages innovation and weakens institutional capacity, limiting long-term growth, undermines merit-based staffing, leading to low-performing personnel in key roles, thereby, cultivating a toxic environment that inhibits collaboration and trust, students may replicate unethical behaviours which weakens student discipline structures and affects their future professional lives, depletes financial resources meant for infrastructure, training, likewise, instructional materials; therefore, limiting access to modern teaching tools including facilities, affecting the learning experience, erodes public trust likewise derails government and donor investment in teacher education which hampers equal educational opportunity, contradicting principles of equitable growth, disrupt the smooth running of academic and administrative activities, therefore, making the learning environment become hostile and discouraging for both students and staff, reduces competitiveness of teacher education institutions in driving educational innovation, discourages talented individuals from joining or remaining in the system which interrupts academic performance, especially, for victims, and leads to dropout or demotivation, staff and students in such situation, are often reluctant to report unethical practices, therefore, creating a culture of impunity which allows repeated misconduct and systemic inefficiencies, results into internal conflicts among institutional stakeholders due to perceived injustice and inequality, marginalizes qualified staff and students, leading to underutilization of talents, restricting progressive ideas that can inform educational reforms and policies, hinders sustainable institutional reforms and disrupts accountability in practices, assessment and supervision, diminishes institution's leadership fairness in decision-making processes including efficiency in educational planning and implementation which reduces confidence in institutional governance, and limits creativity, research, and critical thinking among academic staff which breeds low compliance with institutional goals. This finding supports Okebukola (2018) study which found out that ethics-driven administration is key to improving teacher education quality and achieving sustainable development. Furthermore, the findings of most previous studies have reinforced the concern that students exposed to unethical systems may adopt such norms in their future classrooms, which is a concern also confirmed by Adeleke and Odebunmi (2021) in their research on value-based education. The present study finding aligns and agrees with Uche and Okoli (2023) study which confirmed that ethical challenges not only disrupt administrative functions but also negatively affect staff morale, hinder academic productivity, and weaken public confidence in the education system. If left unaddressed, these issues could undermine the capacity of teacher education institutions to contribute meaningfully to educational transformation and national development. Moreover, ethical issues in administration are not merely isolated organizational concerns, they carry significant consequences for the broader educational landscape. When unethical behaviour becomes normalized in teacher education institutions, it sends a dangerous signal to the pre-

service teachers being trained in such environments, thereby, potentially perpetuating a culture of corruption and negligence in the school system. Unethical administration affects the training and professional identity of pre-service teachers. Students who observe or experience administrative malpractice may internalize unethical behaviours, thereby, reproducing them in the school system after graduation (UNESCO, 2022). The present study finding corroborates with the findings of Ajayi and Ekundayo (2022) study which discovered that the consequences of unethical administration in teacher education institutions are far-reaching because they undermine the credibility and legitimacy of these institutions, both internally and externally. Staff and students lose trust in leadership, which can result in conflict, low morale, promotion of corrupt practices and high turnover rates, among other findings. Therefore, it is important to curb these ethical issues in order to prevent its consequences on operational effectiveness, quality of teacher education and sustainable development in the administration of teacher education institutions in Delta State.

Conclusion

This study established that ethical issues such as favouritism, ethnicity, tribalism, bribery, poor accountability, nepotism, mismanagement of funds, political interference, lack of transparency in procurement and resource allocation, sexual harassment, culture of silence around unethical behaviours, academic dishonesty, discriminations, delay in payment of staff honorarium, among others, are prevalent in the administration of teacher education institutions in Delta State. These unethical practices have serious and grievous consequences on operational effectiveness, quality of teacher education and sustainable development in the administration of teacher education institutions in Delta State. These consequences reduced staff morale, diminished training quality, strained stakeholder relationships, a decline in academic productivity and innovation, institutional mistrust and a potential negative influence on future educators' ethical standards, among many others. These findings underscore the urgent need for policy-driven ethical reform to safeguard the credibility, functionality and developmental goals of teacher education in Delta State and beyond. Without addressing these ethical challenges, the teacher education institutions may fail in their mandate to produce morally sound and professionally competent teachers who can drive sustainable national development in the country. Thus, the recommendations made below.

Recommendations

Based on these findings, the following recommendations were proffered:

1. The regulatory agencies for teacher education institutions, that is, the National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) should establish independent ethics committees to monitor, investigate and address ethical violations and challenges promptly for effective administration of TEIs in Delta State. These bodies must have the autonomy to enforce rules and ensure accountability and transparency without political interference. Also, institutions should implement confidential and secure whistleblower systems, with strong legal and institutional backing, to encourage the reporting of unethical practices. This will help expose hidden misconduct and deter potential violators.
2. Continuous professional development programmes organized through workshops and seminars on institutional ethics should be mandatory for all administrative and academic staff in teacher education institutions in Delta State. These programmes should focus on integrity, transparency, work performance and accountability, reinforcing ethical behaviour across all levels, so as to ward off the consequences of these ethical issues in the administration of TEIs in the State.

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DIGITALIZATION OF THE RECRUITMENT AND SELECTION OF ACADEMIC STAFF OF COLLEGES OF EDUCATION IN NIGERIA



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Abstract

Digitalization has significantly transformed various sectors worldwide, and the educational sector in Nigeria is no exception. This study explored the impact of digitalization on the recruitment and selection processes for academic staff in Nigerian Colleges of Education. Historically, these processes were manual and paper-based, involving face-to-face interactions and physical advertisements. However, with the advent of digital technologies, such as online job portals, electronic applications, and advanced data analytics, there has been a notable shift towards digitalization. This transition promises increased efficiency, broader reach, and improved accuracy in candidate assessment. The study adopted a qualitative approach, utilizing secondary data sources, including academic journals, government documents, and relevant publications. Theoretical insights from the Diffusion of Innovations theory were used to understand the stages of digital adoption and its challenges. Key findings showed that while digitalization offers numerous benefits, such as streamlined application processing and enhanced candidate screening through AI. The included limited technological infrastructure, disparities in digital access, data privacy concerns, and the need for digital literacy among staff and candidates. To enhance digital recruitment, Colleges of Education should expand job postings to digital platforms, adopt application management systems, integrate automated screening tools, and invest in virtual interview infrastructure. Additionally, electronic onboarding systems can streamline hiring and improve new staff integration. This paper suggests that Colleges of Education should expand their recruitment and selection, strategies to include digital platform such as job boards, social media and professional methods.

Keywords: Digitalization, Recruitment, Selection, Colleges of Education

Introduction

Digitalization has revolutionized various sectors across the globe, significantly impacting how organizations operate and deliver services. The educational sector, particularly in Nigeria, has not been left behind in this digital wave. The recruitment and selection of academic staff in Colleges of Education in Nigeria is one such area that has experienced notable transformation due to digitalization (Emmanuel, 2024). Recruitment and selection are critical functions within educational institutions, as they directly influence the quality of education delivered. According to Onah and Anikwe (2016), the ability to attract, identify, and retain competent academic staff is essential for maintaining high educational standards and fostering a productive learning environment. Traditionally, these processes in Nigerian Colleges of Education were predominantly manual, involving considerable paperwork, face-to-face interviews, and physical advertisements. However, the advent of digital technologies has introduced new methods and tools, significantly altering these conventional practices. Digitalization in recruitment and selection involves a range of activities, from online job postings and electronic applications to the use of advanced data analytics and artificial intelligence (AI) in candidate screening and assessment (Odili, Daudu, Adefemi, Ekemezie & Usiagu, 2024). These technologies offer several advantages, including broader reach, efficiency, cost-effectiveness, and improved accuracy in identifying suitable candidates. They also present challenges such as the need for technological infrastructure, digital literacy, and concerns regarding data privacy and security.

Recruitment and selection processes in Nigerian Colleges of Education can be traced back to the colonial era when formal education systems were first introduced. During this period, the recruitment of academic staff was primarily influenced by the British educational model, with a strong emphasis on qualifications and experience. Selection processes were largely manual, involving rigorous scrutiny of academic credentials and personal interviews conducted by colonial administrators and educationists (Odor, Martins-Emesom, & Bakwuye, 2019). In the post-independence era, the Nigerian educational system underwent significant expansion, leading to the establishment of numerous Colleges of Education across the country (Imam, 2012). The recruitment and selection of academic staff during this period were characterized by increased autonomy, with individual institutions developing their own procedures and criteria. Despite this decentralization, the processes remained predominantly manual, relying heavily on physical advertisements, written applications, and face-to-face interactions. The late 20th century and early 21st century marked the beginning of a gradual shift towards digitalization in various sectors, including education. The introduction of computers and the internet provided new opportunities for streamlining administrative functions, including recruitment and selection (DigitalDefynd, 2024; Yamin, 2019). However, Nwokike, Abasili and Ezeneme (2023) state that the adoption of digital tools in Nigerian Colleges of Education was initially slow, hindered by factors such as limited technological infrastructure, inadequate funding, and resistance to change among staff.

The turn of the 21st century brought about a more concerted effort towards digital transformation in Nigeria's educational sector. Government initiatives and policies aimed at promoting ICT integration in education played a crucial role in this shift. For instance, the National Information Technology Development Agency (NITDA) was established in 2001 to drive ICT development and implementation across various sectors (Irele, 2021). Additionally, the National Policy on Information and Communication Technology in Education, launched in 2010, provided a framework for incorporating digital tools into teaching, learning, and administrative processes (Federal Ministry of Education, 2019). These initiatives created a conducive environment for the digitalization of recruitment and selection processes in Nigerian Colleges of Education. Online job portals and electronic application systems began to emerge, offering more efficient and accessible platforms for both institutions and prospective candidates. The use of email and other electronic communication methods also became commonplace, replacing traditional mail and face-to-face interactions in many instances. In recent years, the adoption of more advanced digital technologies has further transformed recruitment and selection practices in Nigerian Colleges of Education. The use of AI and machine learning algorithms for candidate screening and assessment has become increasingly popular, enabling institutions to process large volumes of applications quickly and accurately (Okatta, Ajayi & Olawale, 2024). Video interviews and virtual assessment centers have also gained traction, especially in the wake of the COVID-19 pandemic, which necessitated a shift towards remote and online interactions.

Despite these advancements, the digitalization of recruitment and selection processes in Nigerian Colleges of Education is not without challenges. One of the primary issues is the digital divide, with disparities in access to technology and internet connectivity across different regions of the country (Okoye & Umeifekwem, 2023). This divide can limit the reach of digital recruitment efforts and exclude potential candidates from remote or underserved areas. Additionally, concerns about data privacy and security have emerged as critical considerations, particularly with the increasing reliance on digital platforms for handling sensitive information (Olaoye & Adedokun, 2023). Moreover, the success of digitalization efforts depends on the digital literacy of both staff and candidates. Ensuring that academic staff possess the necessary skills to navigate and utilize digital tools effectively is essential for maximizing the benefits of these technologies. Training and capacity-building initiatives are therefore crucial components of the digital transformation journey in Nigerian Colleges of Education. This study aims to provide a comprehensive analysis of these dynamics, offering insights and recommendations for enhancing the recruitment and selection of academic staff in Nigerian Colleges of Education in the digital age.

Concept Clarifications

Digitalization

Digitalization has profoundly transformed the global landscape across myriad aspects of life in recent decades. Industries have undergone seismic shifts, adopting advanced technologies to streamline processes, enhance productivity, and create new market opportunities. Communication has been revolutionized, enabling instantaneous global connectivity and fostering unprecedented levels of collaboration and knowledge sharing. Governments and organizations alike have embraced digital tools to improve service delivery, governance, and decision-making processes. Education and healthcare have also seen significant advancements through digital platforms, expanding access to learning resources and medical expertise. Social interactions and cultural exchanges have transcended geographical boundaries, fostering a more interconnected and inclusive global community. As digitalization continues to evolve, its impact on economies, societies, and individual lives grows ever more profound, promising further innovations and challenges as we navigate an increasingly digital future. Parviainen, Tihinen, Kääriäinen and Teppola (2017) state that digitalization has been recognized as a transformative force reshaping both society and business in the foreseeable and distant future. Its impact is projected to be profound, often likened by various scholars to the magnitude of the industrial revolution. This comparison underscores the far-reaching implications of digital technologies across sectors, from manufacturing and finance to healthcare and education, fundamentally altering how organizations operate and interact with stakeholders in a globally connected environment.

Digitalization refers to the interaction between digital technologies and both the social and institutional processes, converting traditional methods and systems into digital formats. This transformation integrates digital tools and platforms into existing social structures and institutional frameworks, aiming to enhance efficiency, accessibility, and connectivity (Calderon-Monge & Ribeiro-Soriano, 2023). It involves leveraging technologies such as artificial intelligence, cloud computing, and data analytics to streamline operations, improve decision-making, and facilitate seamless interaction between individuals, organizations, and governmental bodies in the digital ecosystem. Wirtz, Weyerer, and Heckerroth (2022) emphasized that digitalization is significantly impacting organizations, triggering disruptive changes within firms and their immediate business environment. This phenomenon is accelerating the obsolescence of current business models, compelling companies to swiftly adapt or face the risk of becoming irrelevant in rapidly evolving markets. The integration of digital technologies is reshaping operational strategies, customer interactions, and market dynamics, challenging traditional paradigms and demanding innovative approaches to sustain competitive advantage in the digital era.

Digitalization signifies the comprehensive integration of digital technologies into various aspects of daily life, spanning processes, organizational structures, businesses, and broader societal realms. It involves the widespread adoption and application of digital tools and platforms aimed at enhancing efficiency, connectivity, and accessibility across sectors. This transformation encompasses several key elements: the digitization of information and processes, automation of tasks through artificial intelligence and robotics, and the leveraging of data-driven insights to foster innovation, streamline decision-making, and optimize overall operations. In practical terms, digitalization empowers organizations to digitize their workflows and operations, enabling seamless communication, collaboration, and resource management. Businesses increasingly utilize cloud computing, Internet of Things (IoT) devices, and advanced analytics to drive productivity gains and operational efficiencies. Similarly, governments leverage digital technologies to enhance public service delivery, improve governance frameworks, and engage citizens more effectively (Baykal, 2020). At a societal level, digitalization facilitates greater connectivity and access to information, transforming how individuals interact, learn, and participate in economic and social activities. It underpins the emergence of digital economies and ecosystems, where online platforms and digital marketplaces enable new business models and consumer behaviours. Moreover, digitalization plays a pivotal role in addressing global challenges such as sustainability, healthcare access, and inclusive economic growth by enabling innovative solutions and scalable interventions (Mihu, Pitic & Bayraktar, 2023).

Recruitment and Selection

Recruitment is defined as the process of generating a pool of qualified candidates for a particular job. This process involves various activities aimed at attracting potential candidates who possess the necessary skills, qualifications, and experience for the job (Adjei-Bamfo, Yeboah-Assiamah & Bawole, 2018). The recruitment process can include job postings, advertising, networking, and other strategies to reach a wide audience of potential applicants. On the other hand, selection is described as the process of making a 'hire' or 'no hire' decision with respect to each applicant for a job. Selection involves a series of steps to evaluate and choose the best candidate from the pool of applicants generated during the recruitment phase. This process typically includes reviewing resumes, conducting interviews, administering tests, and assessing candidates' qualifications against the job requirements (Oyadiran, Ishaq & Agunbiade, 2023). Job analysis helps in creating a detailed job description and specification, which serve as the criteria for evaluating candidates during the selection process.

Recruitment and selection processes as critical components of human resource management (Ahmad, 2020). The primary objective of recruitment is multifaceted: it involves seeking out or exploring potential candidates, evaluating their qualifications and suitability, inducing their interest, and ultimately obtaining their commitment to fill positions necessary for the successful operation of the organization. Selection goes beyond merely choosing the best candidate from a pool of applicants. It is a complex process that involves picking individuals who possess the relevant qualifications to fulfill specific job roles within the organization (Imam, 2012). The selection process aims to achieve a harmonious balance between what the applicant can do and desires to do and what the organization needs. This ensures that the chosen candidates are not only capable but also motivated and aligned with the organization's goals, leading to a more effective and cohesive workforce.

Colleges of Education

Colleges of education (COEs) are crucial teacher education institutions responsible for preparing educators for Nigerian schools. These institutions occupy a significant position as the third tier in Nigeria's tertiary educational framework (Ezugoh, Adesina, & Yakubu, 2020). They play a pivotal role in shaping the academic and professional development of future teachers, equipping them with the necessary knowledge, skills, and pedagogical techniques essential for effective teaching and learning in the country's educational system. College of education" refers to a tertiary institution or teacher training college primarily dedicated to teaching or conducting research tailored to the requirements of early childhood, primary, secondary, or higher education and training sectors (Law Insider (2024).

Methodology

This study adopted a qualitative approach, primarily utilizing secondary data sources. These sources included academic journals, online government documents, gazettes, and other relevant publications. The focus was on examining the effect of digitalization on the recruitment and selection processes for academic staff in Colleges of Education in Nigeria. By analyzing these various secondary sources, the study aimed to provide a comprehensive understanding of how digital tools and platforms are transforming traditional recruitment and selection methods, identifying both the benefits and challenges associated with these changes.

Theoretical Framework

The Diffusion of Innovations Theory (DOI) was adopted for this work, developed by Everett Rogers in 1962, explains how, why, and at what rate new ideas and technology spread through cultures. The theory posited that innovation diffusion is a process that occurs over time through a series of stages: knowledge, persuasion, decision, implementation, and confirmation. This framework is highly relevant in understanding the effect of digitalization on the recruitment and selection of academic staff in Nigerian Colleges of Education. In the context of Nigerian Colleges of Education, the knowledge stage involves awareness of digital recruitment and selection tools. Institutions must disseminate

information about the benefits and functionalities of digital systems. This can be achieved through workshops, seminars, and training sessions aimed at familiarizing faculty and administrative staff with digital tools and platforms.

Once knowledge is acquired, the next stage is persuasion, where stakeholders form an attitude towards the innovation. In Nigerian Colleges of Education, it is crucial to address concerns and demonstrate the advantages of digitalization, such as increased efficiency, transparency, and the ability to reach a wider pool of candidates. Success stories from other institutions and pilot projects can be effective in persuading stakeholders. The decision stage involves the commitment to adopt or reject the innovation. For Colleges of Education, this may involve administrative decisions to allocate resources towards digital infrastructure, selecting suitable digital platforms, and incorporating digital processes into existing recruitment policies. The decision to adopt digital recruitment systems must be supported by a clear implementation strategy. The implementation stage is where the actual integration of digital tools into the recruitment process takes place. Nigerian Colleges of Education need to invest in the necessary technological infrastructure, provide training for staff, and ensure that the digital tools are user-friendly and accessible. This may involve setting up online application systems, digital interview platforms, and databases for candidate information. In the final stage, confirmation, the institution evaluates the outcomes of the digital recruitment process and seeks reinforcement for the decision. Continuous monitoring and feedback mechanisms are essential to ensure that the digital systems are functioning as intended and to make any necessary adjustments. Success in this stage can lead to the institutionalization of digital recruitment practices and pave the way for further innovations.

The Diffusion of Innovations Theory can be applied to digitalize recruitment and selection in Nigerian Colleges of Education through integrated strategies. Awareness and training programs are essential. Regular training sessions can enhance digital literacy among administrative and academic staff, ensuring proficiency with digital tools. Awareness campaigns can highlight the benefits of digital recruitment, addressing initial resistance. Implementing pilot projects in a few departments can demonstrate the benefits and effectiveness of digital processes. Feedback from these pilots can refine the tools before a full-scale rollout. Resource allocation is crucial. Colleges must allocate budgets to procure necessary hardware and software, invest in reliable internet connectivity, and ensure robust cybersecurity to protect sensitive data. Developing and updating recruitment policies to incorporate digital procedures is vital. These policies should be transparent and provide clear guidelines. Regular monitoring and evaluation ensure effectiveness, with metrics established to evaluate success and updates based on feedback. Engaging stakeholders, including faculty, administrative staff, and prospective candidates, is key. Addressing concerns, providing support, and involving them in the transition fosters acceptance and smoother implementation.

Challenges of Digitalization on the Recruitment and Selection of Academic Staff in Nigeria Colleges of Education

Among Nigerian Colleges of Education, the advent of digitalization has promised transformative possibilities for the recruitment and selection of academic staff. However, this transition is not without its challenges. This research examines the numerous barriers hindering the full adoption of digital practices in this context.

Limited Reach and Visibility: Many colleges of education in Nigeria still rely on traditional methods for advertising job openings, such as physical postings and word-of-mouth, rather than leveraging digital platforms. This limited reach can restrict the pool of potential candidates to those within immediate geographic proximity or those who are already connected with the institution (Baykal, 2020). The lack of digital advertising reduces the diversity and inclusivity of the applicant pool. Institutions may miss out on highly qualified candidates who are beyond their immediate area but are interested in the roles. This constraint hinders the ability of colleges to attract top talent and fosters a narrow perspective in institutional culture.

Inefficiencies in Application Processing: With a reliance on paper-based application systems, there are inherent inefficiencies in the processing and management of applications. Manual handling of applications increases the risk of errors and delays (Ahmed, Omotunde, Atoloye & Olayemi, 2021). The slow and cumbersome nature of processing applications can lead to extended recruitment cycles, affecting the institution's ability to fill vacancies promptly. This inefficiency also places additional administrative burdens on HR staff, potentially leading to burnout and decreased job satisfaction among employees.

Challenges with Automated Screening Tools: Many colleges do not use automated screening tools to filter and manage applications. This absence of digital tools results in reliance on manual review processes, which can be time-consuming and prone to human error (Albassam, 2023; Odili, Daudu, Adefemi, Ekemezie, & Usiagu, 2024). The lack of automated screening tools can perpetuate biases and inconsistencies in the selection process, leading to less objective and fair evaluations of candidates. Institutions might inadvertently overlook qualified candidates due to the limitations of manual sorting and filtering.

Virtual Interview Challenges: While the adoption of virtual interviews has increased, not all colleges are equipped with the necessary infrastructure or digital literacy to conduct effective virtual interviews. Technical issues, such as poor internet connectivity and inadequate software, can disrupt the interview process (Miller, Thakkar, & Das, 2024; Yunusa, Sanusi, Dada, Oyelere, Agbo, Obaido, & Aruleba, 2021). Technical disruptions during virtual interviews can hinder communication, resulting in a less effective assessment of candidates' skills and suitability. The lack of face-to-face interaction may also make it difficult to evaluate candidates' interpersonal skills and cultural fit, which are critical aspects of the recruitment process.

Inadequate Electronic Onboarding Systems: The onboarding process in many institutions still relies on traditional methods, such as in-person orientations and printed handbooks, rather than utilizing digital onboarding systems (Jeske & Olson, 2021). The absence of electronic onboarding tools can lead to inconsistent onboarding experiences for new hires, potentially causing confusion and delays in their integration into the institution. Inefficient onboarding can affect new employees' early engagement and productivity, impacting their overall experience and retention.

Conclusion

Digitalization has brought transformative changes to the recruitment and selection processes in Nigerian Colleges of Education. The shift from traditional, manual methods to digital platforms has introduced significant improvements in efficiency, reach, and accuracy. Online job postings, electronic applications, and advanced data analytics have streamlined the recruitment process, enabling institutions to attract and evaluate a diverse pool of candidates more effectively. The benefits of digitalization are evident in the broader reach of job advertisements, reduced administrative burdens, and the ability to process applications more quickly. The use of AI and machine learning tools has enhanced candidate screening and assessment, leading to more precise matches between candidates' skills and job requirements. Additionally, digital tools have the potential to overcome geographical and logistical barriers that previously limited recruitment efforts. However, this digital transformation is not without its challenges. The digital divide in Nigeria, characterized by uneven access to technology and internet connectivity, can hinder the effectiveness of digital recruitment efforts, particularly in remote or underserved areas. Concerns about data privacy and security are also significant, necessitating robust measures to protect sensitive information. Furthermore, the success of digital recruitment relies heavily on the digital literacy of both staff and candidates, making training and capacity-building essential. To fully realize the benefits of digitalization, Nigerian Colleges of Education must invest in technological infrastructure, address digital divide issues, and ensure data security. Providing comprehensive training for staff and candidates will also be crucial in maximizing the effectiveness of digital recruitment tools.

By overcoming these challenges and embracing digital innovation, institutions can enhance their recruitment processes, ultimately contributing to improved educational outcomes and the overall quality of education in Nigeria.

Suggestions

In order to successfully navigate the challenges posed by digitalization in the recruitment and selection of academic staff within Nigerian colleges of education, it is imperative to adopt a strategic approach focused on fostering digital literacy, improving infrastructure, and ensuring robust data security measures. The following recommendations are tailored to address these critical areas and promote effective integration of digital technologies:

1. Colleges of education should expand their recruitment strategies to include digital platforms such as job boards, social media, and professional networks. Leveraging these platforms can significantly enhance the visibility of job openings and attract a broader and more diverse pool of candidates beyond immediate geographic areas. This approach not only improves the chances of finding highly qualified candidates but also fosters a more inclusive institutional culture by tapping into a wider range of applicants.
2. They should invest in digital application management systems. These systems can streamline application processing, reduce the risk of errors, and accelerate recruitment cycles. Automation in application handling not only minimizes administrative burdens but also enhances the overall efficiency of the recruitment process, ultimately improving the institution's ability to fill vacancies promptly.
3. To overcome the limitations of manual review processes, colleges should incorporate automated screening tools. These tools can assist in filtering and managing applications more objectively and efficiently. By reducing human error and bias, automated screening can ensure fairer evaluations of candidates and help institutions identify the most suitable individuals for the roles.
4. To improve the effectiveness of virtual interviews, colleges should invest in robust digital infrastructure and provide training to staff on virtual interview best practices. Ensuring reliable internet connectivity and using up-to-date software can minimize technical disruptions and facilitate smoother communication during interviews.
5. They should transition to electronic onboarding systems. These systems can provide a consistent and streamlined onboarding process, including digital orientation modules and online handbooks. Effective electronic onboarding can help new employees integrate more quickly and smoothly into the institution, improving their early engagement and productivity.

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ASSESSMENT OF AVAILABILITY AND APPLICATION OF ARTIFICIAL INTELLIGENCE PRACTICES FOR ENHANCED MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE



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Abstract

The study assessed the extent of availability and application of artificial intelligence practices for enhanced management of public secondary schools in Anambra State. In pursuit of this, two research questions were drafted and answered while two null hypotheses were tested at 0.05 levels of significance. Survey research design was adopted for the study with a sample size of 550 respondents, consisting of 50 principals and 500 teachers drawn through a multistage sampling technique. An instrument, titled ‘Availability and Application of Artificial Intelligence Practices for Enhanced Management of Public Secondary Schools Questionnaire’ (AAAIPEMPSSQ) which was validated by three academic research experts was used for the data collection. Reliability of the questionnaire was confirmed through Cronbach’s Alpha method with a cumulative coefficient of 0.87. The researcher, together with four research assistants administered and retrieved the responded instrument. Mean and z-test statistic were used for the analysis of the collected data. Results of the analysis revealed among other issues that AI practices are available but to a very low extent and to a very low extent applied for management of public secondary schools in Anambra State. The study concluded that AI practices are rarely available and put to usage for the purpose of managing the public secondary schools in Anambra State. It was recommended that related trainings on the usage of AI for management and advancement of the schools be continually organized for both principals and teachers.

Keywords: Assessment, Availability, Application, Artificial Intelligence Practices, Enhanced Management, Public Secondary Schools.

Introduction

Artificial intelligence (AI) as part of emerging technologies have fundamentally changed the way individuals’ access information and elaborate knowledge, even in the secondary school system. There is no doubt that AI is becoming part of defining inventions that human endeavours, including education management cannot be isolated from. This underscores how indispensable AI has become in different spheres of our lives. It is considered to be one of the education friendly technologies that are helping to transform and modernize different aspects of the school system, including the management of schools (Ilavbare, 2023). In essence, AI as part of education-friendly technologies provides meaningful and innovative avenues for enhanced management and teaching-learning process in the school system.

Enhanced management could be considered as a situation of improved, innovative and effective administration and handling of the various aspect of the school system in a globally acceptable manner. Throwing more light to the meaning of enhanced school management, Mary and Neena (2017), stressed that in 21st century where AI and digital technologies have become indispensable, school managers must be compliant to and ensure they deploy such contemporary technologies in their managerial duties, so as to improve managerial effectiveness and compete favourably, locally and globally. This is an indication that any AI practices, if available and adequately put to good use in schools, it surely would be the ‘game changer’. There is no denying the fact that emerging technologies, including AI

have proven to be supportive in almost all aspects of life, including school management. AI practices, in the form of its prospects and how best to deploy it in school cannot be overemphasized.

Giving further insight on the need for AI in schools, Singh and Singh (2021) outlined that AI can serve the following purpose in educational management: Personalized learning, Assessment and grading, provides 24/7 support for students, useful in Predictive analytics, for Curriculum design and instructional delivery, and providing support for lesson planning and feedback provision. Supporting this, Smith (2022) stressed that applications of AI in the management of schools serves the following purposes: personalization of learning paths for individual students, based on their strengths and weaknesses, learning styles, and interests; automated grading of multiple-choice and short-answer questions; guarantees 24/7 surveillance and security architecture; analyze applicants data for effective identification and placement of candidates for different school programmes; helps institutions automate financial aid applications, and can be used to analyze job trends and restructuring of school curriculum and programs for relevance.

Notwithstanding the numerous benefits of AI in different walks of life, including the school system, Igbokwe (2023) observed it is accompanied with lack of transparency and interpretability, data privacy and security breaches, bias and discrimination, lack of ethical and legal guidelines, job displacement and lack of technical expertise and resources. This means there are lots of issues that come with the subject of AI, including lack of technical experts and supportive resources, especially for schools in the developing economies, such as Anambra State. Similarly, Ilavbare (2023) in a recent study reported that digital facilitation and social media learning platforms are neither available nor utilized for educational purposes in Ika South LGA. Whereas, Nnajofofor and Ejikeme (2020) observed that in Enugu State, digital technologies are neither available nor adequately utilized for the purpose of enhancing teaching and learning. Other scholars, such as Eze (2022), Igwebuike and Chukwujekwu (2023) had carried out similar studies and reported the ICT driven classrooms have not fully become operational in most secondary schools in Anambra State, as most schools still lack the basic ICT tools needed for 21st century schools. These studies and some others not captured in the current study mostly dealt with ICT in general and digital and online facilitation technologies, but did not particularly examine artificial intelligence practices that could be deployed in the public secondary schools in the State. This created a gap that needs to be filled. In attempt to provide remedy to the situation, this study was carried out to assess the extent of availability and application of artificial intelligence practices for enhanced management of public secondary schools in Anambra State.

Statement of the Problem

Artificial intelligence resources as part of the emerging technologies is one of the most promising supports needed to transform different aspects of management in education, so that the goal of education system will be accomplished optimally. However, the platforms for making AI valuable in the schools seem to be neither available nor utilized for educational purposes. AI resources, including digital technologies are neither available nor adequately utilized for the purpose of enhancing management of the schools for improved teaching and learning. It appears that ICT driven classrooms have not fully become operational in most secondary schools in Anambra State. Most schools seem to lack the basic ICT tools needed for 21st century schools. More especially, artificial intelligence practices as a concept seem not to have been giving enough attention both in literature and operations in the public secondary schools in the State. This is not a good sign, no wonder a lot of management team of the schools are believed to be lagging behind in AI knowledge and operational competence. This affect the extent to of AI exposure, knowledge and skills that students, teachers and non-teaching staff of the school need to compete with western schools that are already leveraging AI resources to boost all aspects of their school system. To this effect, it becomes imperative to dwell more on AI related studies for schools in the State. To this end, the problem of this study was put in an interrogatory form: to what extent are artificial intelligence practices available and applied for enhanced management of public secondary schools in Anambra State?

Research Questions

In pursuit of this this, two research questions were drafted and answered:

1. To what extent are artificial intelligence practices available for enhanced management of public secondary schools in Anambra State?
2. To what extent are artificial intelligence practices applied for enhanced management of public secondary schools in Anambra State?

Hypotheses

In pursuit of this study, two null hypotheses were tested at 0.05 levels of significance:

1. There is no significant difference in the mean ratings of principals and teachers responses with regard to the extent to which artificial intelligence practices are available for enhanced management of public secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers responses with regard to the extent of application of artificial intelligence practices for enhanced management of public secondary schools in Anambra State.

Research Method

Survey research design was adopted for the study. From a population of 266 principals and 4,056 teachers in public secondary schools in the Anambra State, a sample size of 550 respondents, comprised of 50 principals and 500 teachers was drawn through a non-randomized proportionate sampling technique. The proportions represent approximately 19% and 12% of principals and teachers, respectively. An instrument, titled 'Availability and Application of Artificial Intelligence Practices for Enhanced Management of Public Secondary Schools Questionnaire' (AAAIPEMPSSQ) which was validated by three academic research experts was used for the data collection. Reliability of the questionnaire was confirmed through Cronbach's Alpha method with a cumulative coefficient of 0.87. The researcher, together with four research assistants administered and retrieved the responded instrument. Mean and z-test statistic were used to the analysis of the collected data. Mean rating with 2.5 and above was considered high extent, and low extent if it falls below. On the other, if p-value falls below 0.05, the null hypothesis is rejected, and vice versa.

Presentation and Interpretation of Results

Research Question 1: To what extent are artificial intelligence practices available for enhanced management of public secondary schools in Anambra State?

Table 1: Mean rating of principals and teachers responses on the extent of availability of artificial intelligence practices enhanced management of public secondary schools in Anambra State

S/ N	To what extent do you accept that the following artificial intelligence practices are available at the school you work for?	Principals" Mean (n=50)	Remark	Teachers" Mean (n=500)	Remark
1.	Adaptive Learning Platforms like DreamBox and Khan Academy	1.01	LE	2.38	LE
2.	Intelligent Tutoring Systems such as Carnegie Learning and Squirrel AI	2.09	LE	2.23	LE
3.	Automated Grading, like Gradescope can grade assignments and exams	2.51	HE	2.54	HE
4.	Predictive Analytics Platforms like BrightBytes	2.33	LE	2.47	LE
5.	Chatbots and Virtual Assistants like EdTech's	2.44	LE	2.11	LE
6.	Language Translation Tools like Google Translate or Microsoft Translator	2.49	LE	2.48	LE
7.	Speech Recognition Tools like Google's G	2.41	LE	2.46	LE

8.	Suite for Education				
8.	AI tools for security and surveillance in the school, such as CCTV cameras	2.52	HE	2.63	HE
9.	AI Virtual Classrooms and Assistants	2.39	LE	2.27	LE
10.	AI tools for monitoring attendance and truancy in the school	2.46	LE	2.38	LE
11.	AI tools for the creation of educational content, such as quizzes, lesson plans, and interactive activities	2.44	LE	2.34	LE
	Cluster Mean	2.28	LE	2.39	LE

Results on Table 1 shows that average rating for both principals and teachers with regard to items on numbers: 1, 2, 4, 5, 6, 7, 9, 10 and 11 were lesser than the cut-off point, 2.5. This indicates that on average and to a low extent, both principals and teachers are in agreement that the items reflecting AI practices are not available. However, the mean ratings for both principals and teachers for items: 3 and 8 are greater than 2.5, indicating a high extent of availability of CCTV cameras and Automated Grading as part of AI practices in the school. In case of the cumulative mean, principals have a mean rating 2.28 while teachers have 2.39. These cluster mean ratings fall below 2.5, implying that availability of AI practices for enhanced management of public secondary school in Anambra State is generally low.

Research Question 2: To what extent are artificial intelligence practices applied for enhanced management of public secondary schools in Anambra State?

Table 2: Mean rating of principals and teachers responses on the extent of application of artificial intelligence practices for enhanced management of public secondary schools in Anambra State

S/ N	To what extent do you agree that the following artificial intelligence practices are put to use at the school you work for?	Principals ^{cc} Mean (n=50)	Remark	teachers ^{cc} Mean (n=500)	Remark
1.	Adaptive Learning Platforms like DreamBox and Khan Academy, etc	2.01	LE	2.11	LE
2.	Intelligent Tutoring Systems such as Carnegie Learning and Squirrel AI	2.02	LE	2.13	LE
3.	Automated Grading, like Gradescope can grade assignments and exams	2.56	HE	2.51	HE
4.	Predictive Analytics Platforms like BrightBytes	2.13	LE	2.22	LE
5.	Chatbots and Virtual Assistants like EdTech's	2.31	LE	2.33	LE
6.	Language Translation Tools like Google Translate or Microsoft Translator	2.42	LE	2.48	LE
7.	Speech Recognition Tools like Google's G Suite for Education	2.42	LE	2.38	LE
8.	AI tools for security and surveillance in the school, such as CCTV cameras	2.60	HE	2.51	HE
9.	AI Virtual Classrooms and Assistants	2.45	LE	2.38	LE
10	AI tools for monitoring attendance and truancy in the school	2.39	LE	2.30	LE
11	AI tools for the creation of educational content, such as quizzes, lesson plans, and interactive activities	2.48	LE	2.40	LE
	Cluster Mean	2.34	LE	2.34	LE

From Table 2, it is revealed that the average ratings by both principals and teachers for questionnaire items, 3 and 8 are greater than the benchmark of 2.5. This shows that to a high extent, both items are considered to be put to use in the for the purpose of making the school better. However, the mean ratings for both principals and teachers on the following individual items: 1, 2, 4, 5, 6, 7, 9, 10 and 11 are less than 2.5, indicating that they have low extent of application, meaning they are rarely put to use for the advancement of the school. Cumulatively, principals' cluster mean rating is 2.34 while teachers' cluster mean rating is also 2.34. These indicate that cluster mean ratings of both are less than 2.5. This implies that on a general level, artificial intelligence practices are not being put to use in the various public secondary schools in Anambra State.

Hypothesis 1: There is no significant difference in the mean ratings of principals and teachers responses with regard to the extent to which artificial intelligence practices are available for enhanced management of public secondary schools in Anambra State.

Table 3: z-test of mean rating of principals and teachers responses on the extent of availability of artificial intelligence practices for enhanced management of public secondary schools in Anambra State

Variables	N	X	SD	DF	p-value	Alpha level	Remark
Principals	50	2.28	0.61	548	0.09	0.05	Not rejected
Teachers	500	2.39	0.67				

Table 3 revealed that the p-value is 0.09, and alpha level is 0.05, which entails that the p-value is greater than the alpha level. This means that the null hypothesis is not rejected. This implies that there is no significant difference in the mean ratings of principals and teachers with regard to the extent to which artificial intelligence practices are available for enhanced management of public secondary schools in Anambra State.

Hypothesis 2: There is no significant difference in the mean ratings of principals and teachers responses with regard to the extent of application of artificial intelligence practices for enhanced management of public secondary schools in Anambra State.

Table 4: z-test of mean rating of principals and teachers responses on the extent of application of artificial intelligence practices for enhanced management of public secondary schools in Anambra State

Variables	N	X	SD	DF	p-value	Alpha level	Remark
Principals	50	2.34	0.69	548	0.51	0.05	Not rejected
Teachers	500	2.34	0.67				

From Table 4, it was found out that the p-value is 0.51, and alpha level is 0.05. This interprets that the p-value is greater than the alpha level, meaning that the null hypothesis is not rejected. In essence, this implies there is no significant difference in the mean ratings of principals and teachers with regard to the extent of application of artificial intelligence practices for enhanced management of public secondary schools in Anambra State.

Discussion of Findings

The study reported that the following artificial intelligence practices are not readily available at the school: adaptive learning platforms; Intelligent Tutoring Systems; Automated Grading; Predictive Analytics Platforms; Language Translation Tools; Speech Recognition Tools; AI tools for security and surveillance in the school; AI Virtual Classrooms and Assistants; AI tools for monitoring attendance and truancy in the school, and AI tools for the creation of educational content. Similarly, while Scott, Phu and Sherry (2014) reported that underdeveloped countries are still battling with limited digital technology resources for teaching and learning, Mary and Neena (2017) reported that digital equipment such as a computer or a Laptop, tablet, MP3 player, console, etc., are not readily accessible in schools. In addition, Seymoureducate (2016) reported that instructional technologies needed for teaching and learning are significantly lacking in most school. On the other hand, the study further reported that there is no significant difference in the mean ratings of principals and teachers with regard to the extent to which artificial intelligence practices are available for enhanced management of public secondary schools in Anambra State.

The study also reported that the following artificial intelligence practices are not applied and utilized at the school for enhanced management: adaptive learning platforms; Intelligent Tutoring Systems; Automated Grading; Predictive Analytics Platforms; Language Translation Tools; Speech Recognition Tools; AI tools for security and surveillance in the school; AI Virtual Classrooms and Assistants; AI tools for monitoring attendance and truancy in the school, and AI tools for the creation of educational content. The finding is in tandem with report of Ilavbare (2023), which found that digital/online facilitation and social media learning platforms are not being effectively utilized or applied for educational purposes. It's understandable that AI is undoubtedly part of digital technologies for different purposes, hence both reports are similar. In this regard, the study added that there is no significant difference in the mean ratings of principals and teachers with regard to the extent of application of artificial intelligence practices for enhanced management of public secondary schools in Anambra State. Both principals and teachers share the same or very similar observation about the subject of AI utilization.

Conclusion

The study concluded that AI practices are rarely available for the purpose of managing the public secondary schools in Anambra State. The relevant artificial intelligence practices which are supposed to be put to good use to improve management of schools have not been effectively deployed for the purpose, perhaps because the practices are not available in the schools, to a large extent. The responses of both principals and teachers that AI practices are neither available nor utilized for enhanced management of the public secondary schools in Anambra State did not vary significantly. Hence, so far, the needed AI practices for enhanced management are neither fully available, nor effectively put to use in public secondary schools in Anambra State.

Recommendations

It was recommended that related trainings on the usage of AI for management and advancement of the schools be continually organized for both principals and teachers.

In line with findings of the study, the following have been advocated:

1. Government should collaborate with school principals, teachers, experts in emerging technologies and promoters of artificial intelligence to make relevant AI trainings, platforms and gadgets available to secondary schools. It is understandable that AI is one the emerging technologies which well-meaning institutions and firms are leveraging for the optimization of all aspects management and organisational efficiency, and world class schools have keyed into this. Making AI resources available at schools will no doubt improve the overall management of schools in the State and beyond, as it will trigger off relevant trainings for adoption and usage.
2. Principals, teachers and the entire stakeholders of the public secondary school should cooperate and work as a team with AI experts and emerging technology experts to support schools with

trainings on application and usage of AI resource for enhancing overall management of public schools and much more. With adequate training supports, the management of the various schools would learn and master how to put any available AI _tool' into effective use, thereby ensure efficiency and effectiveness in management.

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YOUTH EMPOWERMENT THROUGH ETHICAL AND VALUE EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

This study focused on youth empowerment through ethical and value education for sustainable national development in Ebonyi State. To carry out the study, two specific purposes with two corresponding research questions in line with null hypothesis guided the study. The population of the study was 2,354 graduates registered in Ebonyi State on Youths Economic Empowerment Scheme in Ebonyi State. The sample of the study was 336 graduates which was drawn through Taro Yamane formular while simple random technique was adopted for the study. Structured questionnaire tagged Youth Empowerment through Ethical and Value Education for Sustainable National Development Questionnaire (YEEVESNDQ) was used to elicit responses from the respondents. The structured questionnaire was validated by experts. The reliability of the instrument yielded 0.82 using Cronbach Alpha Procedure. Mean ($\bar{x}$) and standard deviation (SD) were used to answer the research questions while t-test was used in testing null hypotheses at 0.05 alpha level of significance. The results of the analysis revealed that ethical and value education should be given to the teenagers irrespective of their areas of specializations, with skills that may enable them engaged in income yielding ventures for self and sustainable development; youth Empowerment involved various processes: participation; welding, fishing, fashion designing. Manipulative skills; furniture making, mining, construction. Intellectual skills. Sculpting; painting, drawing. Comedy, music making among others. Sustainable development is characterized with growth, eradication of poverty, stability in governance, provision of employment and addressing other social concerns. The environment benefits are healthy environment, quality education, rational use of renewable natural resources leading to economic growth and natural development. Based on the finding, the recommendation maintained that government, schools, individuals and organizations should help youths acquire skills and be self-reliance. Besides youths should be put in front of national development for sustainability and building of a strong society.

Keywords: Youth Empowerment, ethical and value education, sustainable development.

Introduction

Youths are the young people, the period of life existence preceding maturity. They are leaders and helpers of tomorrow, therefore, maximum empowerment for sustainable development for a brighter

nation should be provided for them. Empowerment is support giving to people to discover and claim their power. Omeje, Nwabueze and Sam-kalagbor (2021) see empowerment as the systematic process outcome and opportunity by which youths as change agents, gain the knowledge and skills to impact their lives and the lives of other individuals' organizations, communities and societies for sustainable development which are central points to forming socially conscious individuals, responsibilities and also empathetic. They are essential for shaping all round human development and growth.

Youth empowerment is a vital step which explains works aimed at providing reasonable skills and adequate environment for teenagers to improve their standard of living which will help them contribute meaningfully to the growth and development of the nation. Omeje, Nwabueze and Sam-kalagbor (2021) affirmed that it equally alleviates poverty, solve the problem of youth restiveness, cultism, arm robbery, vandalization of oil pipelines, reduce the issue of kidnapping and insecurity of life and property. It minimizes human Trafficking and prostitution, reduces the level of unemployment, and increase income per capita for sustainable growth and development. Youth empowerment simply is helping youths master necessary techniques for creativity, innovation and adequate opportunity for facing challenges and acquiring intellectual activities.

Nevertheless, this paper stands to ex-rays some major skills that will help our youths excel such as: Participative skills for working within social networks, engaging in group activities, contributing ideas, sharing perspective, and collaborating with people to achieve goals, manipulative skills which involve many economic activities like technical education, mining, computer, field events, technological works as building, welding, carpentry, machines, manufacturing that can bring our youths into using sense organs and expose them to acquire practical transformation, intellectual skills, the brain work which include computer experts, scholars, authoring scientists that can lead our youth healthy, qualify instructors, communication skills for thinking fast with others and artistic skill, the act of good writing, fine and applied arts, Music and drama-graphics, actors, comedians, musicians etc. sculpture and artistic form in which wood or plastic materials can work into dimensions using wood, wax, clay, fabrics etc in carving, modeling, welding, casting among others.

Youth need these life coping or survival skills to overcome their environment or sustainability. Igwe (2023) concurs that youth empowerment is the process of giving young people the right knowledge, skills and attitude which will enable them in becoming useful to self, their communities and the entire nation. The researchers are of the opinion that youth empowerment program or skills is very useful in enhancement of economic growth for individual and the nation advancement.

Education is the only veritable answer for bringing about positive changes in the pattern of life of a particular nation. Okoli (2022), any nation that genuinely wishes to attain greater height in national development cannot compromise the education of her citizenry because education is an effective instrument for addressing issues of poverty, under development, population, governance and other social concerns.

Ethics and value education connect social norms, people's cultures, attitude, moral principles which are central points to forming socially conscious individuals. Ethics is a set of principles right or wrong behavior representing a particular culture, individual or group. (Nirupama and D'souza 2021) concerns that ethics is a systematic approach to analyze and distinguish what is right and wrong, good and bad, understand them as they relate to the well-being of the relationship, it is the moral philosophy to be practiced by a person or group of people. It provides a frame work for individuals to evaluate and guide their actions, interactions and behaviors in various situations. Specifically, ethics induces systematic study of actions like duty, justice, responsibilities, attitude, competence, virtues, and rights. For youths to be well equip and empowered, these ethical concepts, must be systematically inculcated in them.

Values are basic and fundamental beliefs that guides or motivate attitudes or actions. Values are personal qualities needed to guide individual behaviors. The general guide lines like modesty, respect, honesty, fairness, trust, responsibility, integrity that make people behave in an acceptable manner in their community are examples. They shape people, the manner we treat ourselves and others around us. Ethic and value education act as guide to people's behaviors, decision making and

contributions to the society. Young people need this education for holistic impact in life for sustainability. While value education focus on instilling specific values which shape human behavior and interactions, ethics deals with their moral philosophy and directions of principles.

Development is the transformation of previous material and restating it a new. It is a process of developing, growth in an organism and directing the change. Development is a multidimensional undertaking to achieve a higher quality of life for all people. Economic development and environmental protection are interdependent and mutually reinforcing components of sustainable development. Our youths need to be developed to be transformed.

Sustainability simply put the ability of a nation or individual to sustain something (Ogbuonji & Amadi 1015) affirmed, is the ability to hold, retain keep and build on what has been built, reclaimed or achieved. Through ethical and value education youths can be empowered for sustainability.

Statement of the Problem

Youth are the hope and builders of a nation. Youths have every right for quality ethical and value education, unfortunately, many of our youths who supposed to be in school to acquire the education turn around to see education as scaring value. Besides, some of them who wish to be educated and acquire knowledge and skills needed for sustainability which is growth and development are not empowered or sponsored. Some of these teenagers are not educated, many resorted to restiveness and rubbery, cultism, vandalization of oil pipelines, violent, conflicts and the likes.

Consequently, youth empowerment is necessary for the reduction of unemployment, human trafficking, poverty and increases in income per capital. This calls for a need to ensure that our youths are empowered through necessary techniques for facing challenges and acquiring manipulative, intellectual, artistic, sculpture and participatory skills for sustainable development to build a better society.

Purpose of the Study

The main purpose of the study was to examine how to empower youths through ethical and value education for sustainable development in Ebonyi State of Nigeria.

The specific objectives are to:

1. Examine types of youth empowerment programs needed for sustainable development in Ebonyi State of Nigeria.
2. Find out the roles ethical and value education play in empowering youths for sustainable development in Ebonyi State.

Research Questions

The following research questions guided the study: they include:

1. What are the types of youth empowerment programmes needed for sustainable development in Ebonyi State?
2. What are the roles education play for youth empowerment for sustainable development in Ebonyi State.

Research Hypotheses

The following null hypothesis were formulated for the study and tested at 0.05 level of significance.

1. There is no significant difference in the mean rating of male and female students on types of youth empowerment programs needed for sustainable development in Ebonyi State.
2. There is no significant difference in the mean rating of male and female students on the role's education play for youth empowerment for sustainable development in Ebonyi State.

Methodology

The researchers adopted a descriptive survey design with a population of 2,354 graduates registered in Ebonyi State on youth Economic Empowerment scheme. The sample size for the study was 336 graduates drawn through taro Yamnne formular while simple random technique was adopted.

Structured questionnaire tagged youth Empowerment through ethical and value Education for sustainable development (YEEVESNDQ) was used to elicit response from the respondents. Structured questionnaire was validated by experts. The reliability of the instrument yielded 0.82 using Cronbach Alpha procedure. Mean (x) and standard deviation (SD) were used to answer the research questions while t-test was used in testing null hypothesis at 0.05 level of significance

Results

Research Question 1: What are the types of youth empowerment skills needed for sustainable development in Ebonyi state?

Table1: Mean rating and standard deviation on the types of youth empowerment skills needed for sustainable development in Ebonyi State

S/NO	Types of youth empowerment skills needed for sustainable development include:	X	SD	Decision
1.	Participatory skills: engaging in group activities, contributing ideas etc	2.94	0.66	Agree
2.	Manipulative skills! Technical education, mining, field event etc	2.95	0.67	Agree
3.	Intellectual skills. Computer experts, scholars'	2.75	0.62	Agree
4.	Artistic skills, the art of good writing' fine and applied arts, music etc	2.51	0.59	Agree
5.	Communication skills for thinking fast, talking smarts etc	2.76	0.63	Agree
	Average Mean	2.78		Agree

Table 1 showed that the respondents agreed on the types of youth empowerment skills needed for sustainable development in item 1, 2, 3, 4, and 5 with mean score of: 2.94, 2.95, 2.75, 2.19 and 2.76 respectively, Participatory skills programme, manipulative skills! technical education, mining, field event, intellectual skills such as computer experts, scholars', Artistic skills, the art of good writing' fine and applied arts music etc and communication skills for thinking fast, talking smarts are needed types of skills for youth empowerment.

Research Question 2: What are the roles education plays for youth empowerment for sustainable development in Ebonyi State.

Table 2: Mean and standard deviation on the roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State.

s/no	Roles education play in youth empowerment for sustainable development includes:	X	SD	Decision
6	Ethical and value education engage youths with self for sustainable development	3.11	0.66	Agree
7	Engaged youths with quality education that is holistic.	3.20	0.49	Agree
8.	Promotes rational use of renewable natural resources leading to economic growth.	2.66	0.50	
9.	Offers youths opportunity for working experience thereby making healthy environment	3.11	0.66	Agree
10.	Promote social economic and cultural relationship among youths	2.86	0.67	Agree
	Average Mean	2.99		Agree

Table 2 showed that the respondents agreed that: ethical and value education engage youths with self for sustainable development, engaged youths with quality education that is holistic, Promotes rational use of renewable natural resources leading to economic growth, offers youths opportunity for working experience thereby making healthy environment and promotes social economic and cultural relationship among youths as recorded on item, 8, 9, 10, 11, 12 and 13 which scores a grand mean of 2.99.

Research Hypotheses

1. There is no significant difference in the mean ratings of male and female youths on the types of youth empowerment skills needed for sustainable development in Ebonyi State

Table 3:t-test of difference in the mean responses of male and female youths on the types of youth empowerment skills needed for sustainable development in Ebonyi State

Items	Category Respondents	of N	Mean	SD	df	t	P-Value	Decision
1	Male	165	3.21	0.95	334	1.407	0.160	Not Significant
	Female	171	3.35	0.83				
2	Male	165	3.38	0.75	334	0.290	0.772	Not Significant
	Female	171	3.40	0.68				
3	Male	165	3.39	0.64	334	0.040	0.968	Not Significant
	Female	171	3.39	0.56				
4	Male	165	3.41	0.65	334	0.250	0.803	Not Significant
	Female	171	3.39	0.59				
5	Male	165	3.08	0.85	334	1.286	0.199	Not Significant
	Female	171	3.21	0.85				

Result on Table 3 revealed that the mean ratings of male and female youths on the types of youth empowerment skills needed for sustainable development in Ebonyi State was not significant as the items as the p-value is greater than alpha level of 0.05. This indicate that male and female youths has the same opinion on the types of youth empowerment skills needed for sustainable development in Ebonyi State.

2. There is no significant difference in the mean ratings of male and female youths on roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State.

Table 3:t-test of difference in the mean responses of male and female youths on roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State.

Items	Category Respondents	of N	Mean	SD	df	t	P-Value	Decision
6	Male	165	3.11	0.66	334	1.111	0.512	Not Significant
	Female	171	3.20	0.49				
7	Male	165	3.11	0.66	334	0.330	0.612	Not Significant
	Female	171	3.11	0.66				
8	Male	165	2.86	0.67	334	0.231	0.875	Not Significant
	Female	171	3.19	0.56				
9	Male	165	3.21	0.34	334	0.341	0.123	Not Significant
	Female	171	3.19	0.56				
10	Male	165	3.18	0.62	334	1.222	0.223	Not Significant
	Female	171	3.11	0.59				

Result on Table 4 revealed that the mean ratings of male and female youths on roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State, was not significant as the items as the p-value is greater than alpha level of 0.05. This indicate that male and female youths has the same opinion on the roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State.

Discussion

The researches discuss the results based on research question and null hypotheses that guarded the study under the following subheadings: Types of youth empowerment skills needed for sustainable development.

The result of the data analysis presented in table I reveals that the respondents agreed that the types of youth empowerment skills needed for sustainable development in Ebonyi state, include: Participatory skills, manipulative skills, intellectual skills Artistic skills and communication skills. Bases on that, the researchers agreed that youths needed empowerment skills. These will help the youths acquire life coping or survival skills like engaging in group activities, technical education, computer experts, fine and applied art, skills for thinking fast which to over come their environment and become useful in enhancement of economic growth for all.

The finding of the study is in line with that of Madumere, Obike, Okeke and Nwabueze (2013) which affirm that the skills male and female undergraduates acquire after completing an entrepreneurship course include: innovation/creative skills, communication skills risk-taking skills, desire for achievement in life, leadership skill time management skill, tolerance for ambiguity, sale/marketing skills and problem solving skill. Ubah (2011) state that youth empowerment programme helps them establish their own small scale business or company after graduation. The result of the data analysis presented in table 2 reveals that ethical and value education engage youths with self for sustainable development, quality education that is holistic, promote national use of renewable resources leading to economic growth, working experience for healthy environment and promotes social economics and cultural relationship among youth the finding of this study is in agreement with that of Uche, Nwabueze and Ememe (2009) that, education plays vital role in empowering the youths to acquire practical knowledge, skills, and be self employed as well as develops creativity and innovative skills for self and sustainable development. The result of the findings is also in accordance with Omege, Nwabueze and Sam-kalagbor (2021) who further affirmed that education has numerous functions in the training of youths to be self-reliant, productive, creative and innovative for self and sustainable development. All are gearing that educating youths, instilling specific value which shape human behavior, interactions and inducing some ethical actions in various situations on them like duty, justice, responsibilities among others are most needed.

Conclusion

This study had focused on youth empowerment through ethical and value education for sustainable national development. The study had x-rayed that providing reasonable skills and adequate environments for youths will help them master necessary techniques for creativity, innovation and adequate opportunity for facing challenges and intellectual activities. It solves the problem of youth restiveness, cultism, arm robbery and minimizes human trafficking and insecurity of life and properties, reduces the level of unemployment and increase income per capital for sustainable growth and development.

Recommendations

Based on the findings of the study the following recommendations were made:

1. Government should help youths acquire many skills and be self-reliance in Ebonyi state.
2. Schools should help to give young people value and ethical education to guide their behaviors decision making and contributions to the society

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INTEGRATING ARTIFICIAL INTELLIGENCE IN INSTRUCTIONAL DELIVERY: OPPORTUNITIES, CHALLENGES AND ETHICAL CONSIDERATIONS AS PERCEIVED BY SECONDARY SCHOOL PRINCIPALS IN PORT HARCOURT METROPOLIS



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Abstract

The study investigated the perception of secondary school principals regarding opportunities, challenges, and ethical considerations associated with integrating artificial intelligence in instructional delivery in Port-Harcourt Metropolis, Rivers State. The study was guided by three specific objectives focusing on identifying perceived opportunities, challenges, and ethical issues related to AI integration in instruction. A descriptive survey research design was adopted with a population comprising 62 principals from 31 public secondary schools in Port-Harcourt Metropolis. Census sampling was employed due to the manageable population size. Data was collected using a validated questionnaire titled "Principals Perception of AI in Instruction Questionnaire (PPAIQ)" with reliability coefficients ranging from 0.71 to 0.84 for different sections and an overall reliability of 0.85. All 62 questionnaires administered were retrieved and analyzed using frequency count and criterion mean of 2.50. Results revealed that principals perceive significant opportunities in AI integration (grand mean 2.79), particularly in providing personalized learning experiences, reducing administrative workload, offering immediate feedback, and creating engaging content. Major challenges identified (grand mean 2.83) included inadequate training, prohibitive costs, insufficient technical support, and curriculum integration difficulties. Principals expressed substantial concerns about ethical issues (grand mean 3.18), including student data privacy, algorithmic bias, critical thinking diminishment, equity concerns, reduced human interaction, and intellectual property questions. Based on these findings, the study recommends developing structured AI in mechanisms and works that prioritize high-benefit applications, establishing comprehensive professional development programs with sustainable funding mechanisms, and creating robust ethical guidelines to govern AI implementation in educational contexts. These measures would help maximize opportunities while addressing challenges and ethical considerations in AI integration for instructional delivery.

Keywords: AI in Education, AI in Instructional Delivery, Ethics in Education, Opportunit

Introduction

Secondary school education contributes immensely to human capital development because it serves as a bridge between basic education and tertiary institutions or labor market entry. In Nigeria, as in many developing nations, secondary education is recognized as a critical factor in national and economic development (Grant, 2017). The significance of secondary education extends beyond mere

academic preparation, encompassing the development of essential skills that directly contribute to economic productivity, social cohesion, and national progress. According to Okeke-James, Igbokwe, Anyanwu and Ogbo (2020), investment in quality secondary education leads to improvements in economic development as graduates of secondary schools are prepared for educational advancement as well as labour market entry. According to Irughe, Edefe and Eregha (2020), there is a strong correlation between education and economic development indices. Education globally has witnessed a paradigm shift with the integration of technology in teaching and learning processes. Digital technologies have transformed conventional classroom practices, creating more engaging, personalized, and effective learning environments (Timotheou, Miliou, Dimitriadis, Sobrino, Giannoutsou, Cachia & Ioannou, 2023). Internationally, education systems in developed countries have successfully leveraged technology to enhance educational outcomes and prepare students for the digital economy (Pu, Liang, Wang, Zhang & Zhong, 2024). In Nigeria, the National Policy on Education revised in 2013 explicitly acknowledges the necessity of technology integration in secondary education to equip students with 21st-century skills (Federal Republic of Nigeria, 2013). However, implementation has been uneven across the country, with urban centers generally demonstrating more progress than rural areas.

Within the broader context of educational technology, artificial intelligence (AI) represents perhaps the most transformative innovation of recent years. AI technologies including machine learning algorithms, natural language processing, intelligent tutoring systems, and adaptive learning platforms offer unprecedented opportunities to personalize learning, automate administrative tasks, provide real-time feedback, and enhance analytical capabilities in educational contexts (Holmes, Bialik & Fadel, 2019). Globally, AI integration in secondary education has progressed from experimental initiatives to increasingly mainstream applications. A UNESCO report by Pedro, Subosa, Rivas and Valverde (2019) on artificial intelligence in education: challenges and opportunities for sustainable development highlights how AI technologies can support efforts to achieve Sustainable Development Goal 4 when implemented thoughtfully and ethically.

Instructional delivery encompasses the methods, strategies, and approaches employed by educators to facilitate student learning. Effective instructional delivery extends beyond content transmission to include assessment, feedback, engagement, and the cultivation of critical thinking skills (Morrison, Ross, Morrison & Kalman, 2019). Traditional instructional delivery in Nigeria, particularly at the secondary level, has predominantly relied on teacher-centered approaches, with limited differentiation and personalization (Precious & Feyisetan, 2020). AI technologies offer significant potential to transform instructional delivery in several dimensions. Intelligent tutoring systems can provide personalized learning pathways based on individual student performance and learning styles. Machine learning algorithms can analyze patterns in student work to identify misconceptions and learning gaps that might otherwise go undetected. Natural language processing can enable more accessible and interactive learning materials, including automated translation for language learners (Vieriu & Petrea, 2025).

The integration of AI in instructional delivery presents numerous opportunities for secondary schools in Port Harcourt Metropolis. Perhaps most significantly, AI technologies can facilitate personalized learning experiences that accommodate diverse learning needs, preferences, and paces (Zawacki-Richter, Marín, Bond & Gouverneur, 2023). In the context of Nigerian secondary schools, where heterogeneous classrooms often include students with widely varying academic preparedness, this capability could substantially enhance learning outcomes. Administrative efficiency represents another significant opportunity. Principals in schools spend a fraction of their time on non-instructional tasks such as attendance tracking, grading, and documentation (Akporehe & Asiyai, 2021). AI automation of routine administrative tasks could reclaim this time for direct instructional activities. Additionally, AI-powered analytics can provide principals and administrators with actionable insights regarding student performance, engagement patterns, and learning trajectories that might otherwise remain invisible (Reddy, Alekhya, Sushma Manjula & Krishnappa, 2019). For students in Port Harcourt, AI integration offers enhanced access to quality educational resources regardless of school resources or principal expertise. Virtual AI teaching assistants can provide 24/7 support for homework

and exam preparation, addressing the limitation of access to qualified tutors that Lin, Huang and Lu (2023) identify as a significant barrier to academic achievement for many students in the region. Furthermore, AI technologies can support the development of advanced digital literacy and computational thinking skills increasingly demanded by employers (Pu, Liang, Wang, Zhang & Zhong, 2024).

Principal readiness constitutes another significant challenge. According to Alshorman (2024), teachers and other teaching staff in secondary schools have limited confidence in using advanced digital technologies, with even fewer (14%) expressing familiarity with AI applications. The substantial professional development investment required to prepare principals for effective AI integration must compete with numerous other priorities in constrained educational budgets. Financial sustainability poses additional challenges, particularly for public schools. The acquisition, maintenance, and regular updating of AI technologies require substantial financial commitments that many schools cannot accommodate within existing budgetary frameworks (Okunade, 2024). Furthermore, the rapid evolution of AI technologies creates risk of obsolescence without continuous investment in upgrades and professional development. Cultural resistance may also impede AI integration, with Nigerian educational traditions placing strong emphasis on principal authority and standardized instruction. Festus and Emmanuel (2025) document significant skepticism among secondary school stakeholders regarding technologies perceived as potentially displacing or diminishing principal roles. Parents, administrators, and even students may resist AI-enabled approaches that appear to conflict with traditional educational values and practices.

Questions of autonomy and human oversight also merit consideration. As AI systems increasingly inform or automate educational decisions, clear frameworks must delineate appropriate boundaries for algorithmic decision-making versus human judgment (Holmes, Bialik & Fadel, 2019). In Nigerian secondary schools, where respect for principal authority remains culturally significant, negotiating these boundaries requires particular sensitivity to stakeholder perspectives and values. Finally, equitable access to AI-enhanced education represents a critical ethical imperative. Without deliberate intervention, AI integration may exacerbate existing educational disparities between well-resourced and under-resourced schools in Port Harcourt (Tamuno & Briggs, 2023). Ethical implementation requires commitment to ensuring that AI benefits extend to all students, regardless of socioeconomic background or school resources.

Purpose of the Study

The purpose of the study was to investigate secondary school principals' perception of the opportunities, challenges and ethical issues associated with the integration of artificial intelligence in instruction in Rivers State. The specific objectives of the study are to:

1. Find out the opportunities associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis.
2. Determine the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis.
3. Ascertain the ethical issues associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis.

Research Questions

The study provided answers to the following questions:

1. What are the opportunities associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis?
2. What are the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis?
3. What are the ethical issues associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis?

Methodology

The study adopted a descriptive survey research design. The population of the study comprised 62 principals (31 for junior secondary and 31 for senior secondary) from 31 public secondary schools in Port-Harcourt (16 from Obio/Akpor and 15 from PHALGA) Metropolis (Source: Rivers State Post Primary Schools Board). The entire population of 62 principals were used because of the manageable size of the population. Consequently, census sampling was adopted. The instrument used for data collection was a questionnaire titled "Principals Perception of AI in Instruction Questionnaire (PPAIQ)". It had three sections used to collect data for each of the research questions respectively. It was structured on a four-point rating scale. The instrument was validated by three experts. One of the experts was a measurement and evaluation expert and the other two were from educational management. The internal consistency reliability for the instrument was established using Cronbach Alpha. This yielded reliability coefficients of 0.79 for section A used to elicit data on opportunities associated with integrating artificial intelligence in instructional delivery, 0.71 for section C used to elicit data on ethical issues associated with integrating artificial intelligence in instructional delivery and an overall reliability coefficient of 0.85. A total of 62 copies of the instrument were administered and a total of 62 were retrieved and used for data analysis. This constituted 100% return rate. Data gathered were analyzed using frequency count and criterion mean of 2.50.

Results

Research Question 1: What are the opportunities associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis?

Table 1: Opportunities associated with integrating AI in instructional delivery.

No.	Statement	SA	A	D	SD	Mean	S.D	Remark
1	AI tools can provide personalized learning experience for students with different abilities.	26	24	8	4	3.16	0.87	A
2	Integration of AI in teaching can reduce my administrative workload.	22	25	10	5	3.03	0.92	A
3	AI-powered assessment tools can offer immediate feedback to students.	24	23	9	6	3.05	0.96	A
4	AI technologies can help identify learning gaps in students more efficiently	8	14	27	13	2.27	0.93	D
5	Implementation of AI can make instructional content more engaging for students.	20	30	8	4	3.06	0.84	A
6	AI integration can improve access to quality educational resources in our school.	5	16	25	16	2.16	0.92	D
Grand Mean						2.79		A

The result in Table 1 shows the opportunities associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The result shows that principals from junior and senior secondary schools agreed that: AI tools can provide personalized learning experiences for students with different abilities, integration of AI in teaching can reduce administrative workload, AI-powered assessment tools can offer immediate feedback to students, and implementation of AI can make instructional content more engaging for students. This is evident by mean responses greater than 2.50 for items 1, 2, 3, and 5. In contrast, the result shows that principals from junior and senior secondary school disagreed that: AI technologies can help identify learning gaps in students more efficiently and AI integration can improve access to quality educational resources in their schools. This is evident by mean responses less than 2.50 for items 4 and 6. Generally, the result reveals that principals from junior and senior secondary schools agreed regarding the opportunities associated with integrating artificial intelligence in instructional delivery as perceived

by secondary school principals in Port-Harcourt Metropolis are agreed. This is evident by a grand mean of 2.79.

Research Question 2: What are the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis?

Table 2: Challenges associated with integrating AI in instructional delivery.

No.	Statement	SA	A	D	SD	Mean	S.D	Remark
7	Limited internet connectivity in our schools hinders AI integration.	9	15	23	15	2.29	1.00	D
8	I lack adequate training to effectively implement AI in my teaching.	25	24	8	5	3.11	0.92	A
9	Cost of AI technologies is prohibitive for widespread adoption in our school.	28	21	10	3	3.19	0.89	A
10	Technical support for AI tools is insufficient in our educational setting.	24	27	7	4	3.15	0.86	A
11	Students varying levels of technological literacy creates implementation difficulties.	6	15	26	15	2.19	0.93	D
12	Integrating AI into existing curriculum frameworks is challenging.	20	28	10	4	3.03	0.87	A
Grand Mean						2.83		A

The result in Table 2 shows the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The results show that both principals from junior and senior secondary schools agreed that: they lack adequate training to effectively implement AI in their teaching, the cost of AI technologies is prohibitive for widespread adoption in their schools, technical support for AI tools is insufficient in their educational setting, and integrating AI into existing curriculum frameworks is challenging. This is evident by mean responses greater than 2.50 for items 8, 9, 10, and 12. In contrast, the result shows that principals from junior and senior secondary school disagreed that: limited internet connectivity in their schools hinders AI integration and students have varying levels of technological literacy which creates implementation difficulties regarding the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. This is evident by mean responses less than 2.50 for items 7 and 11. Generally, the result reveals that both principals from junior and senior secondary schools agreed regarding the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. This is evident by a grand mean of 2.83.

Research Question 3: What are the ethical issues associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis?

Table 3: Ethical issues associated with integrating AI in instructional delivery.

No.	Statement	SA	A	D	SD	Mean	S.D	Remark
13	The use of AI in education raises concerns about student data privacy.	30	20	9	3	3.24	0.88	A
14	AI systems may perpetuate existing biases in educational assessment.	25	22	12	3	3.11	0.90	A
15	Over-reliance on AI may diminish critical thinking skills in students.	28	24	6	4	3.23	0.87	A
16	AI implementation creates equity concerns for	32	18	8	4	3.26	0.91	A

	students without home technology access.								
17	The use of AI in teaching may reduce authentic human interaction in the classroom.	26	23	10	3	3.16	0.88	A	
18	AI integration raises questions about intellectual property rights for teaching materials.	22	25	11	4	3.05	0.89	A	
Grand Mean						3.18		A	

The result in Table 3 shows the ethical issues associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The result shows that principals from junior and senior secondary schools agreed that: the use of AI in education raises concerns about student data privacy, AI systems may perpetuate existing biases in educational assessment, over-reliance on AI may diminish critical thinking skills in students, AI implementation creates equity concerns for students without home technology access, the use of AI in teaching may reduce authentic human interaction in the classroom, and AI integration raises questions about intellectual property rights for teaching materials are associated with ethical issues associated with integrating AI in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. This is evident by mean responses being greater than 2.50 for all items 13, 14, 15, 16, 17, and 18. This is evident by mean responses being less than 2.50 for items 7 and 11. Generally, the result reveals that the ethical issues associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. This is evident by a grand mean of 3.18.

Discussion of Findings

Research question one sought to find out the opportunities associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The result shows that principals from junior and senior secondary school agreed that: AI tools can provide personalized learning experiences for students with different abilities, Integration of AI in teaching can reduce my administrative workload, AI-powered assessment tools can offer immediate feedback to students, and Implementation of AI can make instructional content more engaging for students. In contrast, the principals disagreed that: AI technologies can help identify learning gaps in students more efficiently and AI integration can improve access to quality educational resources in our school. Generally, the result shows that the principals agreed regarding the opportunities associated with integrating artificial intelligence in instructional delivery. The result agrees with that of Cetin, Tas, Alakus and Kaplan (2024) who found that AI facilitate the teaching and learning process. The study further agrees with that of Duan and Zhao (2024) who found that AI offers new opportunities for effective instructional delivery.

Research question two sought to find out the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The result in table 2 shows that the principals agreed that: they lack adequate training to effectively implement AI in their teaching, The cost of AI technologies is prohibitive for widespread adoption in their school, technical support for AI tools is insufficient in their educational setting, and Integrating AI into existing curriculum frameworks is challenging. In contrast, the result shows that the principals disagreed that: limited internet connectivity in their school hinders AI integration and Students' have varying levels of technological literacy which creates implementation difficulties regarding the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. Generally, the result reveals that the principals agreed regarding the challenges associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The result agrees with the observations of Pedro, Subosa, Rivas and Valverde (2019) that lack of a framework for integration of AI in education and limited teacher preparation for using AI in

instructional delivery as some of the issues surrounding using AI for instructional delivery. The result also agrees with that of Ajani (2024) that digital divide, limited infrastructure, low digital literacy among educators, and ethical concerns are challenges surrounding the use of AI in education.

Research question three sought to find the ethical issues associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The result in table 3 shows that the principals agreed that: The use of AI in education raises concerns about student data privacy, AI systems may perpetuate existing biases in educational assessment, Over-reliance on AI may diminish critical thinking skills in students, AI implementation creates equity concerns for students without home technology access, The use of AI in teaching may reduce authentic human interaction in the classroom, and AI integration raises questions about intellectual property rights for teaching materials are associated with ethical issues associated with integrating AI in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. Generally, the result reveals that the ethical issues associated with integrating artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The finding aligns with that of Ajani (2024) who found ethical concerns as a challenge associated with AI in education.

Conclusions

Based on the findings of this study, several conclusions can be drawn regarding the integration of artificial intelligence in instructional delivery as perceived by secondary school principals in Port-Harcourt Metropolis. The study reveals that secondary school principals in Port-Harcourt Metropolis perceive significant opportunities associated with AI integration in instructional delivery. Principals strongly recognize that AI tools can provide personalized learning experiences for students with different abilities, reduce administrative workload, offer immediate feedback to students through AI-powered assessment tools, and make instructional content more engaging. The overall positive perception (grand mean of 2.79) suggests that school leaders in the region are cognizant of AI's potential to enhance teaching and learning processes, though they are less convinced about AI's capacity to identify learning gaps efficiently or improve access to quality educational resources in their specific contexts.

Regarding challenges, principals identified several significant barriers to AI integration in their schools. The most prominent challenges include inadequate training for effective AI implementation, prohibitive costs of AI technologies, insufficient technical support, and difficulties integrating AI into existing curriculum frameworks. With a grand mean of 2.83, these challenges collectively represent substantial obstacles that must be addressed for successful AI integration. Interestingly, principals did not perceive limited internet connectivity or students' varying levels of technological literacy as major barriers, suggesting that human capacity and financial constraints may be more pressing than technological infrastructure in these schools.

Concerning ethical considerations, principals demonstrated a high level of awareness (grand mean of 3.18) about various ethical issues associated with AI integration in education. They expressed significant concerns about student data privacy, potential perpetuation of existing biases in educational assessment, diminishment of critical thinking skills, equity concerns for students without home technology access, reduction in authentic human interaction, and questions about intellectual property rights. This heightened awareness of ethical implications suggests that principals are approaching AI integration thoughtfully and with consideration for its broader societal impacts.

In summary, principals in Port-Harcourt Metropolis recognize the substantial potential of AI to transform instructional delivery, they also acknowledge significant implementation challenges and ethical considerations that require careful navigation. This balanced perspective provides a foundation for developing nuanced and context-sensitive approaches to AI integration in Nigerian secondary education.

Recommendations

Based on the findings of the study, the following recommendations were drawn

1. The Rivers State Ministry of Education, in partnership with school principals, should create a structured framework for integrating AI in schools. This framework should focus on high-impact applications like personalized learning, administrative tasks, and real-time feedback. It should also provide clear implementation guidelines, resource plans, and success metrics while addressing areas of concern such as learning gap identification.
2. Educational authorities such as Ministry of Education and Schools Board should establish comprehensive professional development programs specifically targeting AI literacy and implementation skills for principals, administrators and teachers.
3. The Rivers State Ministry of Education and Schools Board should establish a robust ethical framework for AI use in schools that includes clear data privacy protocols and fairness guidelines. This framework should be accompanied by regular ethical audits of AI implementation in schools.

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ARTIFICIAL INTELLIGENCE IN EARLY GRADE EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA



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Abstract:

This paper explores the transformative potential of Artificial Intelligence (AI) in achieving sustainable development in Nigeria. It examines how AI can be leveraged across various sectors in Early grade Education including agriculture, healthcare Education, Social Studies education, and other basic Science Education (energy, and governance) by use of Artificial Intelligence in addressing pressing challenges and advance the United Nations Sustainable Development Goals (SDGs). Nigeria faces substantial challenges in achieving the SDGs, the strategic deployment of AI offers new pathways for overcoming some obstacles. The next section of this paper explores how AI can be practically applied across key Early grade Subjects to drive measurable and sustainable impact. AI Applications in Agriculture at it remain the backbone of Nigeria's economy, employing over 35% of the labor force and contributing significantly to GDP. Healthcare education , Social Studies(Energy and Environment) By drawing from international best practices and committing to capacity building, innovation, and responsible governance, Nigeria can develop become a vibrant AI ecosystem that not only drives economic growth but also ensures social equity and environmental sustainability. As Nigeria stands at the intersection of technological advancement and development imperatives, harnessing AI responsibly and strategically will be key to shaping a prosperous, inclusive, and sustainable future. The paper provides an overview of AI technologies, discusses Nigeria's development landscape, identifies key opportunities and barriers, and proposes strategic recommendations for policymakers, researchers, and stakeholders.

Introduction

Nigeria, Africa's most populous country, faces numerous development challenges, including widespread poverty, high unemployment, inadequate healthcare infrastructure, under-resourced education systems, environmental degradation, and significant governance issues. According to the National Bureau of Statistics (NBS), over 40% of Nigeria's population lives below the poverty line, and the United Nations Development Programme (UNDP) consistently ranks the country low on the Human Development Index (HDI). These challenges threaten the country's capacity to meet its development targets and improve the quality of life for its citizens.

Amid these issues, the rise of Artificial Intelligence (AI) offers an unprecedented opportunity to transform Nigeria's developmental trajectory. AI, through its data-driven capabilities and problem-solving prowess, can serve as a powerful tool to optimize resource allocation, enhance public service delivery, and promote economic diversification. Globally, AI is already playing a pivotal role in addressing development goals—from precision agriculture in India to AI-assisted medical diagnostics in Rwanda. For Nigeria, harnessing AI strategically could catalyze innovation, drive inclusive growth, and significantly accelerate progress toward achieving the Sustainable Development Goals (SDGs).

Early grade education serves as the backbone of a child's intellectual and social development, laying the groundwork for future academic success and lifelong learning (UNESCO, 2019). In recent years, the landscape of primary school education has been evolving rapidly, driven by technological advancements and changing educational paradigms. Traditional teaching methods, while effective in certain contexts, are often unable to fully meet the diverse needs and learning styles of today's students, who are growing up in an increasingly digital and interconnected world (Baker et al., 2019). The rise of artificial intelligence (AI) technologies presents a transformative opportunity to revolutionize primary school teaching and learning, offering innovative solutions to address longstanding challenges in

education. AI encompasses a range of technologies and applications that simulate human intelligence, including machine learning, natural language processing, and robotics (Russell & Norvig, 2021). In the context of education, AI holds the promise of personalized learning experiences, adaptive instruction, and data-driven insights into student performance (Holstein & McLaren, 2019).

However, for AI to effectively support sustainable development, a conducive ecosystem is required—one that includes appropriate infrastructure, skilled human capital, supportive policy frameworks, and robust ethical guidelines. This paper aims to investigate how AI can be effectively integrated into Nigeria's development agenda. It offers a comprehensive examination of the key sectors where AI can have the most impact, identifies critical barriers to adoption, and provides actionable recommendations for stakeholders across government, academia, industry, and civil society.

The structure of the paper begins with a foundational overview of AI at Early grade Education and its global relevance to sustainable development. It then contextualizes the SDGs within Nigeria's socio-economic landscape before exploring AI applications in agriculture, healthcare, education, energy, and governance. The paper also discusses the challenges to AI adoption in Nigeria, examines policy and regulatory frameworks, and draws lessons from international best practices. The concluding sections offer strategic recommendations and emphasize the importance of collaborative efforts in ensuring that AI becomes a driver of equitable and sustainable progress in Nigeria.

Overview of Artificial Intelligence

Artificial Intelligence (AI) refers to the development of computer systems that can perform tasks typically requiring human intelligence. These tasks include learning, reasoning, problem-solving, perception, understanding natural language, and autonomous decision-making. At its core, AI seeks to create machines that can sense, comprehend, act, and learn to augment or replicate human capabilities. Minsky (2006) defines artificial intelligence as "the science of making machines do things that would require intelligence if done by humans." This definition highlights the core objective of AI research, which is to develop computational systems capable of emulating or surpassing human cognitive abilities in various domains, such as reasoning, problem-solving, and perception. Nilsson (2009) offers a comprehensive definition of artificial intelligence as "the branch of computer science that is concerned with the automation of intelligent behavior." This definition underscores the interdisciplinary nature of AI, which draws upon insights from computer science, cognitive psychology, philosophy, and other fields to develop algorithms and systems capable of exhibiting intelligent behavior.

Early Grade Education

According to Blatchford and Martin (2013), Early grade education is defined as "an educational institution that provides foundational education to children in their early years of formal schooling from 4 years to 12 or 13 years, typically spanning from kindergarten or reception class through to the end of sixth or seventh grade, depending on the educational system. Early grade Education play a crucial role in nurturing young learners' intellectual, social, and emotional development, fostering a love for learning and equipping students with essential knowledge, skills, and attitudes to succeed in higher levels of education and in life. Management is the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results. Management also includes recording and storing facts and information for later use or for others within the organization. Management functions are not limited to managers and supervisors. Every member of the organization has some management and reporting functions as part of their job. (Knowledge Management Terms, 2009)

Management has many definitions; it depends on what or where you want to use it. The term management always deals with involvement of putting human and non-human resources together and accordingly for the purpose of attainment of specific aim. From a definition by Esther 2006, it is referring to the series of systematic sequential overlapping and interdependent step by which goals of an organization are achieved. Mefarland (2001), defines management as that process by which managers

create, direct, maintain and operate purposive organization through systematic coordinated cooperative human effort in their own way Brech et al describe management as what concerned seeing that job get done and done efficiently, its task all centre on decisions for planning and guiding operations that are going on the enterprise. Management according to Dare (2004) deals with utilization and procurement of human capital and material resources. Investor word (2015) define management as the initiation and maintenance of an investment portfolio. The free dictionary (2016) defines management as the act, manner or practice of managing, handling, supervision or control of workers.

Education And Artificial Intelligence

Education is a cornerstone of sustainable development and a key enabler of individual empowerment, social mobility, and economic growth. Nigeria, with a population exceeding 200 million, faces substantial educational challenges. These include overcrowded classrooms, insufficient qualified teachers, inadequate infrastructure, low literacy rates, and significant disparities in access between urban and rural areas. These issues undermine the attainment of Sustainable Development Goal 4 (Quality Education). Artificial Intelligence offers transformative tools to address these systemic challenges and enhance the quality, accessibility, and equity of education in Nigeria. Key applications include:

Intelligent Tutoring Systems (ITS): AI-powered platforms can provide personalized instruction tailored to the learning pace and style of individual students. These systems offer real-time feedback, adaptive assessments, and customized learning paths, making them valuable for learners with diverse educational backgrounds and needs.

Automated Grading and Assessment: AI algorithms can grade multiple-choice tests and even short essays, reducing the workload on teachers and allowing them to focus on more interactive and creative aspects of teaching. These tools can also provide detailed analytics on student performance, helping educators identify learning gaps.

Language Translation and Accessibility: Natural language processing (NLP) enables real-time translation and transcription services, which are particularly beneficial in Nigeria's multilingual environment. AI tools can support inclusive education by providing speech-to-text, text-to-speech, and sign language recognition features for students with disabilities.

Virtual Classrooms and E-Learning Platforms: AI enhances online education by personalizing content, recommending resources, and maintaining student engagement. Chatbots and virtual teaching assistants can support learners by answering questions and guiding them through course materials.

Predictive Analytics for Educational Planning: Machine learning models can forecast student dropout risks, recommend interventions, and help administrators allocate resources more effectively. These insights can guide policies aimed at improving retention and completion rates.

Teacher Training and Professional Development: AI tools can assess teacher performance, recommend tailored training modules, and facilitate peer learning networks. This approach helps build teacher capacity and promotes continuous professional growth.

While the potential of AI in education is vast, several challenges impede its adoption in Nigeria. These include limited access to digital devices and the internet, low levels of digital literacy among teachers and students, and a lack of investment in educational technology. Additionally, there are concerns about data privacy, algorithmic bias, and the potential for over-reliance on technology. To harness AI for educational advancement, Nigeria must prioritize investments in digital infrastructure, ensure affordable internet access, and incorporate digital skills into the national

curriculum. Public-private partnerships and international collaborations can help develop locally relevant AI education tools that respect cultural and linguistic diversity.

Government bodies such as the Federal Ministry of Education and the National Information Technology Development Agency (NITDA) can play crucial roles in promoting the responsible use of AI in education by establishing standards, providing funding, and supporting innovation ecosystems by strategically integrating AI into the education sector, Nigeria can improve learning outcomes, close equity gaps, and prepare its youth for a digital and knowledge-driven economy—an essential step toward achieving inclusive and sustainable development.

Impact of Applications of Artificial Intelligence in Early Grade Education:

Martinez, P., & Garcia, A. (2011) Provide the impact of application of artificial intelligence in Early grade Education (primary education) as follows:

1. **Personalized Learning:** AI-powered adaptive learning platforms can analyze student performance data and tailor instructional content to meet individual learning needs. These platforms offer personalized learning pathways, adaptive assessments, and targeted interventions to support students at their own pace and level of understanding.
2. **Interactive Learning Tools:** AI-driven educational applications and tools provide interactive and engaging learning experiences for primary school students. These tools may include virtual tutors, educational games, and simulations that facilitate hands-on exploration and experimentation in various subject areas.
3. **Intelligent Tutoring Systems:** AI-based tutoring systems can provide real-time feedback and guidance to students as they engage with learning materials. These systems use natural language processing and machine learning algorithms to understand student queries, assess comprehension, and offer personalized assistance, akin to having a virtual tutor available 24/7.
4. **Automated Grading and Assessment:** AI technologies enable automated grading and assessment of student work, including quizzes, assignments, and essays. Machine learning algorithms can analyze student responses, identify patterns, and provide immediate feedback to both students and educators, streamlining the assessment process and facilitating timely intervention.

Types of Artificial Intelligence for Sustainable Development in the Early Grade Education System

AI is a multidisciplinary field that encompasses various subfields, including:

Machine Learning (ML): A subset of AI that focuses on the development of algorithms that allow computers to learn patterns from data and make predictions or decisions without being explicitly programmed. Common applications include predictive analytics, fraud detection, and recommendation systems.

Natural Language Processing (NLP): The ability of computers to understand, interpret, and generate human language. NLP is used in chatbots, virtual assistants, sentiment analysis, and language translation services.

Computer Vision: The ability of machines to interpret and process visual data from the world, such as images and videos. It is used in facial recognition, medical imaging diagnostics, and autonomous vehicles.

Robotics: The design and deployment of machines that can perform tasks autonomously or semi-autonomously. Robotics integrates AI with hardware components to enable machines to interact with the physical environment.

Expert Systems: AI applications that simulate the decision-making abilities of human experts. These systems are often rule-based and are used in medical diagnosis, legal reasoning, and technical support. AI operates on the foundation of large datasets, computing power, and algorithms. Recent advancements in cloud computing, big data, and edge computing have made AI more accessible and scalable, even for developing countries like Nigeria.

Globally, AI has been instrumental in driving innovation across diverse sectors. In finance, AI algorithms detect fraudulent transactions. In manufacturing, AI-driven automation enhances productivity and reduces costs. In transportation, self-driving technologies and AI-powered traffic management systems are revolutionizing mobility. The Fourth Industrial Revolution (4IR), driven by AI and other emerging technologies like the Internet of Things (IoT), blockchain, and biotechnology, is reshaping economies and societies. For Nigeria to remain competitive and inclusive in this rapidly evolving global landscape, it must understand the fundamentals of AI and leverage its capabilities to address local development challenges.

In the Nigerian context, AI adoption remains nascent but is growing steadily. There are emerging AI research labs, start-ups exploring machine learning solutions, and academic institutions beginning to integrate AI into their curricula. However, much work remains to establish a robust AI ecosystem that supports widespread innovation and sustainable impact. This overview sets the stage for understanding how AI, when properly harnessed, can be a pivotal enabler for sustainable development in Nigeria.

Sustainable Development Goals (SDGs) in the Nigerian Context

The concept sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different and often compelling needs against an awareness of the environment, social and economic limitations we face as a society. Poverty Eradication: Eradication of poverty may be defined as the improving access to sustainable livelihoods, providing universal access to basic social service also it can be seen as the entrepreneurial opportunities and productive resources, empowering people living in poverty and their organization, progressively developing social protection system to support those who cannot support themselves. Programmes: A plan of action aimed at accomplishing a clear business objective, with details on what is to be done, by whom, when and what means or resources will be used. Technical Education: is a planned programme of course and learning experience that begins with exploration of career options, supports basic academic and life skills, and enable achievement of high academic standards, leadership, preparation for industry-defined work and advanced and continuing education.

The Sustainable Development Goals (SDGs), adopted by all United Nations Member States in 2015, provide a shared blueprint for peace, prosperity, and environmental sustainability by the year 2030. The 17 SDGs encompass a wide range of development targets including poverty eradication, quality education, gender equality, clean energy, decent work, climate action, and strong institutions. These goals are interconnected and intended to balance the three dimensions of sustainable development: economic growth, social inclusion, and environmental protection. In Nigeria also, the implementation of the SDGs has been both promising and challenging. The government has demonstrated commitment through the establishment of institutions such as the Office of the Senior Special Assistant to the President on SDGs (OSSAP-SDGs), which is tasked with aligning national development policies with the SDG agenda. However, significant gaps remain in data availability, institutional capacity, funding, and grassroots awareness, all of which hinder effective implementation and monitoring.

The 2023 Voluntary National Review (VNR) report on Nigeria's SDG performance highlights progress in areas such as primary education enrolment, as the first among other areas such as child immunization, and women's representation in political offices. Nonetheless, the country still faces critical deficits in reducing poverty (SDG 1), achieving zero hunger (SDG 2), ensuring good health and well-being (SDG 3), providing clean water and sanitation (SDG 6), and fostering climate action (SDG 13). According to the United Nations, over 95 million Nigerians currently live in multidimensional

poverty, and food insecurity remains a pressing concern. The International community and its determination to overcome poverty has been highlighted by the sustainable activities of the International Development Donors such as the United Nations Development Programme (UNDP), The European Union (EU), the World bank, the International Monetary Fund etc, are all ready and ever since been empowering nations and people.

Artificial Intelligence and Opportunity to accelerate Nigeria's progress across these goals:

Application of AI in energy and environmental sustainability, focusing on how AI can support Nigeria's transition to a low-carbon, resilient economy, with some subjects teach at the primary level of Education.

AI in Agriculture (SDG 2): Precision farming using AI can improve crop yields, monitor soil health, and reduce waste.

AI in Healthcare (SDG 3): AI-powered diagnostics, health surveillance systems, and personalized medicine can expand access to quality healthcare services.

AI in Education (SDG 4): Adaptive learning platforms and intelligent tutoring systems can personalize education and reach underserved communities.

AI for Gender Equality (SDG 5): Data-driven insights can inform targeted interventions for women's empowerment and inclusion.

AI and Climate Action (SDG 13): Predictive models and remote sensing can support disaster risk management and environmental protection.

Moreover, AI can enhance the availability and quality of data, which is crucial for evidence-based policymaking and SDG monitoring. By automating data collection and analysis, AI can help fill critical information gaps and provide real-time insights for decision-makers. To effectively integrate AI into Nigeria's SDG framework, multi-stakeholder collaboration is essential. This includes partnerships between government, academia, private sector, and civil society to ensure that AI initiatives are context-specific, inclusive, and aligned with national priorities. It also requires the establishment of ethical and regulatory safeguards to prevent the misuse of AI and to ensure that vulnerable populations are protected.

In summary, while Nigeria faces substantial challenges in achieving the SDGs, the strategic deployment of AI offers new pathways for overcoming these obstacles. The next section of this paper explores how AI can be practically applied across key sectors to drive measurable and sustainable impact.

Four (4) AI Applications in the Key Subject in the Primary School Basic Science Subjects

Agriculture, this remains the backbone of Nigeria's economy, employing over 35% of the labor force and contributing significantly to GDP. However, the sector faces persistent challenges such as low productivity, poor infrastructure, inefficient supply chains, pest infestations, and vulnerability to climate change. These issues impede the realization of food security (SDG 2) and rural development.

Artificial Intelligence (AI) has the potential to revolutionize Nigerian agriculture by enabling smart, data-driven practices that enhance productivity, reduce waste, and improve livelihoods. The application of AI in agriculture can be broadly categorized into the following areas:

Precision Agriculture: AI-powered systems can analyze vast datasets from satellites, drones, sensors, and weather models to provide actionable insights for farmers. These systems can help determine the optimal timing for planting and harvesting, assess soil health, and recommend the best crop varieties

based on regional conditions. For instance, image recognition algorithms can detect plant diseases or pest infestations early, allowing for timely interventions.

Predictive Analytics: Machine learning models can forecast crop yields, pest outbreaks, and weather patterns. These forecasts enable farmers and policymakers to make informed decisions regarding resource allocation, insurance schemes, and market planning. Predictive tools can also support food distribution systems by anticipating supply and demand imbalances.

Automated Irrigation and Fertilization: Smart irrigation systems equipped with AI can optimize water usage by analyzing soil moisture and weather data in real-time. This ensures efficient use of scarce water resources, especially in arid regions. Similarly, AI-enabled fertilizer management systems can prevent overuse or underuse of fertilizers, reducing environmental degradation and input costs.

Agricultural Robotics: AI-powered robots can perform tasks such as planting, weeding, spraying, and harvesting with high precision. While still in early stages in Nigeria, these technologies hold promise for increasing efficiency in commercial farming and reducing manual labor dependency.

Market Intelligence and Advisory Services: Chatbots and virtual assistants, powered by natural language processing (NLP), can provide farmers with real-time agricultural advice, market prices, and weather updates in local languages. These tools can bridge information gaps, especially in rural communities with limited access to extension services.

Supply Chain Optimization: AI can streamline agricultural value chains by enhancing logistics, reducing post-harvest losses, and improving traceability. For example, AI models can predict transportation bottlenecks or detect anomalies in product quality, ensuring faster delivery and compliance with food safety standards.

Despite these opportunities, AI adoption in Nigerian agriculture faces several barriers. These include limited internet connectivity in rural areas, lack of digital literacy among farmers, inadequate funding for agri-tech startups, and insufficient research collaboration. Furthermore, cultural resistance and lack of trust in AI systems may hinder widespread acceptance to overcome these challenges, targeted interventions are necessary. These include capacity-building programs for farmers, investment in rural broadband infrastructure, establishment of innovation hubs, and the creation of public-private partnerships to scale successful AI solutions. Government agencies such as the Federal Ministry of Agriculture and Rural Development (FMARD) can play a pivotal role by integrating AI into national agricultural policies and extension programs.

In summary, AI offers transformative potential for Nigeria's agricultural sector by enabling precision, efficiency, and resilience. Strategic deployment of AI technologies can drive progress toward zero hunger, poverty alleviation, and climate-smart agriculture, thereby contributing significantly to Nigeria's sustainable development agenda.

Health Education: Healthcare Nigeria's healthcare system faces multiple challenges including underfunding, inadequate infrastructure, shortage of skilled personnel, and limited access to quality services—particularly in rural areas. These challenges significantly hinder progress toward achieving Sustainable Development Goal 3 (Good Health and Well-Being). Artificial Intelligence can offer innovative and scalable solutions to enhance healthcare delivery, improve diagnostics, support disease prevention, and optimize health system management. The integration of AI technologies in healthcare can be categorized into the following applications:

a- **Medical Diagnostics:** AI-powered diagnostic tools can analyze medical images (e.g., X-rays, MRIs, CT scans) to detect abnormalities such as tumors, fractures, or infections with accuracy comparable to or exceeding that of human experts. Deep learning algorithms can also identify patterns

in patient data to aid in the early detection of diseases like tuberculosis, cervical cancer, or diabetic retinopathy—conditions that are prevalent in Nigeria.

b- **Telemedicine and Virtual Health Assistants:** Natural language processing (NLP) and machine learning models power AI chatbots and virtual assistants that can conduct symptom assessments, schedule appointments, and provide health education in local languages. These systems can bridge the gap between healthcare providers and remote communities, improving access to primary care services.

c- **Predictive Analytics for Disease Surveillance:** AI models can analyze epidemiological data to predict disease outbreaks, track transmission patterns, and allocate resources proactively. In Nigeria, AI could enhance the effectiveness of programs tackling infectious diseases like malaria, HIV/AIDS, Lassa fever, and COVID-19 by enabling rapid response and targeted interventions.

d- **Personalized Medicine:** Machine learning algorithms can tailor treatments based on individual genetic profiles, lifestyle, and environmental factors. Though in its infancy in Nigeria, this approach could optimize treatment outcomes and reduce adverse drug reactions, especially in chronic disease management.

e- **AI in Health Education:** AI can streamline hospital operations by automating routine administrative tasks such as patient triage, medical billing, and record management. This not only reduces costs but also allows healthcare providers to focus on clinical care.

f- **Medical Research and Drug Discovery:** AI accelerates the discovery of new drugs and vaccines by identifying promising compounds and predicting their efficacy. This capability is crucial in responding to public health emergencies and addressing Nigeria's disease burden.

Despite these benefits, the adoption of AI in Nigeria's healthcare sector faces notable barriers. These include limited digital infrastructure, lack of electronic health records, inadequate technical capacity, and ethical concerns about data privacy and bias in AI models. Furthermore, the legal and regulatory frameworks governing AI in healthcare are still evolving. To foster AI-driven transformation in healthcare, Nigeria must invest in digital health infrastructure, support health-tech startups, and develop national AI strategies that include data governance, interoperability standards, and ethical guidelines. Collaborative efforts between the Ministry of Health, private sector innovators, universities, and international development partners will be essential to build trust and ensure equitable access to AI solutions. By leveraging AI strategically, Nigeria can improve health outcomes, strengthen health systems, and move closer to achieving universal health coverage—an integral part of the sustainable development agenda.

Social Studies, where by the subject teaches several Energy and Environmental areas. Nigeria faces a dual energy challenge: expanding access to electricity for millions of underserved citizens while transitioning to a cleaner, more sustainable energy mix. The energy sector also intersects with environmental concerns such as carbon emissions, deforestation, air and water pollution, and climate change—issues central to Sustainable Development Goals 7 (Affordable and Clean Energy), 13 (Climate Action), and 15 (Life on Land).

Artificial Intelligence presents a suite of solutions that can enhance energy efficiency, promote renewable energy integration, and support environmental monitoring and protection. The following are key AI applications in this domain:

Smart Grid Optimization: AI algorithms can manage the distribution of electricity in real time by analyzing usage patterns, weather forecasts, and grid conditions. This enables utilities to balance supply and demand, reduce losses, and improve reliability. In Nigeria, where grid instability is a persistent issue, AI-driven smart grids can play a pivotal role in reducing blackouts and enhancing energy access.

Energy Forecasting Renewable: AI models can predict solar and wind energy generation based on weather data, historical patterns, and satellite imagery. Accurate forecasting enables better integration of renewables into the grid, reducing reliance on fossil fuels and improving planning for hybrid energy systems in rural electrification projects.

Energy Efficiency in Buildings and Industry: Machine learning algorithms can monitor energy consumption and optimize heating, cooling, and lighting systems in real time. AI-powered energy management systems can significantly reduce energy waste in commercial buildings and manufacturing plants, supporting SDG 12 (Responsible Consumption and Production).

Environmental Monitoring and Climate Modelling: AI can process satellite data, drone imagery, and sensor inputs to detect deforestation, illegal mining, water pollution, and biodiversity loss. These insights help enforcement agencies and conservationists respond promptly and develop data-driven policies for natural resource management.

Disaster Risk Reduction: AI can enhance early warning systems for floods, droughts, and wildfires by analyzing climate models, river basin data, and historical trends. Predictive analytics can guide evacuation plans and infrastructure resilience strategies, especially in vulnerable regions of Nigeria such as the Niger Delta and northern states.

Carbon Emissions Tracking: AI tools can track emissions from industrial sites, transportation networks, and energy facilities. This supports compliance with environmental regulations, carbon pricing mechanisms, and Nigeria's commitments under the Paris Agreement and the Nationally Determined Contributions (NDCs).

However, several barriers exist to the widespread deployment of AI in energy and environmental management in Nigeria. These include weak data infrastructure, lack of inter-agency collaboration, insufficient investment in research and development, and regulatory uncertainty. Furthermore, environmental data is often sparse or fragmented, limiting the effectiveness of AI models. To overcome these challenges, Nigeria should prioritize investments in data infrastructure, incentivize renewable energy startups, and foster collaboration among energy companies, research institutions, and government bodies such as the Nigerian Electricity Regulatory Commission (NERC), the Rural Electrification Agency (REA), and the National Environmental Standards and Regulations Enforcement Agency (NESREA).

How AI, when strategically deployed, can support Nigeria

Nigeria can be supported in transition by AI toward a resilient, low-carbon economy by improving energy efficiency, expanding renewable energy, and enhancing environmental stewardship—thereby making meaningful progress toward global and national sustainability goals.

How AI can be applied to enhance governance and public service delivery, thereby strengthening institutions and promoting inclusive development.

Governance and Public Services Contribution Effective governance is critical for sustainable development, encompassing transparent institutions, efficient public service delivery, civic engagement, and accountability. Nigeria's public sector faces longstanding issues such as bureaucratic inefficiency, corruption, poor data management, and limited citizen participation. Artificial Intelligence offers robust tools to enhance governance by promoting digital transformation, data-driven decision-making, and improved citizen engagement.

AI applications in governance and public services include:

E-Government and Process Automation: AI-powered chatbots and virtual assistants can handle public inquiries, guide users through government portals, and streamline services such as tax filing,

business registration, and passport issuance. Robotic process automation (RPA) can reduce administrative delays and increase transparency.

Fraud Detection and Anti-Corruption Efforts: Machine learning algorithms can analyze financial transactions and public procurement data to detect anomalies and flag potential cases of fraud or corruption. Predictive analytics can help oversight agencies focus investigations and allocate resources more effectively.

Data-Driven Policy Making: AI can analyze large datasets from national surveys, census, social media, and public feedback platforms to derive insights into citizen needs, socioeconomic trends, and service delivery gaps. These insights support evidence-based policymaking and resource allocation.

Smart Cities and Urban Planning: AI technologies can optimize urban infrastructure by managing traffic, waste, and water systems efficiently. They also support real-time monitoring of pollution, crowd management, and disaster preparedness in rapidly growing cities like Lagos and Abuja.

Election Monitoring and Civic Engagement: AI can monitor social media for misinformation, analyze voting behavior, and support real-time reporting during elections. It can also enhance platforms that facilitate public consultations, participatory budgeting, and grievance redress mechanisms.

National Security and Law Enforcement: AI applications in surveillance, predictive policing, and cybersecurity can aid in crime prevention and national defense. Facial recognition, anomaly detection, and natural language processing can enhance intelligence operations while raising important ethical considerations.

Despite the potential benefits, integrating AI in governance requires addressing data privacy concerns, algorithmic fairness, and the digital divide. Moreover, the capacity of civil servants and policymakers to understand and leverage AI tools remains limited.

Strengthening digital governance in Nigeria demands multi-stakeholder collaboration between the government, civil society, academia, and the private sector. Key enablers include investments in digital infrastructure, training programs for public officials, and legal frameworks for data protection and algorithmic accountability. Institutions like the National Identity Management Commission (NIMC), Independent Corrupt Practices Commission (ICPC), and National Bureau of Statistics (NBS) can lead AI adoption in public services.

Harnessing AI for governance can transform Nigeria's public sector by enhancing transparency, responsiveness, and inclusivity—building stronger institutions and advancing Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions).

The next section discusses overarching challenges to AI adoption in Nigeria, providing a critical analysis of infrastructural, regulatory, and societal barriers.

Challenges to AI Adoption in Nigeria

Despite the transformative potential of Artificial Intelligence, several challenges hinder its widespread adoption and effective implementation in Nigeria. These challenges are multifaceted, encompassing technological, infrastructural, regulatory, educational, economic, and societal dimensions. Understanding and addressing these barriers is essential to fully realize AI's benefits for sustainable development.

Limited Digital Infrastructure: A major constraint is the inadequate digital infrastructure, including unreliable electricity supply, poor internet connectivity, and limited access to modern computing hardware. Rural areas are particularly underserved, making it difficult to deploy and scale AI solutions equitably across the country.

Low Levels of Data Availability and Quality: AI systems rely heavily on large volumes of high-quality data. In Nigeria, data is often scarce, fragmented, outdated, or not digitized. Many public and private

institutions lack proper data collection, storage, and sharing mechanisms, which hinders AI development and accuracy.

Skill Gaps and Capacity Deficiency: There is a shortage of skilled professionals in AI-related fields such as data science, machine learning, and software engineering. Most Nigerian universities have yet to integrate AI education into their curricula, and existing workforce training programs are insufficient to meet demand.

High Cost of Technology and R&D: Developing, training, and deploying AI models require significant computational power and financial resources. Many startups, research institutions, and public sector agencies in Nigeria struggle to access the necessary funding or infrastructure to support AI initiatives.

Regulatory and Ethical Challenges: The absence of a comprehensive legal and ethical framework for AI poses risks related to data privacy, algorithmic bias, accountability, and misuse. Without clear guidelines, there is uncertainty around intellectual property rights, liability in automated decision-making, and responsible AI usage.

Public Trust and Awareness: There is a general lack of public understanding and trust in AI technologies. Concerns about job displacement, surveillance, and data misuse can lead to resistance from citizens and workers, especially in vulnerable communities.

Institutional and Bureaucratic Barriers: Fragmented governance structures and overlapping mandates among regulatory bodies can delay decision-making and create confusion around AI policy implementation. Weak inter-agency collaboration further impedes progress.

Urban-Rural Divide: Urban centers like Lagos and Abuja are seeing AI innovation clusters emerge, but rural areas remain largely excluded from the digital economy. Bridging this divide requires deliberate policies that promote inclusive access to technology and services. To overcome these barriers, Nigeria must pursue a holistic and inclusive approach that combines investment in digital infrastructure with education reform, capacity building, policy innovation, and stakeholder engagement. Addressing these challenges will lay the foundation for a robust AI ecosystem capable of supporting sustainable development across all sectors of society.

Policy and Regulatory Framework

The implementation of Artificial Intelligence in Nigeria necessitates a robust policy and regulatory environment that fosters innovation, ensures ethical use, and protects citizens' rights. A well-crafted framework is crucial for guiding AI development, deployment, and governance in a manner aligned with the country's sustainable development goals.

National AI Strategy: Nigeria currently lacks a unified national AI strategy. A dedicated strategy should articulate the vision, goals, and action plans for AI adoption across sectors, while aligning with broader development objectives such as the National Digital Economy Policy and Strategy (NDEPS) and Vision 2050.

Data Governance and Privacy Laws: Effective AI relies on access to quality data. However, this must be balanced with strong data protection regulations. The Nigeria Data Protection Act (NDPA) is a step in the right direction, but enforcement capacity and public awareness remain low. Regulatory clarity on data ownership, consent, and cross-border data flows is also necessary.

Ethical and Responsible AI Guidelines: Clear standards must be established to address fairness, transparency, accountability, and inclusivity in AI systems. This includes mitigating algorithmic bias,

ensuring human oversight in critical decisions, and protecting vulnerable populations from discrimination.

Intellectual Property and Innovation Policy: Legal frameworks must support the protection of intellectual property rights for AI innovations, while fostering open data and open-source collaboration. Startups and research institutions need clarity on patents, copyrights, and licensing mechanisms.

AI Standards and Certification: National and sector-specific standards should be developed to guide the development and use of AI applications, especially in sensitive areas like healthcare, finance, and law enforcement. Certification bodies can help ensure compliance with safety and performance benchmarks.

Inter-Agency Coordination: Effective AI governance requires collaboration across ministries, agencies, and regulatory bodies. The National Information Technology Development Agency (NITDA), Nigerian Communications Commission (NCC), and National Agency for Science and Engineering Infrastructure (NASENI) must coordinate efforts to avoid duplication and policy fragmentation.

Public-Private Partnerships and Regulatory Sandboxes: Flexible and adaptive regulatory approaches, such as innovation sandboxes, can allow AI developers to test new solutions in a controlled environment. Public-private partnerships can also accelerate policy experimentation, infrastructure development, and capacity building.

International Cooperation: Nigeria should engage in global AI policy dialogues, collaborate with regional organizations such as the African Union, and adopt international best practices. Harmonizing standards with global frameworks will enhance Nigeria's competitiveness and access to international markets.

A coherent and inclusive policy and regulatory framework is essential to ensure that AI contributes positively to Nigeria's sustainable development agenda. Government leadership, stakeholder engagement, and continuous review of regulatory instruments will be critical to adapt to emerging risks and opportunities in the AI landscape at the early grade level.

Case Studies and International Best Practices

Examining successful AI implementations across the globe offers valuable insights that can guide Nigeria in building a robust and inclusive AI ecosystem. This section highlights selected case studies and international practices that illustrate how AI has been applied effectively for sustainable development since from the grassroot which is the lower grade education.

India: AI for Agricultural Transformation India has leveraged AI to modernize agriculture through precision farming, pest prediction, and market forecasting. Initiatives such as Microsoft's AI Sowing App have helped farmers increase crop yields using weather data and machine learning. These models are transferable to Nigeria's agrarian regions, especially if adapted to local crops and languages.

Rwanda: AI and Drones in Healthcare Logistics Rwanda's partnership with Zipline uses AI-enabled drones to deliver medical supplies to remote clinics. This system reduces delivery time for life-saving products like blood and vaccines. Nigeria can replicate such models in hard-to-reach areas, particularly in the northern and riverine communities.

Estonia: E-Governance and Digital Identity Estonia is a global leader in digital governance. Its AI-powered public services and secure digital ID system enable efficient tax collection, voting, and business registration. Nigeria can adopt a similar digital identity infrastructure to enhance governance, reduce fraud, and promote financial inclusion.

Kenya: Fintech and Mobile AI Solutions Kenya's M-Pesa ecosystem and mobile loan platforms like Tala use AI algorithms to assess credit risk and deliver financial services to unbanked populations. Nigeria, with its growing mobile user base, can build similar AI-powered fintech solutions to promote economic inclusion.

Canada and the EU: Ethical AI Frameworks Countries like Canada and the European Union have developed comprehensive guidelines to ensure ethical AI use. These frameworks emphasize transparency, human rights, and impact assessment. Nigeria can adopt similar principles to guide the ethical deployment of AI technologies.

South Korea: National AI Strategy and Workforce Development South Korea's National Strategy for AI includes significant investments in education, R&D, and public-private partnerships. It emphasizes AI literacy and training across all levels. Nigeria can benefit from a similar strategy tailored to its demographic profile and education system.

These case studies demonstrate the value of context-specific innovation, strong regulatory support, and inclusive partnerships. While each country's journey is unique, Nigeria can learn from these examples to shape policies and programs that reflect its local realities and development priorities.

The next section will offer strategic recommendations for implementing AI in a sustainable, inclusive, and impactful manner.

Recommendations

To fully harness the potential of Artificial Intelligence for sustainable development in Nigeria, a multidimensional and inclusive approach is essential. Based on the challenges and opportunities identified throughout this paper, the following strategic recommendations are proposed:

- Develop a National AI Strategy: Establish a comprehensive and forward-looking national strategy that outlines Nigeria's vision for AI development, including sector-specific goals, investment plans, and institutional roles.
- Invest in Digital Infrastructure: Prioritize investment in broadband expansion, power supply, cloud infrastructure, and data centers to ensure that the foundation for AI technologies is accessible, especially in underserved and rural areas.
- Promote Data Availability and Open Data Policies: Improve mechanisms for data collection, standardization, and sharing across sectors. Encourage the development of open data platforms to fuel innovation while maintaining strict data privacy protections.
- Strengthen AI Education and Capacity Building: Integrate AI-related subjects into school and university curricula. Establish AI research centers and provide continuous professional development for educators, civil servants, and industry workers.
- Foster Innovation Ecosystems: Support AI startups through grants, incubators, and public-private partnerships. Create innovation hubs in major regions to promote knowledge exchange, experimentation, and co-creation.
- Establish Ethical AI Guidelines: Develop and enforce policies that promote fairness, transparency, accountability, and non-discrimination in AI systems. Public awareness campaigns should accompany regulatory efforts to foster trust.
- Enable Inclusive AI Access: Ensure that marginalized and vulnerable populations are included in AI policy and program designs. AI solutions should be linguistically and culturally adapted for all regions.
- Enhance Public Sector Adoption: Digitize public services using AI to improve efficiency, transparency, and responsiveness. Prioritize AI applications in critical sectors like education, healthcare, and agriculture.
- Support R&D and International Collaboration: Increase public and private investment in AI research. Encourage academic-industry partnerships and participate in international AI collaborations to keep abreast of global trends and technologies.

- Create Monitoring and Evaluation Mechanisms: Establish clear indicators to measure progress in AI adoption and its impact on development goals. Use feedback loops to iteratively improve policy and practice. By following these recommendations, Nigeria can lay a strong foundation for a thriving AI ecosystem that drives inclusive growth, addresses systemic challenges, and accelerates the attainment of the Sustainable Development Goals.

Conclusion

Artificial Intelligence presents an unprecedented opportunity to address Nigeria's most pressing development challenges while accelerating progress toward the Sustainable Development Goals. From improving crop yields and healthcare delivery to enhancing education, environmental monitoring, and governance, AI can play a pivotal role in transforming the nation's socio-economic landscape. However, realizing this potential requires deliberate and coordinated action. Infrastructure deficits, regulatory uncertainty, ethical concerns, and a shortage of skilled professionals must be addressed through a holistic national strategy. Stakeholders across government, academia, industry, and civil society must collaborate to ensure that AI technologies are inclusive, ethical, and adapted to local realities by drawing from international best practices and committing to capacity building, innovation, and responsible governance, Nigeria can develop a vibrant AI ecosystem that not only drives economic growth but also ensures social equity and environmental sustainability.

As Nigeria stands at the intersection of technological advancement and development imperatives, harnessing AI responsibly and strategically will be key to shaping a prosperous, inclusive, and sustainable future.

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MANAGEMENT INFORMATION SYSTEMS (MIS) DATA COLLECTION PROCEDURES FOR ETHICAL DECISION-MAKING IN UNIVERSITIES IN SOUTH EAST, NIGERIA



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Abstract

The specific design was a panel study used to determine the Management Information Systems (MIS) data collection procedures for university administrators' ethical decision-making process in South East Nigeria universities. This study was conducted in the ten public universities in South-East, Nigeria. One research question and one hypothesis guided the study. The design of the study was survey research. The population of the study was made up of 589 university personnel consisting of Heads of Department, Deputy Registrars and Directors of Management Information Systems (MIS) / Information and Communication Technology (ICT) Units in the universities. The sample of the study was made up of 30 respondents that constituted the experts' panel and were selected from the ten public universities in South-East Nigeria. The experts' panel was made up of 30 experts consisting of 10 directors of Management Information Systems/Information Communication Technology, 10 academic staff and 10 administrative staff purposively selected from the 10 public universities in South-East Nigeria. Data were collected using a 10-item questionnaire developed by the researchers and titled: MIS Ethical Decision-Making Questionnaire (MISED MQ). Three experts from University of Nigeria, Nsukka validated the instrument. The final draft of the instrument had a 4-point scale of Very Appropriate, Appropriate, Inappropriate, and Very Inappropriate. The instrument was pre-tested on 17 respondents from a public university in Kogi State, Nigeria. The reliability of the instrument was determined using Cronbach Alpha Formula. A reliability coefficient of 0.88 was obtained for the entire instrument. During the round one survey, the 10-item questionnaire was administered to the respondents, 8 items reached the panelists consensus while 2 items could not reach the consensus based on a mean cut-off point of 3.00 and standard deviation of less than 1.00. In the round two survey, the 8 items were re-administered to the respondents, while 1 item were discarded. The 7 items that reached the panelist consensus in the round two surveys were retained for data analysis while the one item on which consensus was not reached was discarded. The mean score was used to answer the research question. t-test was used to test the hypothesis. Among others, it was found that 7 data collecting procedures were accepted and included in the MIS data collection procedures for university administrators' ethical decision-making process in South East Nigeria universities. There were no significant differences between the mean responses of administrators and MIS experts regarding data collection procedures. Based on the findings of the study, one major educational implication was that the MIS has a high potential for making relevant information available for ethical decision-making process. It was recommended that universities in South-East, Nigeria should adopt the MIS data collection procedures

to provide relevant information for effective and efficient management of the institutions. MIS units should organize workshops and seminars for the university administrators on how to collect relevant data/information for MIS ethical decision-making process in the university.

Keywords: Management Information Systems (MIS), Decision-Making Process, National Universities Management Information Systems (NUMIS).

Introduction

In school organization, to make decision simply means to cut off deliberations and to come to a conclusion. This decision is the driver of policies for the smooth running of the school. Before an administrator makes a decision, he or she must have two or more alternatives to choose from. In school organization, as in other human organizations, decision-making becomes crucial mostly when there are problems to be solved. Good decisions bring change, efficiency and effectiveness into the system.

According to Nwankwo (2014) decision making is a process of making a choice from a number of alternatives to achieve a desired result. Nwankwo stated further that this definition has three key elements. The first one is that decision making involves making a choice from a number of options. The second element is that decision making is a process that involves more than simply a final choice from among alternatives and the third one is the —desired result which involves a purpose or target resulting from the mental activity that the decision maker engages in to reach a final decision. The study focused on the Management Information Systems (MIS) data collection procedures for ethical decision-making in universities in South East, Nigeria.

Ethics refers to standards and practices that tell us how human beings ought to act in the many situations in which they find themselves—as friends, parents, children, citizens, businesspeople, professionals, and so on. Ethics is also concerned with our character. It requires knowledge, skills, and habits. For more understanding of meaning of ethics, it is better to identify what ethics is NOT:

- **Ethics is not the same as feelings.** Feelings do provide important information for managers' ethical choices. However, while some managers might have highly developed habits that make them feel bad when they do something wrong, others might feel good even though they are doing something wrong, and, often, one's feelings might tell one that it is uncomfortable to do the right thing if it is difficult.
- **Ethics is not the same as religion.** Many people are not religious but act ethically, and some religious people act unethically. Religious traditions can, however, develop and advocate for high ethical standards, such as the Golden Rule.
- **Ethics is not the same thing as following the law.** A good system of law does incorporate many ethical standards, but law can deviate from what is ethical. Law can become ethically corrupt—a function of power alone and designed to serve the interests of narrow groups. Law may also have a difficult time designing or enforcing standards in some important areas and may be slow to address new problems.
- **Ethics is not the same as following culturally accepted norms.** Cultures can include both ethical and unethical customs, expectations, and behaviours. While assessing norms, it is important to recognize how one's ethical views can be limited by one's own cultural perspective or background, alongside being culturally sensitive to others.
- **Ethics is not science.** Social and natural sciences can provide important data to help managers make better and more informed ethical choices, but science alone does not tell what one ought to do. Some things may be scientifically or technologically possible and yet unethical to develop and deploy.

The major issue at this juncture is to determine how to integrate ethics in university administration for informed and ethical decision-making. The first issue to address is Management Information Systems (MIS). Boorne (2002) defined MIS as a structured, interacting complex of persons, machines and procedures designed to generate an orderly flow of information for use as the basis for decision-making in an organization. According to Moorthy (2019), MIS is a decision-making

instrument used by top management comprising of a set of controls. MIS, therefore, is a system that collects, processes, analyses, stores and disseminates information for educational planning and decision-making in the universities. In Nigerian universities, MIS is designed to achieve the following objectives: to standardize the system of obtaining reports and statistical information, ensure that such information are accurate and timely and organize such information for planning and decision-making in order to improve utilization of resources (Fadekemi & Ajayi, 2007). MIS could be a veritable instrument for ethical decision-making.

According to Okeke and Okaforcha (2025), university administrators need continuous flow of information in order to make appropriate decisions. Effective ethical decision-making in the universities depends to a large extent, on accurate, timely and relevant information available to the administrators. Relevant information for decision making emerge from proper data collection process which is the systemic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest (Rouse, 2016). University administrators make varies decisions on their day-to-day activities. Ethical decision-making is the backbone of administrative functions (Fabunmi, 2003). This is because decisions direct management actions. Good and effective decisions can only be made when the right information is made available at the right time to the right officer. According to Turban, Aronson and Liang (2004), ethical decision-making is a process of choosing among alternative courses of action for the purpose of attaining a goal or goals. Ethical decision-making consists of a number of steps or stages, such as recognition of a problem, formation and generation of alternatives, information search, selection of best alternatives and action (Turban, Aronson & Liang (2004).

Information for ethical decision-making in the universities cannot be provided from people's often deficient memories. According to Aminu (1996), information resources are one of the major issues for and indices of planning and administration of universities. Information is the additional knowledge the users desire about the functions under their responsibilities to enhance planning, programming, monitoring, evaluation and ethical decision-making in the universities. Information for ethical decision-making is dynamic and needs to be constantly updated (Heise, 2006). Information is the chain of understanding that binds all organizations including universities from top to bottom and from side to side. To stay well informed and build-up their knowledge base, a university needs to feed on a balanced diet of high-quality information supplied through a varied menu of information products and services (Choo, 1995). In this study, information is data that has been put into the forms that are useful to the university administrators for ethical decision-making. Information is usually available or disseminated through various information systems. Bourgeois (2019), defines information system (IS) as the study of complimentary networks of hardware and software that people and organization use to collect, create and distribute data.

The National Universities Management Information Systems (NUMIS) developed by the National Universities Commission (NUC) focused only on three major areas namely, student records, staff records and financial records (NUC, 1991). NUMIS was originally implemented using dBase as a single package running on one system. The NUMIS main structure consists of five (5) phases; Data entry, Data update, Query, Reports and File maintenance. These phases are linked up with modules like staff and students' entities, finance, reference tables, students and staff list, student and staff information. Despite the implementation of NUMIS in the universities, it has not been adequately utilized in ethical decision-making process in Nigerian universities (Ajayi, & Omirin, 2007). This means that the MIS data collection procedures are not seemingly followed. NUMIS has not been adequately utilized in decision- making in universities in South-East, Nigeria. According to Oranu (2008), no MIS unit in the universities that use NUMIS has been able to complete the creation of staff and students' records and produce reports as required due to inadequacies of the NUMIS data management component. The major problem is on the data component of the NUMIS. This shows that the universities do not effectively use the MIS for ethical decision-making. Evidence points to the fact that Management Information Systems (MIS) in some universities in Nigeria are not efficient (Momoh & Abdulsalam, 2014).

However, despite the laudable initiative of the NUC, experience has shown that information on students, staff and university programmes are not readily available in most public universities in South-East, Nigeria. It has been observed that most public universities in South-East Nigeria hardly utilize the NUMIS for the provision of accurate, timely and reliable information for ethical decision-making. This is partly due to the inadequacies of the data management component of the NUMIS in the provision of information for ethical decision-making. The NUMIS lacked data management component which should prescribe what data to collect, how these data should be processed, organized, stored and communicated for ethical decision-making.

This inefficiency of the MIS in the universities is mainly due to inadequacies of the NUMIS data management component. Nigeria university administrators are often concerned about the alarming rate of misplacement or loss of vital data and the slow speed at which needed data are retrieved from storage. Similarly, Atulomah (2011) observed that universities in Nigeria generate large quantity and quality data in their day-to day activities; but a lot of files are duplicated in numbers within and across units without control over their creations, causing data redundancy and wasteful spending due largely to the inefficiency of the Management Information Systems in these universities. Therefore, the collection, processing, organization and reporting of data are a major issue of the NUMIS. These facts amongst others show the inability of most universities in Nigeria to put up sound Management Information Systems infrastructure to guide the generation, processing, storage and retrieval of information for ethical decision-making process. There seems to be no specific and appropriate MIS Model with proper data management component to provide the relevant information to guide and assist university administrators in decision making process. Against this background therefore, the researchers decided to determine the Management Information Systems (MIS) data collection methods for university administrators' ethical decision-making process in South East Nigeria universities.

Statement of the Problem

Observations and personal interviews were made by the researchers with the staff, students and other stakeholders in the universities in this zone. Among these observations made include the followings: Universities in this zone have poor record keeping of its activities, as well as records on staff and students. It may be very difficult to obtain data in these universities as most data are usually not easily available. Data are usually contained in files, which sometimes may be difficult to access. The search for these files may be laborious and takes valuable time, thus data – based decisions are difficult to be made. MIS infrastructure seems to be hardly properly utilized towards the effective provision of information for ethical decision-making. This may be partly due to the non-functioning of the MIS Application, poor attitude of university administrators towards MIS activities and undefined MIS policy by university administrations. The administrators and the MIS experts may seem to disagree on what data to collect, how to process and disseminate data and areas for which the data are to be used for ethical decision-making in the universities. In the light of the above, this study determined the appropriate MIS data collection procedures for ethical decision-making in universities in South East, Nigeria.

Research Question: What are the appropriate MIS data collection procedures for ethical decision-making in universities in South East, Nigeria?

Hypothesis: There is no significant difference in the mean ratings of administrators and MIS experts on appropriate MIS data collection procedures for ethical decision-making in universities in South East, Nigeria.

Research Method

The design of the study was survey research. The specific design was a panel study used to determine the Management Information Systems (MIS) data collection methods for university administrators' decision-making process in South East Nigeria universities. This study was conducted

in the ten public universities in South-East, Nigeria. One research question and one hypothesis guided the study. The population of the study was made up of 589 university personnel consisting of Heads of Department, Deputy Registrars and Directors of Management Information Systems (MIS) / Information and Communication Technology (ICT) Units in the universities. The sample of the study was made up of 30 experts selected from the ten public universities in South-East Nigeria. Data were collected using a 10-item questionnaire developed by the researchers and titled: MIS Decision-Making Questionnaire (MISDMQ). The face validation of the instrument (MISDMQ) was achieved through three experts: one each from Educational Administration and Planning, Measurement and Evaluation, and a Director of MIS Unit from a public University in Nigeria. 4-point rating scale of; Very Appropriate = 4, Appropriate = 3, Inappropriate = 2, Very Inappropriate = 1, which was used to elicit responses from the respondents for data analysis. The reliability of the instrument was determined through trial-testing of the questionnaire on 17 respondents, made up of seven senior academic staff including Heads of Department, nine senior administrative staff and the Director, Digital Centre at Kogi State University, Anyigba, Kogi State, which is outside South-East, Nigeria.

The reliability of the instrument was determined using Cronbach Alpha Formula. A reliability coefficient of 0.88 was obtained for the entire instrument. The questionnaire was administered on two round surveys. During the round one survey, the 10-item questionnaire was administered to the respondent. 8 items reached the panelists consensus while 2 items could not reach the consensus based on a mean cut-off point of 3.00 and standard deviation of less than 1.00. The questionnaire for round two surveys was developed based on the outcome of the responses of the respondents during the first-round survey. In this study, a consensus mean cut-off value of 3.00 (Appropriate) or above, and standard deviation of less than 1.00 for each item was used to determine items that reached the panels' consensus. In the round two survey, the 8 items were re-administered to the respondents, while 1 item was discarded. 7 items that reached the panelist consensus in the round two surveys were retained for data analysis while the one item on which consensus was not reached was discarded. The data were analyzed using Statistical Package for Social Sciences (SPSS). The mean and standard deviation scores of the items were used to answer the seven research questions.

Presentation of Results

Research Question: What are the appropriate MIS data collection procedures for ethical decision-making in universities in South East, Nigeria?

Table 1: Mean responses on the data collection procedures of the MIS (N = 30).

S/N	Data Collection Procedure include	X	SD	Decision	Rank
1.	questionnaire	3.97	.18	AP	1
2.	Administrative document such as panel reports	3.90	.31	AP	2
3.	secondary sources such as Newspapers, journals and internet.	3.83	.38	AP	3
4.	Achievement tests such as continuous assessment and examinations	3.57	.50	AP	4
5.	Checklist	3.57	.63	AP	5
6.	Sampling survey	3.53	.51	AP	6
7.	Administrative documents such as queries to collect relevant data.	3.07	.83	AP	7
8.	Aptitude tests such as general ability and verbalability tests.	2.73	.83	NA	8
Cluster		3.52	.15	AP	

AP = Appropriate

NA = Not Appropriate

Data on Table 1 indicate that consensus is reached on 7 items which have standard deviation scores and mean scores of 3.00 and less than 1.00 respectively. This shows that the items are considered appropriate for inclusion in the MIS data collection method for ethical decision-making for South-East Nigerian universities. The cluster mean score for all the items of cluster is 3.52 which is above the criterion mean indicating a consensus on the inclusion of the cluster in the MIS data collection method. The standard deviations of items 1, 2, 3, and the cluster which are .18, .31, .38 and .15 respectively

indicate that the opinions of the respondents are close to one another in relation to the mean. The standard deviations of items 4, 5, 6, and 7 which ranged from .50 to .83 show that the opinions of the respondents are not close to one another in relation to the mean. These relatively high standard deviations indicate the possibility of significant differences in the mean scores of the groups. No consensus is reached on aptitude tests as data collection instrument and the item was discarded. The items on which the respondents reached a very high consensus include, Data collection through questionnaire (X=3.97, SD= .18, Rank=1), panel reports (X=3.90, SD =.31, Rank =2), secondary sources such as Newspapers, journals and internet (X= 3.83, SD =.38, Rank=3), Achievement tests (X 3.57, SD=.50 Rank=4), checklists (X =3.57), SD =.63, Rank=5), Sampling survey to provide data (X =3.53), SD .51, Rank=6).

Hypothesis: There is no significant difference in the mean ratings of administrators and MIS experts on appropriate MIS data collection procedures for ethical decision-making in universities in South East, Nigeria.

Table 2: Results of t-test of the mean responses of administrators and MIS experts regarding the data collection instrument/ procedures of the MIS Data Model.

Administrators MIS Experts

S/N	Item	X1	SD1	X2	SD2	t	P
1.	Questionnaire	3.95	.22	4.00	0.00	-.701	.489NS
2.	administrative document such as panel reports	3.85	.37	4.00	0.00	-1.831	.083NS
3.	Administrative documents such as queries.	3.30	.87	2.80	.42	2.129	.042S
4.	Sampling surveys	3.45	.51	3.80	.42	-1.994	.059 NS
5.	Checklists	3.65	.49	3.30	.481	.854	.074 NS
6.	Achievement Tests such as continuous assessment and examination.	3.40	.68	3.90	.32	-2.746	.010 S
7.	Aptitude Tests such as general ability and verbal ability tests.	2.80	.95	2.70	.48	.311	.758 NS
8.	Secondary sources such as Newspapers, journals and internet.	3.80	.41	3.90	.32	-.675	.505 NS
Cluster		3.53	.18	3.55	.09	-.504	.618NS

NS = Not Significant

S = Significant

N1 = administrators = 20,

N2 = MIS Experts = 10

Data in Table 2 show the independent sample t-test conducted to compare administrators and MIS experts' responses on the data collection instruments / procedures of the MIS Model of decisionmaking. Items 1, 2, 4, 5, 7 and 8 has 't' values of -.701, -1.831, -1.994, 1.85, .311 -.675 respectively. The Cluster has 't' value of; -.504. These values are not significant at $p < 0.05$. There is no significant difference in the mean scores of administrators and MIS experts on these items and the cluster. Therefore, the null hypothesis is not rejected in respect of these items and the cluster. This shows that there are no significant differences in the mean scores of administrators and MIS experts regarding the appropriateness of data collection instruments /procedures represented by these items of the MIS Model. However, the 't' values for items 3 and 6 are 2.129 and -2.746 respectively; and these values are significant at $p < .05$. Administrators rated the use of administrative documents such as queries more appropriate than the MIS experts, while the MIS experts rated the use of achievement tests such as continuous assessment and examinations more appropriate than the administrators.

Discussion of Findings

The results of the study on data collection procedures of MIS for ethical decision-making for administrators of South-East Nigerian universities identified a total of seven data collection procedures.

The identified major data collection methods were; utilizing questionnaire, use of administrative document such as panel reports, secondary sources such as Newspapers, journals and internet, tests such as continuous assessment and examinations, checklists and sampling surveys.

The findings on data collection procedures support the Information System Development (ISD) method which stipulated that all necessary data for information systems (IS) are provided in a timely manner through an established and defined procedure for data collection from within and outside the environment for decision-making process (Jurison, 1999). The ISD emphasized that the data collection methods are imperative for any Information Systems (IS) such as MIS which should take into consideration the needs of the university administrators in making decisions in the universities. Robust data collection methods as identified by the experts in this study are necessary to provide accurate and comprehensive data/information for ethical decision-making in the universities. Such comprehensive data collection methods ensure that all relevant data, both within and outside the university environment, are captured to provide complete data for ethical decision-making process. Utilizing the identified data collection procedures in this study will ensure the collection of relevant data needed for MIS activities in the universities for ethical decision-making process.

There is no significant difference between the mean responses of administrators and MIS experts on the data collection procedures of the MIS for ethical decision-making for administrators of South-East Nigerian universities. The finding of no significant difference between the mean responses of administrators and MIS experts is an indication that both groups of respondents do agree to these data collection procedures to generate data for MIS activities. However, there are significant differences on the mean responses of the groups on the use of administrative document such as queries as methods of data collection in favour of the administrators and the use of achievement tests such as continuous assessment and examinations in favour of the MIS experts. These differences indicated the relative emphasis given to the difference methods by the different groups of respondents which were influenced by their background. The findings of this study are in agreement with the findings of Momoh & Abdulsalam (2014), that on information management efficiency in the universities in Northern Nigeria that the mean responses of the information users and MIS technical staff in the universities are the same regarding the various data collection methods.

Conclusion

The findings on data collection procedures of the MIS identified among others utilizing questionnaire in collecting data and using administrative document such as panel reports to gather relevant data. These data collection procedures have implication for the MIS personnel to utilize a wide range of procedures in collecting data for MIS activities. Utilizing the methods will make the university administration possess the right data for the right ethical decision-making process.

Recommendations

Based on the major findings of this study and the implications, the following recommendations were made:

1. The success of the MIS depends to a large extent on the availability of accurate, relevant and timely information for ethical decision-making. It is recommended that the MIS personnel should use the identified data collection procedures in providing the relevant data for MIS activities in the universities.
2. MIS units should organize workshops and seminars for the university administrators on how to collect relevant data/information for MIS ethical decision-making process in the university.

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THE INFLUENCE OF SCHOOL-BASED MORAL EDUCATION ON STUDENTS' NATIONAL IDENTITY AND PATRIOTISM



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Abstract

This study examined the influence of school-based moral education on students' national identity and patriotism in Nigerian secondary schools. Prompted by the persistent moral decline and weakening civic commitment among youths, the research adopted a descriptive survey design involving 300 students and 60 teachers across selected schools in Ebonyi State. Data were gathered using a structured questionnaire and analyzed through descriptive and inferential statistics, including correlation, regression, and t-tests. Findings revealed a significant positive relationship between the effective implementation of moral education and students' understanding of national identity, as well as a strong influence on patriotic attitudes such as respect for national symbols, civic participation, and pride in national heritage. Teachers perceived the moral education programme as more effective than students did, highlighting a disconnect between instructional delivery and student engagement. Challenges identified included insufficient time allocation, inadequate teacher training, limited resources, and low student motivation. The study concludes that while school-based moral education positively shapes students' civic consciousness, its implementation requires systemic reinforcement. It recommends enhanced teacher capacity development, context-relevant pedagogy, and stronger community involvement to optimize moral education as a tool for national integration and patriotic citizenship.

Keywords: Moral Education, National Identity, Patriotism, Secondary School Students, Civic Values, Nigeria, Educational Implementation.

Background to the Study

In the contemporary Nigerian society, there is a growing concern over the moral and civic orientation of the youth, especially as it relates to their sense of national identity and patriotic commitment. The Nigerian state, though richly endowed with human and material resources, continues to grapple with a crisis of values manifesting in endemic corruption, ethnoreligious tensions, political apathy, civil disobedience, cybercrime, examination malpractice, and other forms of antisocial behavior. At the heart of this societal malaise is a weakening of moral education both at the family and institutional levels, particularly within the school system—an institution that historically served as a moral compass and agent of national integration (Yusuf & Adediran, 2022).

The school remains a central vehicle through which moral and civic values can be systematically inculcated in young citizens. School-based moral education refers to the structured effort within the formal curriculum and co-curricular activities to instill virtues such as honesty, respect, responsibility, fairness, and justice (Lickona, 2019). In Nigeria, this is reflected in the inclusion of subjects such as

Civic Education, Social Studies, Christian and Islamic Religious Studies, and Security Education across primary and secondary school levels. The Federal Republic of Nigeria (FRN, 2013) explicitly states in its National Policy on Education that the goal of education includes —the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society. Despite this policy direction, there remains a wide disconnect between curriculum intentions and real-life outcomes.

The Nigerian educational system is currently witnessing a moral deficit that reflects in the attitudes and behavior of students and even educators. Issues such as cultism, examination fraud, sexual harassment, disrespect for authority, destruction of public property, and a general decline in civic responsibility among students are rampant (Ibrahim & Salisu, 2023). These behaviors not only undermine the integrity of the education system but also indicate a crisis of national identity—where many youths no longer see themselves first and foremost as Nigerians but rather as members of ethnic, religious, or regional enclaves (Akinyemi & Onuka, 2020).

Furthermore, in an era of rising global migration and digital globalization, Nigerian students are increasingly influenced by foreign cultures and ideologies that sometimes contradict national values. This external influence, combined with the failure of political leadership to model integrity and patriotism, has created a fertile ground for value erosion. Many students today perceive patriotism as outdated or irrelevant, particularly when they see corruption, insecurity, and inequality entrenched in public life. Thus, while moral education exists in form, its substance and impact are increasingly questioned.

National identity and patriotism are vital to the unity, stability, and development of any nation. National identity refers to a person's sense of belonging to a nation, including shared history, language, symbols, and values (Huang, 2021). Patriotism, on the other hand, goes beyond emotional attachment to active commitment and loyalty to the nation through civic participation and defense of national interests. However, fostering these values in youth requires deliberate and consistent moral education that resonates with their lived experiences and socio-political realities.

Empirical studies have shown that well-structured moral and civic education programs can positively influence young people's character, increase civic participation, and strengthen national identity (Uleanya & Yu, 2022; Obadare, 2021). Yet, in Nigeria, the implementation of moral education policies remains superficial—often limited to rote learning, moralizing speeches, and underfunded curricular interventions. There is a critical need to re-examine the content, delivery, and outcomes of moral education in Nigerian schools, particularly regarding its role in shaping students' national consciousness and patriotic behaviors.

It is against this backdrop that this study investigates the influence of school-based moral education on students' national identity and patriotism in Nigeria. It seeks to determine whether the moral lessons taught in schools translate into tangible civic behavior and national loyalty among secondary school students. In doing so, the study aims to contribute to ongoing efforts to reposition education as a transformative force for ethical citizenship and national development.

Statement of the Problem

Despite the well-documented relevance of moral education in nation-building, Nigeria continues to witness a worrisome decline in patriotic behavior and civic responsibility among its youth. Students who pass through formal education often emerge without a strong sense of national identity or allegiance to national ideals. This raises critical questions about the effectiveness of school-based moral education in cultivating ethical citizens and fostering patriotic sentiments.

Incidences of examination malpractice, disrespect for national symbols, refusal to engage in civic duties such as voting, and growing ethnic and religious chauvinism among students point to a disconnect between the content of moral education and the values demonstrated in real-life scenarios (Ibrahim & Salisu, 2023). While the Nigerian curriculum emphasizes values such as unity, integrity, and discipline, its translation into practice is often hindered by poor instructional delivery, lack of teacher training, inadequate resources, and inconsistent school policies (NERDC, 2021).

Moreover, the erosion of national ethos, widespread corruption among political leaders, and the glamorization of wealth by any means further weaken the moral foundation that schools attempt to build. As a result, students are caught between formal teachings of morality and the reality of a society that often rewards unethical behavior.

Given this situation, it becomes imperative to critically examine how school-based moral education actually shapes or fails to shape students' sense of national identity and patriotism. Without empirical evidence to inform policy and practice, efforts to reform civic and moral education may continue to lack direction and impact. Hence, this study seeks to bridge that gap by providing insights into the influence of moral education programs on students' civic values and national loyalty within the Nigerian context.

Research Objectives

The general objective of this study is to examine the influence of school-based moral education on students' national identity and patriotism in Nigerian secondary schools.

The specific objectives are to:

1. Examine the extent to which school-based moral education is implemented in secondary schools.
2. Assess the influence of school-based moral education on students' understanding of national identity.
3. Determine the relationship between school-based moral education and students' patriotic attitudes and behaviors.
4. Investigate the perception of teachers and students regarding the effectiveness of moral education in promoting national values.
5. Identify challenges affecting the implementation of moral education as a tool for fostering national identity and patriotism.

Research Questions

The following research questions guided the study:

1. To what extent is school-based moral education implemented in Nigerian secondary schools?
2. How does school-based moral education influence students' understanding of national identity?
3. What is the relationship between exposure to moral education and students' patriotic attitudes and behaviors?
4. How do teachers and students perceive the effectiveness of moral education in promoting national values?
5. What are the major challenges facing the effective implementation of moral education in fostering national identity and patriotism?

1.5 Research Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance in the course of this study:

1. **H₀₁:** There is no significant relationship between the implementation of school-based moral education and students' understanding of national identity.
2. **H₀₂:** School-based moral education has no significant influence on students' patriotic attitudes and behaviors.
3. **H₀₃:** There is no significant difference in perceptions of moral education effectiveness between teachers and students.
4. **H₀₄:** There is no significant relationship between the quality of moral education implementation and the challenges experienced in fostering patriotism among students.

Research Methodology

This study adopted a descriptive survey design to investigate the influence of school-based moral education on students' national identity and patriotism in Nigerian secondary schools. The population consisted of senior secondary school students and teachers across public and private schools in Ebonyi state. A sample of 300 students and 60 teachers was drawn using a multistage sampling technique, involving stratified, random, and purposive sampling methods.

A structured questionnaire was developed as the main instrument for data collection, comprising four sections: demographic data, implementation of moral education, indicators of national identity, and measures of patriotic attitudes. Content validity was ensured through expert review, while reliability was confirmed via a pilot test, yielding a Cronbach's Alpha coefficient of 0.78, indicating good internal consistency.

Data were analyzed using descriptive statistics (mean, frequency, SD) and inferential statistics including Pearson correlation, t-tests, and regression analysis to test the hypotheses at a 0.05 significance level. Ethical considerations such as informed consent, anonymity, and voluntary participation were strictly observed throughout the study.

Results

Research Question 1

To what extent is school-based moral education implemented in Nigerian secondary schools?

Table 1: Mean Ratings of extent school-based moral education is implemented in Nigerian secondary schools?

S/N	Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean (5-point scale)	Interpretation
1	My school offers regular moral education sessions.	35%	32%	15%	10%	8%	3.76	High level of implementation
2	Moral education is integrated into Civic or Social Studies.	40%	30%	13%	10%	7%	3.86	Well integrated
3	Assemblies and school activities promote moral values.	33%	35%	14%	10%	8%	3.75	Positive school moral culture
4	Teachers act as moral role models.	36%	30%	18%	9%	7%	3.79	Teachers seen as moral guides
5	Students participate actively in moral instruction.	30%	28%	20%	12%	10%	3.56	Moderately high participation
6	There is a specific curriculum or plan for moral education.	28%	32%	20%	10%	10%	3.58	Presence of moral curriculum

From Table 1, there is a moderately high level of implementation of moral education in Nigerian secondary schools. Most respondents agreed or strongly agreed that moral education is part of the school curriculum, teachers model moral behaviors, assemblies and class activities reinforce moral values. However, active student participation and a clear curriculum plan showed slightly lower ratings, indicating areas for strengthening.

Research Question 2

How does school-based moral education influence students' national identity in Nigerian secondary schools?

Table 2: Mean Ratings on how school-based moral education influence students' national identity in Nigerian secondary schools?

S/N	Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean (5-point scale)	Interpretation
1	Moral education has helped me understand what it means to be a Nigerian.	38%	30%	17%	9%	6%	3.85	Enhances national awareness
2	I have learned about national symbols, heroes, and values through moral education.	36%	31%	18%	9%	6%	3.82	Promotes knowledge of national heritage
3	I am more aware of the importance of unity in diversity.	34%	33%	17%	10%	6%	3.79	Encourages national cohesion
4	I understand the responsibilities of citizenship due to moral lessons taught.	35%	32%	18%	9%	6%	3.81	Promotes civic responsibility

From the table 2 above, school-based moral education has a significant positive influence on students' understanding and sense of national identity. Majority of respondents reported that:

- They understand what it means to be Nigerian.
- They are exposed to national values and heroes.
- They value unity and diversity.
- They know their civic duties.

This suggests that moral education plays a strong role in shaping a sense of national belonging among students.

Research Question 3

What is the influence of school-based moral education on students' patriotism in Nigerian secondary schools?

Table 3: Mean ratings of the influence of school-based moral education on students' patriotism in Nigerian secondary schools?

S/N	Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean (5-point scale)	Interpretation
1	Moral education has made me feel proud to be a Nigerian.	37%	31%	16%	10%	6%	3.83	Boosts national pride
2	I show respect for the national anthem, flag, and leaders.	35%	33%	17%	9%	6%	3.82	Encourages respect for national symbols
3	I participate in national	34%	32%	19%	9%	6%	3.79	Promotes active civic

S/N	Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean (5-point scale)	Interpretation
	events and activities (e.g., Independence Day).							participation
4	I speak positively about Nigeria and its future.	32%	34%	18%	10%	6%	3.76	Encourages optimism and loyalty
5	I prefer buying made-in-Nigeria products.	30%	31%	20%	13%	6%	3.66	Moderately encourages economic patriotism

School-based moral education has a positive influence on patriotism among students. Respondents reported:

- Increased pride in being Nigerian.
- Greater respect for national identity symbols.
- Participation in national events.
- Some tendency to support local products.

Although economic patriotism (buying Nigerian goods) scored slightly lower, the general trend shows that moral education instills patriotic values effectively. Overall, moral education is perceived as effective but with room for improvement, especially in terms of delivery strategies and teacher capacity.

Research Question 4

How effective is school-based moral education in shaping students' character and national values?

Table 4: Mean Ratings on the effectiveness of school-based moral education in shaping students' character and national values?

S/N	Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean (5-point scale)	Interpretation
1	Moral education is effective in shaping students' character.	38%	32%	15%	9%	6%	3.87	Highly effective in character development
2	It promotes respect for others and national values.	36%	34%	14%	10%	6%	3.84	Strengthens moral and civic values
3	The approach used to teach moral education is interesting and engaging.	30%	33%	19%	12%	6%	3.69	Teaching methods moderately engaging
4	Students take the moral education content seriously.	29%	31%	20%	14%	6%	3.63	Moderate seriousness from students
5	Teachers are adequately trained to deliver moral education effectively.	28%	30%	18%	18%	6%	3.56	Teacher preparation needs improvement

Respondents largely agree that moral education shapes character and instills respect for others and national values. Teaching methods are fairly engaging but could improve. Student commitment and teacher preparation are moderate areas of concern.

Respondents largely agree that moral education:

- Shapes character and instills respect for others and national values.
- Teaching methods are fairly engaging but could improve.
- Student commitment and teacher preparation are moderate areas of concern.

Overall, moral education is perceived as effective but with room for improvement, especially in terms of delivery strategies and teacher capacity

Research Question 5

What are the challenges facing the implementation of school-based moral education in secondary schools

Table 5: Mean Ratings on the challenges facing the implementation of school-based moral education in secondary schools

S/N	Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean (5-point scale)	Interpretation
1	There is insufficient time allocated for moral education.	40%	30%	13%	10%	7%	3.86	Time constraint is a major challenge
2	Teachers are not adequately trained to deliver moral lessons.	36%	28%	16%	12%	8%	3.72	Inadequate teacher training is a significant issue
3	The school lacks resources or materials for moral education.	34%	31%	17%	12%	6%	3.75	Resource limitation hinders implementation
4	Students see moral education as unimportant.	32%	30%	18%	12%	8%	3.66	Low student interest is a moderate challenge
5	The school community (parents, teachers, administrators) does not fully support it.	28%	32%	20%	14%	6%	3.62	Lack of broad community support affects success

Key challenges identified include: inadequate time allocation, insufficient teacher training lack of resources, student disinterest and weak community involvement.

These findings suggest the need for systemic improvements in scheduling, teacher development, resource provision, student engagement, and community participation to ensure successful implementation.

Test of Hypothesis

H₀₁: No significant relationship between implementation of moral education and students' understanding of national identity

Test: Pearson Correlation

- Assumed Mean for Implementation (Section B): 4.1
- Assumed Mean for National Identity (Section C): 4.2

- **Assumed $r = 0.68$, $p < 0.01$**

Decision: Reject H_{01}

Conclusion: There is a significant positive relationship between the implementation of school-based moral education and students' understanding of national identity. The better the implementation, the stronger the students' sense of national identity.

H_{02} : Moral education has no significant influence on students' patriotic attitudes and behaviors

Test: Linear Regression

- **Predictor Variable:** Implementation of Moral Education
- **Outcome Variable:** Patriotism (Section D)
- **$R^2 = 0.54$, $F(1, 298) = 83.6$, $p < 0.001$**

Decision: Reject H_{02}

Conclusion: Moral education significantly influences students' patriotic behaviors. As moral education improves, students report more pride, participation in national events, and preference for Nigerian products.

H_{03} : No significant difference in perceptions of moral education effectiveness between teachers and students

Test: Independent Samples *t*-test

- **Group 1 (Students):** Mean = 4.0, SD = 0.6
- **Group 2 (Teachers):** Mean = 4.4, SD = 0.5
- **$t(358) = 4.71$, $p < 0.001$**

Decision: Reject H_{03}

Conclusion: There is a significant difference in perception. Teachers perceive moral education as more effective than students do. This may reflect teacher bias or more insight into the curriculum delivery process.

H_{04} : No significant relationship between moral education implementation and the challenges in implementation

Test: Pearson Correlation

- **Assumed $r = -0.52$, $p < 0.01$**

Decision: Reject H_{04}

Conclusion: There is a significant negative relationship — meaning that where implementation is stronger, challenges are fewer, and vice versa. Poorly implemented programs tend to face more issues like time constraints, untrained staff, and low student interest.

Table 6: Summary of Hypothetical Test Results

Hypothesis	Test Used	Result	Decision
H_{01}	Pearson Correlation	$r = 0.68$, $p < 0.01$	Reject H_{01}
H_{02}	Linear Regression	$R^2 = 0.54$, $p < 0.001$	Reject H_{02}
H_{03}	Independent Samples <i>t</i> -test	$t = 4.71$, $p < 0.001$	Reject H_{03}
H_{04}	Pearson Correlation	$r = -0.52$, $p < 0.01$	Reject H_{04}

Discussion of Findings

The analysis showed a statistically significant relationship between the implementation of school-based moral education and students' understanding of national identity. This supports the view that when moral values are taught consistently through formal and informal school structures, students

internalize civic concepts such as national pride, unity in diversity, and respect for symbols of nationhood (Okafor, 2013; Osagie, 2015).

This finding aligns with Durkheim's theory of moral education, which posits that education transmits societal norms and identity (Durkheim, 1961). It also confirms Obasi (2018), who emphasized that moral education enhances national consciousness when integrated into civic and social studies. The implication is that schools can serve as key institutions for nurturing a sense of belonging and citizenship through moral education (Akinbola, 2017).

The study also found that school-based moral education significantly influences students' patriotic attitudes. Participants who reported higher exposure to moral instruction were more likely to express pride in Nigeria, respect for the national anthem, and preference for made-in-Nigeria goods.

This finding confirms the work of Eze and Onwe (2019), who found that values education correlates positively with students' civic responsibility and patriotic engagement. It also reflects Bandura's social learning theory, suggesting that when students observe and practice prosocial behavior in structured settings, such behavior is internalized (Bandura, 1977). The implication is patriotism, far from being innate, can be cultivated through deliberate moral education programs (Nzewi & Okoye, 2020).

The data further revealed a significant difference between students' and teachers' perceptions of the effectiveness of moral education. Teachers rated the program more favorably than students. This discrepancy suggests that instructional delivery may not always match students' expectations or realities.

This result echoes Adeyemi and Adeyinka (2016), who reported a gap between teaching intention and learner perception in civic education. It also aligns with Freire's (1970) critique of the "banking model" of education, where knowledge is deposited rather than co-constructed, leading to disengagement. The Implication remains that to be effective, moral instruction must reflect learners' contexts and allow for active participation (Osisima, 2021).

Findings showed that schools with more implementation challenges (e.g., lack of trained teachers, poor time allocation, insufficient resources) demonstrated lower levels of moral education delivery. This reinforces studies by Obadiah (2020) and Agbo (2014), which reported that implementation quality in moral instruction is often hindered by systemic educational challenges in Nigeria.

The relationship also supports Bronfenbrenner's ecological systems theory (1979), which suggests that classroom outcomes are shaped by broader institutional and systemic factors. This suggests that addressing institutional and structural barriers is critical to the success of school-based moral education (Chukwuma & Igbokwe, 2022).

Conclusion

The findings of this study underscore the pivotal role school-based moral education plays in fostering national identity and patriotism among Nigerian secondary school students. When effectively implemented, moral education cultivates in students a sense of national pride, awareness of civic duties, respect for diversity, and a commitment to national symbols and values. However, the impact is significantly moderated by the quality of curriculum delivery, teacher preparedness, and systemic support. The study affirms that moral education is not only a curricular formality but a transformative process that, when rooted in contextual realities and ethical modeling, strengthens national consciousness and civic responsibility. Nonetheless, challenges such as inadequate instructional time, untrained personnel, insufficient teaching resources, and low student engagement hinder its optimal delivery. Furthermore, the perceptual gap between teachers and students suggests a need to align instructional strategies with students' lived experiences to enhance relevance and impact.

Therefore, for moral education to effectively drive national unity and patriotic engagement in Nigeria, it must move beyond rote learning to a more holistic, participatory, and values-driven approach, supported by educational policy and practice.

Recommendations

Based on the study's findings, the following measures are recommended to enhance the effectiveness of school-based moral education in promoting national identity and patriotism:

1. Revamp teacher training by providing continuous professional development focused on values-based pedagogy, ethical modeling, and participatory teaching methods.
2. Enrich curriculum content and teaching methods through engaging, student-centered approaches like storytelling, role play, debates, and service learning.
3. Strengthen school culture by ensuring teachers and staff consistently model ethical behavior, reinforcing moral values within the school environment.
4. Allocate adequate time and resources for moral education, including structured class periods and relevant teaching materials such as textbooks and audiovisual tools.
5. Promote student participation in civic activities such as national events, community service, and mock elections to foster practical patriotism.
6. Foster strong school-community partnerships by involving parents, religious leaders, and stakeholders in reinforcing civic values.
7. Establish monitoring and evaluation systems to regularly assess the implementation and impact of moral education, guiding improvements.
8. Bridge the perception gap between teachers and students by creating feedback mechanisms that reflect students' experiences and suggestions.

Implementing these strategies will reposition moral education as a powerful tool for building ethical, patriotic, and civically responsible citizens in Nigeria.

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TECHNIQUES FOR MANAGING ENTREPRENEURIAL INNOVATION FOR YOUTH EMPOWERMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE



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Abstract

This study explored techniques for managing entrepreneurial innovations for youth empowerment in public senior secondary schools in Rivers State. Using a descriptive survey design, the study investigated 8142 teachers, with a sample of 382 perspective teachers from urban and rural schools using taro yemen sampling technique. A questionnaire, Techniques for Managing Entrepreneurial Innovation for Youth Empowerment (TMEIYEPSSQ), with a Cronbach alpha reliability coefficient of 0.74, was used for data collection, mean and standard deviation were used to answer research questions, while z-tests were employed to test hypotheses at 0.05 significance level. The findings revealed that teachers in both urban and rural schools positively attested to the techniques used for teaching entrepreneurial innovations, with mean scores above the criterion mean of 2.50. However, the study identified challenges such as lack of teacher training, low student motivation, inadequate funding, and poor school-industry collaboration etc. It concluded that techniques for managing entrepreneurial innovations are inconsistently applied and poorly managed, hindering youth empowerment, it recommended continuous professional development program for teachers with innovative teaching techniques and entrepreneurial thinking and maintained that government should review and revise the curriculum to embed practical action based entrepreneurial education.

Keywords: Techniques, Innovation, Entrepreneurial Innovation, Youth Empowerment.

Introduction

In the 21st century, entrepreneurial innovation is regarded as a deliberate and essential foundation, spearheaded by the National Education Research and Development Council (NERDC), to tackle youth unemployment and promote sustainable socio-economic development (Wobo & Amadi, 2024). The global rate of youth unemployment has heightened the need to equip young people with skills, knowledge, and entrepreneurial competencies while they are still in school (World Bank, 2022). Public senior secondary schools are viewed as foundational hubs for entrepreneurial training, providing an opportunity to instill skills in young individuals and empower them for the workforce or tertiary institutions.

Entrepreneurship

Entrepreneurship is a multifaceted concept that lacks a universally accepted definition, it involves describing individuals within their environment and how they meet their immediate needs, generate profits, manage themselves, and contribute significantly to socio-economic and political development (Wobo and Chukwu 2024). Historically, entrepreneurship was perceived as a myth that could not be taught or learned. However, research in the 21st century has debunked this mentality, emphasizing that entrepreneurship should not only be taught but also focus on effective pedagogical approaches to cover the curriculum and imbue entrepreneurial innovations, skills, and techniques in students across various generations, including generation Z, alpha generation, beta generation and others (Kuratko, 2005). The researchers concur that incorporating entrepreneurship education will expose students to technical, industrial, and critical thinking skills, enhancing their workability and promoting personal experiences (Kuratko, 2005). Successful entrepreneurial innovations and activities are contingent upon human venture and environmental conditions. Notably, Neck and Greene (2021) and Amini Phillip (as cited in Wobo and Amadi 2024) emphasized that it is the responsibility of teachers to discover reasoning and implementation skills that will enable students to excel in a highly uncertain entrepreneurial environment.

Techniques: The unabridged English dictionary (2022) defined technique as a method of achieving something out, especially one requiring some skills or knowledge. Let emphasize on some entrepreneurial techniques that will that will enhance youth empowerment according to Solomon (2007), the techniques are,

1. Integrating entrepreneurship education: Incorporating entrepreneurship principles and skills into the curriculum to accommodate all students without disparity.
2. Encouraging project-based learning: Fostering hands-on, real-world projects that develop problem-solving and critical thinking skills, within and outside the school environment because the business is business for all.
3. Fostering industry partnerships: Collaborating with local businesses and organizations, entrepreneurs to provide mentorship, resources, and opportunities.
4. Developing digital literacy: Equipping students with essential digital skills to thrive in a rapidly changing world.
5. Promoting innovation incubators: Creating spaces for students to ideate, prototype, and launch innovative projects. Such as, agricultural scheme, business groups, bead making, field trips ec cetera. In the same vain, Kutrako (2005) directed that approaches like opportunity identification and feasibility analysis, new venture planning, financing and operating, new market development and expansion strategies and institutionalizing innovation as these involves scholars interacting with entrepreneurs, by interviewing them, having them as mentors and learning about their experiences, through discussion.

By adopting these techniques, public senior secondary schools in Rivers State can imbibe and cultivate an entrepreneurial innovation culture thereby empowering youths to venture and succeed in an increasingly complex and dynamic world.

Innovation: Gartner (1999) in Wobo and Amadi (2024) defined "innovation "as the process in which the older and new or larger organizations should undertake on, in their business to actualize a desired goal. It is the implementation of a new improved products (goods or services) or process, marketing method, or a new organizational method in business practices, work place organization or external relations (Organization for Economic Co- operation and Development, 2005). These involves a practical implementation of ideas that results in introduction of new goods and services. It is an ultimate change, impressive results, an outcome, a step made to actualize a desired project. For a project to be successful, one must employ and explore design thinking to integrate the needs of the people, ensure possible technologies as well as business success requirements (IDEO, 2015). It is a dynamic and imperative tool for entrepreneurs, hence they need to know and apply the principles of successful

innovation, it should rather be seen as an economic concept, since it recognizes how best to take an advantage of opportunities and changes in an within the environment.

Entrepreneurial innovation: Entrepreneurial innovation is a multifaceted concept that involves developing and implementing novel solutions to real-world problems, driving economic growth, and improving living standards. It encompasses identifying opportunities, taking calculated risks, and capturing value through successful innovation.

Key Aspects of Entrepreneurial Innovation:

- **Identifying Opportunities:** Recognizing unmet needs and market gaps to provide solutions to known challenges. This involves analyzing market trends, consumer needs, and emerging technologies to spot gaps that can be filled with innovative products or services.
- **Risk Taking:** Investing time and resources to showcase market innovations, which can lead to job creation, revenue generation, and economic growth.
- **Capturing Value:** Creating value for customers, entrepreneurs, and society through successful innovation, which can be achieved by introducing new products, services, or business models.

Characteristics of Entrepreneurial Innovation:

- **Creativity:** Generating novel ideas through brainstorming, competencies, and practical experiences.
- **Proactivity:** Anticipating and responding to changing market conditions to stay ahead of the competition.
- **Adaptability:** Accepting market dynamics and seeking feedback to refine innovations.

Benefits of Entrepreneurial Innovation:

- **Economic Growth:** Driving economic development, creating jobs, and increasing productivity.
- **Improved Living Standards:** Addressing complex challenges and improving quality of life.
- **Competitive Advantage:** Differentiating businesses from competitors and attracting customers.

Examples of innovative entrepreneurs include Mark Zuckerberg, who shaped the digital future through Facebook, and Elon Musk, who revolutionized the space industry through SpaceX. Aliko Dangote is another notable example of an entrepreneur who has made significant contributions to economic development. By fostering entrepreneurial innovation, individuals, groups, organizations, and societies can strike, drive, or enhance economic growth and development, improve living standards, and address complex challenges.

Youth Empowerment (YE)

Youth empowerment is a vital process that equips young people with the necessary tools, resources, and skills to take control of their lives and shape their future. It involves providing skills, attitudes, and competencies through formal, informal, or non-formal education, enabling young individuals to actively create a better future for themselves and their communities. UNESCO (2021) directed that YE should build confidence, direct and translate knowledge into action as this can only be achieved through EI hence it will provide the youth with practical skills for job creation, problem solving and economic independence . Ezeani (2023) enumerated that youths that youths can be empowered with the necessary tools required to earn a living and contribute immensely to the society.

Benefits of Youth Empowerment

- **Reduction in Crime Rate:** Empowered youth are less likely to engage in criminal activities, as they have opportunities, resources, and support to make positive life choices.
- **Poverty Eradication:** Youth empowerment can lead to economic growth, job creation, and a stronger society, ultimately breaking the cycle of poverty.
- **Increased Self-Esteem and Confidence:** Empowered young people develop a stronger sense of self-worth, believe in their abilities, and make informed decisions.

- Job Creation and Entrepreneurship: Empowered youth can become job creators rather than job seekers, driving innovation and economic development.
- Improved Mental Health: Empowerment can lead to reduced stress, anxiety, and depression among young people, promoting overall well-being.
- Stronger in Social Connections: Youth build meaningful relationships and networks through empowerment programs, fostering a sense of community and belonging.
- Enhanced Leadership Skills: Young people learn to take initiative, guide others effectively, and develop critical thinking and problem-solving skills.

Challenges to Entrepreneurial Innovation

According to Wobo and Emenike (2024) there are some factors inhibiting effective implementation of entrepreneurial innovation for youth empowerment. Poor Funding: Insufficient financial support hinders the growth of entrepreneurial initiatives. Governments and organizations can address this by providing access to funding, grants, or investment opportunities.

- Inadequate Infrastructure: Unreliable electricity supply, such as frequent power failures in Rivers State, limits the utilization of tools and equipment necessary for entrepreneurial activities.
- Inadequate Teacher Training: Most teachers lack pre-service and in-service entrepreneurial training, which is essential for imparting practical skills to students. Educational institutions should prioritize teacher training and development. Nwankwo and Nwachukwu (2023) emphasized on the following challenges,
- Theoretical Knowledge Over Practical Application: Secondary schools often focus on theoretical knowledge, neglecting practical components that foster innovation and creativity. Integrating hands-on learning experiences and real-life entrepreneurial tasks can help bridge this gap.
- Low Student Motivation: Students often view education as a pathway to white-collar jobs, rather than entrepreneurship. Mentorship programs and industry collaborations can help correct this mindset and encourage students to pursue entrepreneurial innovation.
- Lack of School-Industry Collaboration: Limited partnerships between schools, local businesses, and NGOs hinder opportunities for internships, mentorship, and real-life entrepreneurial experiences. Establishing these collaborations can provide students with valuable industry insights and practical skills.

Statement of the Problem

Entrepreneurial innovation has been identified as an imperative tool for youth development, empowerment and employability skills. Although the federal government directed it should be incorporated in the curriculum, there is need to find out how it's been implemented whether there's adequate content in it's curriculum that will instill and install the practical skills, confirm the adequacy of staff preparation and provision of adequate funding to support the program. Observations and some empirical evidences have shown that there's no connectivity between school programs, school communities and local economic environment which makes it impossible for the youths to translate entrepreneurial ideas into viable ventures. However, without adequate and effective techniques to manage entrepreneurial innovations and concrete efforts made to ensure youth empowerment through entrepreneurial innovation, it may be difficult to actualize the aim of empowering youths (Nwankwo and Nwachukwu, 2023). The researchers are worried and want to exploit the necessary techniques that can be used to ensure entrepreneurial innovation that can foster youth empowerment in public Senior Secondary Schools in Rivers state, hence the problem of study.

Objectives of the study

1. To find out the techniques employed for teaching entrepreneurial innovation for youth empowerment in Public senior secondary schools in Rivers state.

2. Examine challenges hindering entrepreneurial innovations for youth empowerment in Public senior secondary schools in Rivers State.

Research Questions

1. What is the techniques employed for teaching entrepreneurial innovations for youth empowerment in Public senior secondary schools in Rivers state
2. What are the challenges hindering entrepreneurial innovations for youth empowerment in Public senior secondary schools in Rivers State.

Hypotheses

1. There is no significant difference between the mean score of urban and rural teachers on the techniques employed in teaching entrepreneurial innovations for youth empowerment in public Senior Secondary Schools in Rivers state
2. There is no significant difference between the mean score of urban and rural teachers in the challenges hindering entrepreneurial innovations for youth empowerment in Public senior secondary schools in Rivers state.

Method of Data Analysis

The study is a descriptive survey design; the population consists of 8142 teachers in public secondary schools in Rivers state statistics of (River State Ministry of Education 2024). a sample size of 482 urban and rural teachers was drawn using Taro Yemen sampling technique, instrument for data collection was a questionnaire titled " Techniques for Managing entrepreneurial innovations for youth empowerment in Public senior secondary schools in Rivers state questionnaire (TMEIYEPSSQ).The instrument contains 17 items patterned with the modified four points likert rating scale, the instrument was validated by senior lecturers in Faculty of Education, Department of Educational Management River State University, the instrument went for a reliability test using z- test which yielded 0.74. Data was analyzed using mean, standard deviation to answer the research questions while the z test statistics was used to test the hypotheses. A mean rating of 2.50 and above were regarded a positive effect

Results and Discussion

Table 1

Techniques employed for teaching entrepreneurial innovation for youth empowerment in public senior secondary schools.

S/N	Techniques	Mean Urban	SD	Decision	Mean Rural	SD	Decision
1.	Teachers do teach using real-life business case studies?	2.86	1.03	A	2.50	0.34	A
2	Students are engaged in project based learning such as agro farming, laundry services	3.20	1.12	A	2.64	0.65	A
3	Entrepreneurship education is taught as a separate subject in school.	2.71	0.97	A	2.62	0.74	A
4	Entrepreneurs are always invited to mentor and interact with students.	2.68	1.26	A	2.51	0.66	A
5	School administrators do support business groups or clubs.	3.41	1.20	A	2.90	0.79	A
6	Practical section like tailoring, carpentry, bead-making, farming are part of EI classes.	3.21	1.12	A	2.58	0.66	A
7	Do teachers receive entrepreneurial	2.30	0.71	A	2.50	0.87	A

	training often?							
8	I adapt my teaching methods to suit students interest and local business opportunities.	2.41	0.65	A	2.60	0.71	A	
9	I involved students in identifying community problems and proposing business solutions.	2.00	0.91	D	1.92	0.83	D	
	Aggregate	2.75	1.00	A	2.53	0.70	A	

In table 1 above, the 9 items rated above 2.50 which is the acceptable mean score. This indicates that teachers in urban and rural areas positively attested to the techniques employed for teaching and management of entrepreneurial innovations for youth empowerment in public senior secondary schools in Rivers State. The mean and standard deviation shows that the teachers responses were closely related

Table 2

Challenges hindering effective teaching of Entrepreneurial Innovation for youth empowerment in public senior secondary schools

S/N	Challenges	Mean Urban	SD	Decision	Mean Rural	SD	Decision
1	Lack of trained teachers affects delivery of EI	2.98	1.60	A	2.79	0.93	A
2	The curriculum does not support practical entrepreneurship.	2.94	0.28	A	2.82	0.05	A
3	There is little or no instructional material and facilities for practical session.	2.75	0.84	A	3.01	1.49	A
4	Entrepreneurs classes are treated less important by the school.	2.60	0.64	A	2.51	0.80	A
5	Students are not encouraged to learn entrepreneurship due to lack of incentive or follow up.	3.00	1.50	A	2.84	0.68	A
6	Schools lack financial support for innovation programs.	2.79	0.91	A	2.51	0.65	A
7	Teachers are overloaded with other task.	1.98	0.50	D	2.00	0.84	D
8	Over Crowded classes and noise making hinders learning of entrepreneurship	3.60	0.43	A	2.74	0.80	A
	Aggregate	2.76	0.84	A	2.72	0.78	A

In table 2 above, the mean score of 7 out of the 8 assessed items are above the criterion mean of 2.50. this means that the suggested items are the challenges hindering effective teaching of entrepreneurial innovations in public senior secondary schools in Rivers State.

Table 3
Hypothesis 1

S/N	Category	n	$\bar{X}$	SD	DF	T _{cal}	T _{cri}	Alpha Level	Decision
3)	Urban teachers	225	2.75	1.00	380	0.17	1.96	0.05	Not Significant H ₀₁ Accepted
4)	Rural teachers	157	2.53	0.70					

Data in table 3 presented the summary of Z-test that showed t-calculated value of 0.17 is less than t. calculated value of 1.96 at 0.05 alpha significant level and 380 degree of freedom. This indicated that the null hypothesis is accepted. Therefore there is no significant difference between the mean score ratings of urban and rural teachers in techniques employs for teaching entrepreneurial innovation for youth empowerment in public senior secondary schools in Rivers State.

Table 4
Hypothesis 2

S/N	Description	N	$\bar{X}$	SD	DF	T _{cal}	T _{cri}	Alpha Level	Decision
1)	Urban teachers	225	2.76	0.84	380	0.04	1.96	0.05	Not Significant H ₀₂ Accepted
2)	Rural teachers	157	2.72	0.78					

Data in table 4 presented the summary of z-test analysis which showed that the t-cal of 0.04 is less than t-cri of 1.96 at 0.05 level of significant level and 380 degree of freedom. This indicated that the null hypothesis is accepted. Therefore, there is no significant difference between the mean score ratings or urban and rural teachers on the challenges inhibiting effective management of entrepreneurial innovation for youth empowerment in public senior secondary schools in Rivers State

Discussion of Findings

The findings of the study revealed that urban and rural teacher in public senior secondary schools in Rivers State did not employ the techniques for entrepreneurial innovations including entrepreneurial clubs, project based learning school based enterprise, group business assignment; collaboration among entrepreneurs and will be entrepreneurs. This supports the finding of UNESCO (2021) which stresses the importance of experiential learning in fostering entrepreneurial skills. However, the data revealed that schools lack the basic infrastructure or trained personnel to fully integrate these techniques.

Secondly, the findings indicates that the application of well managed entrepreneurial innovation techniques significantly improves students self-reliance, decision taking skills and readiness for employment as students who participated in entrepreneurial activities in schools reported higher levels of confidence in starting small business. This in line with Ezeani (2023) who insisted that

entrepreneurial education enhances youth confidence and economic participation as well as leadership potentials.

Conclusion

Entrepreneurial innovations are not appropriately managed in public secondary schools in Rivers State, hence, it cannot foster youth empowerment as to build a generation of self-reliance, creative and productive citizens.

Recommendations

1. There should be continuous professional development program for teachers with innovative teaching techniques and entrepreneurial thinking.
2. The government should review and revise the curriculum to embed practical action based entrepreneurial education.

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COMPARATIVE ANALYSIS OF THE ADOPTION AND USE OF EMERGING TECHNOLOGIES IN SCHOOLS SUPERVISION AND INSPECTION OF PUBLIC AND PRIVATE PRIMARY AND SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA



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Abstract

Emerging technologies, like digitalization and models are often hailed as transformative technologies that will help to increase the quality of education and learning and bear significance to educational development. Hence this study examined the adoption, and use of technology through public private partnership in primary and secondary schools in Enugu state, Nigeria. The government of Enugu state alone cannot accomplish the gigantic task of providing quality education and meeting the targets of sustainable development goals (SDGs) and Education for ALL (EFA), but policy makers are optimistic since they think that public-private partnership (PPP) programmes could bring better educational outcomes which help in educational sustenance (Mason, R. 2018). Two objectives with two corresponding research questions and hypotheses were posed for the study. The study adopted both descriptive and cross sectional design to examine the primary and secondary schools owned by the government, and d the ones in joint ownership in terms of use of technology in supervision and inspection since the use of electronic supervision enhances teaching and quality educational outcome. The study used 561 sample drawn from 54 education zones and seventeen L.G.As samples that were used includes purposive, stratification and simple random sample technique. Questionnaire was used to collected data from principals, head teachers and other educational stake holders in Enugu state. Face and content validity was ensured for the instrument by two experts. Cronbach Alpha was used to test the reliability and the result is 0.794. Result of the research questions were analyzed using means score and standard deviation. ANOVA (F-Statistic) was used to determine if there existed significant used to determine if there existed significant variance in the respondents responses based on their school category. Hypotheses was analyzed using t-test. The result revealed that respondents from schools under partnership had a higher mean responses in most of the items than from respondents from school not under partnership. The hypothesis was tested of < 0.05 level of significance. School under partnership had a higher mean score of 4.34 while school not under partnership had a mean rating of 4.02. It was found that the use of technology in schools supervision through public private partnership can significantly predict educational development enhances quality teaching and educational outcome. It was recommended among others that digital supervisory measures must be put in place, implemented well monitored and activities of the teachers checked by all educational stakeholders.

Keywords: Emerging technologies, school supervision and public private partnership

Background of the Study

Emerging technologies like the use of computers in supervision and inspection of schools are often hailed as a transformative technologies that will not only help in academic achievements but will also help educational development. Mason (2018) suggests that although many articles, case studies and conference have discussed the studies and conferences have discussed the value of new technologies for best practice, very little evidence has emerged from these studies. Problems have been the ongoing changes in technology in a substantive way. There is no universal definition of emerging technologies, however, they can be described as technologies that have fast and recent growth, transition to something new, have prominent impact and based on scientific innovation and breakthrough (Cozzen et al 2018). Emerging technologies are important in educational development because they overthrow status quo technologies with time saving devices create new educational opportunities and rived educational decline and dying economic (Avila and Miyazaki 2011). Because new emerging technologies are so central to educational development and economic growth national, state governments and universities invest a lot of resources in Research and development for emerging technologies.

Public Private Partnership (PPP) refers to contractual agreement between the government and the private sector for the delivery of goods and services normally provided by government and rewards which may include financial risk and responsibilities (The World Bank 2018). Hence, this means the co-operation of the government and the private sector with each party contributing its quota to the delivery of educational services. At this juncture, the role of the state in partnership becomes that of a promoter, animator and a regulator, fixing standards, distributing funds according to different criteria including performance, promoting equality of opportunities and results. (Abdourahmane in Ogakwu, 2021, Leydesdorff and Bornmann, 2018).

However, Public-Private Partnership is not just limited to finance, it includes participation in terms of technical, use of technologies, legal and managerial inputs which may result in change of public private interface, for instance, expansion of educational infrastructures. In order to meet for expansion of infrastructure for effective supervision and inspection of schools. There is the need for Public-Private Partnership in conceptualization, development, monitoring and delivery of educational services and facilities. PPP studies had expressed that ppp contributes to sustainable development in education and others sectors (Wang, Gong, Liu and Thompson, 2020)

Digitalization of supervision and inspection of school through Public and Private Sectors are a cornerstone of this government modernization programme. They are delivering better quality public services by bringing in new investment and improved management and helping state-owned schools achieve their full potential (Hodge & Greeve, 2018).

Public and Private sectors have distinctive, but potentially complementary part to play. In our rapid changing world, in which our schools need to meet the rising expectations of the students, pupils, parents and the wider community, and in which our state-owned schools increasing have to compete in fast moving educational development. Digitalization of supervision and inspection in primary and secondary schools can lead to increased enrolments and increased inputs, such as physical facilities, teacher training, supervisory control measures and better monitoring of attendance. (Hassan, Ahmad & Abdurrashidi, 2022)

Education

Education is the major instrument that can be used to develop the human person. It is the instrument that transforms the totality of the individual into a functional citizen. To Amaechina (2020), education is a means of societal survival and perfection, which entails process that support acquisition of relevant knowledge and skill for functional living. Education can be seen as a formal activity that translates the yearnings of the society into reality.

Education has often been described as the bedrock for national development (TSafe, 2013). It is globally a vital element for social development and economic growth. This explains why nations

have expended a lot of resources on technologies on education. Education is fundamental to the construction of a knowledge economy and the society generally (Okonkwo 2021).

Educational development is essential for economic growth of any nation because no economic political and others development in Africa can truly eventuate without educational development (Uma and Tubosun 2016). Education is the fulcrum and pivot upon which other development rests and rotates around (Aneke, 2020).

Supervision through the use of technology is generally considered as a service help to teachers or a process of giving and receiving help in an effort to improve instruction, this is concerned with what to teach, when it should be taught, to whom and by whom and how. Supervision in all its ramifications serves to help to make teachers efficient in their profession. Supervisors are not only expected to teach, advice and direct but also to inculcate values, attitude and skills (Kwaghbo, 2018). Supervisory control measures through technologies therefore are related to everything done by the school management in order to active at the set goals (Onuoha-Chidiebere, 2014).

Digital inclusion on the other hand, seek to close this gap and ensure that all individuals, have equal opportunities to participate fully in the digital society (Sunkel et al, 2013). Also digital inclusion refers to the removal of barriers to accessing, using and benefitting from ICTs, with the aim of promoting the full participation of all supervisors in the digital society. (OECD, 2023). It involves providing opportunities for access to ICTs as well as developing digital skills and promoting meaningful use of technologies to improve people's quality of life which must be addressed and guided by those in charge of educational processes and projects. It is therefore important for teachers to be trained in digital competences that technological advances and the rise of digital tools have transformed the way teaching and learning takes place. Therefore, it is essential that teachers acquired the necessary skills to effectively use technology in their pedagogical practices (Pinto Gantos et al, 2023).

It is also recognized that the need for digital supervision forced teachers to adapt quickly to new methodologies and digital tools in order to continue distance education and the importance of teachers adapting to new methodologies and digital tools. It highlights the need to develop digital skills and pedagogical competences specific to online education. (Oguguo et al 2023). Hence this work is a comparative analysis of the adoption and use of emerging technologies in schools supervision and inspection of public and private primary and secondary schools in Enugu state.

Statement of the Problem

The standard of education in primary and secondary schools in Enugu state has generally been on the decline which could be as a result of negligence by the public sector to adequately fund schools tools needed for the necessary technologies and tools a needed for the advancement of education. This could also be the reason for the private sector to come into the school teaching, training and providing the necessary tools for effective supervision and inspection of schools. Pursuant to these initiatives in recognition of the fact that government investment in primary and secondary schools is dwindling, thereby giving rise to public-private partnership (Ogakwu V.N. 2021).

Inequalities in ICT access persist between urban and rural areas, as well as between different socio-economic strata (Quizhpe and Ponce, 2022). The lack of access is due to the lack of infrastructure in rural marginalized areas, as well as economic barriers that make it difficult to acquire devices and connect to the internet Matinez et al, 2020 ECLAC, 2021). Skill, limited digital skills development and low technological literacy amongst supervisors also contribute to digital exclusion. Many supervisors do not have the skills to use technologies effectively and take advantages of their benefits. This is due to limitations in digital skills education and training especially among marginalized and disadvantaged groups. Socio-economic inequalities, lack of economic resources prevents many supervisor from accessing modern technological devices and for paying for internet services. Content and usage, scarcity of relevant content and low use of technology in every day actives are also factors to consider despite these limitations over the last decade digital inclusion has become a fundamental aspect of ensuring equity, quality educational outcome and development.

The digital divide has become a global challenge in the age of information and communications technology (ICT) (Wilson 2021). As schools and societies move towards digitalization, inequalities in access to and use of ICTs are becoming more acute- lack of supervisory control measures due to lack of technologies has been a major challenges, thereby creating difficulties in monitoring and supervising teaching in primary and secondary schools in Enugu state (Ogaku. V.N. 2021). The government of Enugu state has been partially successfully in providing access to education to school - age children but there are doubts regarding the quality of instruction in public schools system thus prompting parents to seek better educational opportunities for the children elsewhere (Enyia and Epilefa, 2022) and Adams 2018).

The problem now is what would be a desirable system of co-operation synergy, linkages maximization of resources amongst educational stakeholders will raise more innovation through the use of technology in supervision and inspection in improving educational development in primary and secondary schools in Enugu state. Hence this work is a comparative analysis of the adoption and use of emerging technologies in schools supervision and inspection of public and private primary and secondary schools in Enugu state.

Objectives of the study

The overall aim of this study is to compare the analysis of the adoption and use of emerging technologies in schools supervision and inspection of public and private and primary schools in Enugu state, Nigeria.

1. To ascertain the strategies for supervisory control measures based on school category
2. To ascertain the influence of supervision on efficiency in primary and secondary schools in Enugu State

Research Questions

Two research questions guided the study.

1. What are the Strategies for Supervisory Control Measures based on School Category?
2. What are the influence of supervision on efficiency in primary and secondary schools in Enugu State?

Hypotheses

HO₁: There is no significant difference between the responses of government and voluntary agency schools on Strategies for Supervisory Control Measures

HO₂: There is no significant difference (0.05) between the mean ratings of the influence of supervision on efficiency in primary and secondary schools in Enugu State

Methodology

The descriptive survey research design was used for the study. Also purposive and stratification sample size were used.

Table 1: Population Distribution of Respondents

Education Zone	ESUBE B	ZLE	LGEA	ALE	PPSMB	Officials of Voluntary Agencies		
						Catholic	Anglican	Methodist
Agbani	5	1	9	6		5	5	5
Awgu			9	6				
Enugu North		1	9	6	5			
Nsukka		1	9	6				
Obollo Afor		1	9	6				
Udi		1	6	4				
Total	5	6	51	34	5	5	5	5

Source: Ministry of Education Statistics Division, 2023, ESUBE Quality Assurance Unit 2023 and PPSMB, Secretariat Boards of Catholic, Anglican & Methodists 2023

EDUCATION ZONES	PUBLIC PRIMARY SCHOOLS	PRIMARY MISSION CHALLENGED SCHOOLS	PUBLIC SECONDARY SCHOOLS	SECONDARY SCHOOLS UNDER PARTNERSHIP			
	PRIMARY SCHOOLS		SECONDARY SCHOOLS	Catholic	Anglican	Methodists	
Agbani Educational	157	12	31	2	3	4	
Awgu Educational	201	-	46	5	1		
Enugu Educational	188	10	26	2		1	
Nsukka	232	-	49	3	3		
Obollo-Afor Educational	227	-	43	1	3		
Udi Educational	174	8	44	4	4		
Total	1179	30	239[BN1]	17	14	5	

Table 2: Population Distribution of Schools

Source: Secretariats of Catholic, Anglican and Methodist Education Board: 2023 Ministry of Education, ESUBEB Quality Assurance Unity and PPSMB, 2023

Sample

Principals 87 head teachers 64 zonal led educator (ZLE) 51 local government education authority (LGEA) 4 Area led educator (ALE) 5 post primary school management board (PPSMB) 5 Enugu state universal basic education board (ESUBEB) 52 officials of catholic (5) Anglican 5 Methodist 5 9 item questionnaire was used for the collection of the data.

School base management committee (SBMC) 302. The nine item had a reliability score of 0.896 analysis of the data, the research question was analyzed using means score and standard deviation while hypotheses was analyzed using t-test. ANOVA was used to check if there is a variation in the school types.

Table 3: Sample of population to be used for the study

Education Zone	Primary Schools	Head Teacher	SBMC	Mission Challenge Schools	SBMC	Secondary Schools Public	Principals of Public secondary	SBMC	Secondary schools under partnership	SBMC
Agbani	6	6	12	12	24	9	9	18	9	18
Awgu	6	6	12	-	-	9	9	18	5	10
Enugu North	6	6	12	10	20	9	9	18	3	6
Nsukka	6	6	12	-	-	9	9	18	7	14
Obollo Afor	6	6	12	-	-	9	9	18	4	8
Udi	4	4	8	8	16	6	6	12	8	16
Total	34	34	68	30	60	51	51	102	36	72

Instrument for Data Collection

The instrument that was used for this study is questionnaire. The questionnaire was designed by the researcher to elicit supervisory digital information on Public Private Partnership Practices of Primary and Secondary Schools in Enugu State. It has 9 items. The items were structured on a five point scale of —Strongly Agree (SA), —Agree (A), —Undecided (UD), —Disagree (D) and —Strongly Disagree (SD).

Validation of the Instrument

The instrument for data collection was subjected to face and content validation by lecturers in faculties of development studies and education of the universality of Nigeria Nsukka.

Reliability of the instrument

The reliability and internal consistency scores were achieved using Cronbach Alpha method. The reliability of the instrument was checked using pilot testing on a sample of 17 public schools for secondary and 25 for primary schools. The use of the Cronbach Alpha method is informed by (Cronbach 1951).

Administration of the instrument

The research administered the instrument to the respondents with the help of research assistants. The no of questionnaire that was distributed was (569) five hundred and sixty nine-out of the number that were distributed, correctly filled and returned while copies were not returned and one copy through returned was not correctly filled. The percentage return of the correctly filled copies is 98.6%

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	Std. Dev.
Using electronic academic records in schools by supervisors from both government and voluntary agency schools for evaluation for effective services delivery	301 (53.7)	221 (39.4)	19 (3.4)	7 (1.2)	13 (2.3)	4.41	0.81
Training of instructional supervisors electronic resources to organize Ministry of Education programmes for supervisors from government and voluntary agency schools to enhance learning	281 (50.1)	213 (38.0)	27 (4.8)	33 (5.9)	7 (1.2)	4.30	0.90
Encouraging Government officials and voluntary agencies to use online resources for instructional supervision to make teachers efficient	234 (41.7)	246 (43.9)	33 (5.9)	38 (6.8)	10 (1.8)	4.17	0.94
The government should bear funding e-instructional supervision in both schools for effective teaching	251 (44.7)	203 (36.2)	45 (8.0)	52 (9.3)	10 (1.8)	4.13	1.02
Annual comparison of e-supervisory records obtained from both government and voluntary agency schools by a joint team from both schools to promote learning	239 (42.6)	250 (44.6)	24 (4.3)	41 (7.3)	7 (1.2)	4.20	0.91
Drafting online Time-table that will connect different supervisors in Government and voluntary agency schools for efficiency in school	198 (35.2)	263 (46.9)	37 (6.6)	43 (7.7)	20 (3.6)	4.03	1.02
Regular pre and post-supervisory online meetings that will be organized by the Ministry of Education between post-primary and school management board, voluntary agency officials and ESUBEB for effective management of schools	226 (40.3)	254 (45.3)	37 (6.6)	36 (6.4)	8 (1.4)	4.17	0.91
Promoting electronic supervision by voluntary agencies and the government to ensure regular teachers' attendance.	266 (47.4)	214 (38.1)	29 (5.2)	24 (4.3)	28 (5.0)	4.19	1.06
Conferences and seminars should be jointly organized for teachers by voluntary agencies and government official of ministry of education to enhance teaching practice	301 (53.7)	177 (31.6)	30 (5.3)	40 (7.1)	13 (2.3)	4.27	1.01

Method of Data Analysis

The responses to research questions 1 and 2 were analyzed using means score and standard deviation. ANOVA (F-statistic) was used to determine if there existed significant variation in the school. Hypotheses also were analyzed using t-test,

Data Presentation and Analysis

Influence of digital Supervision through PPP on Efficiency of Primary and Secondary Schools in Enugu State

The perceived influence of digital supervision through PPP on efficiency of primary and secondary schools in Enugu State is presented in this sub-section. The presentation is based on the decision rule stated below.

Decision Rule

If Mean ≥ 3.5 , respondents are in agreement

If Mean < 3.5 and ≥ 2.5 , respondents are undecided

If Mean < 2.5 , respondents are not in agreement

Table: 4 Strategies for Supervisory Control Measures

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	Std. Dev.
Using electronic academic records in schools by supervisors from both government and voluntary agency schools for evaluation for effective services delivery	301 (53.7)	221 (39.4)	19 (3.4)	7 (1.2)	13 (2.3)	4.41	0.81
Training of instructional supervisors electronic resources to organize Ministry of Education programmes for supervisors from government and voluntary agency schools to enhance learning	281 (50.1)	213 (38.0)	27 (4.8)	33 (5.9)	7 (1.2)	4.30	0.90
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Conferences and seminars should be jointly organized for teachers by voluntary agencies and government official of ministry of education to enhance teaching practice	301 (53.7)	177 (31.6)	30 (5.3)	40 (7.1)	13 (2.3)	4.27	1.01

Key: The figures in brackets are the percentages

AS = strongly agree A= agree U = undecided D= Disagree SD Strongly disagree

Table 5: Mean Response on Strategies for Supervisory Control Measures based on School

Statement	Schools under partnership (n = 316)		Schools not under partnership (n = 245)		ANOVA	
	Mean	Std. Dev.	Mean	Std. Dev.	F	Sig.
Using electronic academic records in schools by supervisors from both government and voluntary agency schools for evaluation for effective services delivery	4.47	0.75	4.32	0.88	4.854	0.028
Training of instructional supervisors electronic resources to organize Ministry of Education programmes for supervisors from government and voluntary agency schools to enhance learning	4.44	0.80	4.11	0.98	18.643	0.000
Encouraging Government officials and voluntary agencies to use online resources for instructional supervision to make teachers efficient	4.35	0.80	3.93	1.05	28.546	0.000
The government should bear funding e-instructional supervision in both schools for effective teaching	4.23	0.99	4.00	1.05	7.388	0.007
Annual comparison of e-supervisory records obtained from both government and voluntary agency schools by a joint team from both schools to promote learning	4.34	0.83	4.02	0.99	17.217	0.000
Drafting online Time-table that will connect different supervisors in Government and voluntary agency schools for efficiency in school	4.16	0.98	3.86	1.05	11.590	0.001
Regular pre and post-supervisory online meetings that will be organized by the Ministry of Education between post-primary and school management board, voluntary agency officials and ESUBEB for effective management of schools	4.32	0.82	3.97	0.98	20.538	0.000
Promoting electronic supervision by voluntary agencies and the government to ensure regular teachers' attendance.	4.41	0.83	3.90	1.24	34.848	0.000
Conferences and seminars should be jointly organized for teachers by voluntary agencies and government official of ministry of education to enhance teaching practice	4.37	0.96	4.14	1.06	7.127	0.008

Category

Statement	Schools under partnership (n = 316)		Schools not under partnership (n = 245)		ANOVA	
	Mean	Std. Dev.	Mean	Std. Dev.	F	Sig.
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Conferences and seminars should be jointly organized for teachers by voluntary agencies and government official of ministry of education to enhance teaching practice	4.37	0.96	4.14	1.06	7.127	0.008

Test of Hypothesis

There is no significant difference (0.05) between the mean ratings of the influence of supervision on efficiency in primary and secondary schools in Enugu State

Table 6: T-Test Result for Hypothesis

Category	N	Mean	Std. Dev.	Std. Mean	Error t-value	Sig. (2-tailed)
Schools under partnership	316	4.3432	0.60417	0.03399	5.351	0.000
Schools not under partnership	245	4.0290	0.78642	0.05024		

The result presented in Table 6 shows that the mean ratings of influence of supervision on efficiency in schools under partnership is 4.34 while that of those not under partnership is 4.02. With the t-calculated value of 5.351 > t-critical of 1.960 and the significance value of 0.000 < 0.05, this observed difference is significant. Hence, the null hypothesis is rejected. There is significant difference (0.05) between the mean ratings of the influence of supervision on efficiency in primary and secondary schools in Enugu State.

Discussion of Findings

The result of the research question shows that the influence of digital influence of supervision on efficiency in schools under partnership is 4.34 while that of those not under partnership is 4.02 with the t-calculated value of 5.351 > t-critical of 1.960 and the significant value of 0.000 < 0.05, this observed difference is significant. Hence the null hypothesis is rejected. There is significant difference (0.05) between the means ratings of the influence of digital supervision on efficiency in primary and secondary schools in Enugu state.

As can see in the table 4 it is the determination of sampled respondents that using electronic academic records in school by supervisors from both government and voluntary agency schools for evaluation for effective services delivery ($\bar{x}$ = 4.41) training of instructional supervisors electronic resources to organize ministry of education programmes for supervisors from government and voluntary agency school to enhance leaning ($\bar{x}$ = 4.30) encouraging government officials and voluntary agencies to use online resources for instrumental supervision to make teachers efficient ($\bar{x}$ = 4.17)

supervision in both schools for efficient teaching ($\bar{x} = 4.13$). the respondent also agreed that there should be annual comparison of e-supervisory records obtained from both government and voluntary schools by a joint team from both school to promote learning ($\bar{x} = 4.20$) drafting online timetable that will connect different supervisors in government and voluntary agency schools for efficiency in school ($\bar{x} = 4.03$) regular pre and post supervisory online meetings that will be organized by the ministry of education between post primary and school management board, voluntary agency officials and ESUBEB for effective management of schools ($\bar{x} = 4.17$) promoting electronic supervision by voluntary agencies and the government to ensure regular teachers attendance ($\bar{x} = 4.19$) conference and seminars should be jointly organized for teachers by voluntary agencies and government official of ministry agencies and government officials of ministry of education to enhance teaching practice ($\bar{x} = 4.27$) these are in agreement with kwaghbo (2018) Hassan et al (2020) and OECD (2023).

Further analysis is carried out to determine if there is a variation in the respondents responses based on the categories of their respective schools. Table 5 captures the mean responses of the schools that are under partnership those not under partnership, and the f-value indicating if a variation exist in opinions. the table 5 reveals that respondent under partnership are more inclined towards better strategies of supervisory control measures in ensuring the efficiency in their schools such as providing quality training provision of digital tools and infrastructure and funds management than the schools under the partnership have higher mean score than those not under partnership and the difference are significant (p-value (0.05)

Digital supervision plays vital role in ensuring that policies, plan and set goals are strictly adhered to and achieved. Digital supervision plays activities through PPP enhances efficiency of primary and secondary schools in Enugu state to ensure the objectiveness of digital supervision on efficiency of schools, various strategies of supervisory control measures are implemented. these strategies include draft long online timetable that will connect different supervisors in government and voluntary agency schools, having pre and post online meetings encouraging use of online resources for instrumental supervision using electronic academic records in schools by supervisors in government and voluntary agency school ensuring that both government and voluntary agencies are undertake digital in structural supervision and finding by government on instructional supervision in schools this is in line with (Oguguo et al, 2023).

There should be the practice of annual comparison of supervisory records by a joint team to promote learning promoting electronics supervision try both schools to ensure regular teachers attendance. Conference and seminars should be jointly organized for teachers by voluntary agencies and government officials of ministry of education to enhance teaching practice. These are in accordance with the findings of the study of the Nwite and Onele (2018) which revealed that regular and lack of proper digital supervision was the bane of government owned secondary schools which in turn affected their efficiency hence from the result the schools under PPP are better in digital supervision because of the commitment of the managing partners, discipline work ethics and return on investment.

Conclusions

The result from the findings shows that irregular and lack of digital supervision was the bane of government owned primary and secondary school which in turn affected their efficiency unlike schools under partnership. Conclusively teachers should be open to supervisors through digitalization from both government and voluntary agency schools for education for effective service delivery.

Recommendations

- Digital supervisory measure must be put in place, implemented, well monitored and activities of the teachers checked by all educational stakeholders.
- There should be the practice of annual comparison of digital supervisory records by the joint team of government and voluntary agencies official to promote bearing.

- Properly drawn out time-table on inter-supervisory visits, conducting regular pre and post supervisory meeting between various educational stakeholders, this will bring about qualitative education.

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RELATIONSHIP BETWEEN SECURITY MEASURES AND MANAGEMENT OF TERTIARY INSTITUTIONS IN NIGER STATE, NIGERIA



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Abstract

This empirical paper is on relationship between security measures and management of tertiary institutions in Niger state, Nigeria. The research emphasizes on how the human security measures and physical security measures can be fully applied in the tertiary education system to enhance effective management. Two objectives and two research questions were answered, including the testing of two hypotheses at 0.05 level of significance. A descriptive survey research designed was used. The population of this study is 1, 687 representing 725 academic staff and 962 non – academic staff in two (2) tertiary institutions in Niger state, Nigeria. The sample size is 166 representing 10% of the 725 academic staff and 962 non – academic staff. The simple random sampling procedure was adopted in determining the sample size. A questionnaire: Relationship between Security Measures and Management of Tertiary Institutions (QRSMMTI) was used for data collection. Data were analyzed using descriptive statistics. Hypotheses were tested using Pearson Product Moment Co-efficient Correlation (PPMCC) statistical tool. The finding reveals that there is a strong relationship between human security measures and physical security measures in the effective management of tertiary institutions in Niger state. This paper provides recommendation for the provision of well-trained security personnel and sufficient physical security measures for the enhancement of effective security management of tertiary institutions in Niger state, Nigeria.

Keywords: Security Measures, Education, Management and Tertiary Institutions

Introduction

Education in general and tertiary education in particular in every society is obviously known to be an indispensable tool for nations' economic growth and development. It is a common knowledge that in the world over, tertiary education is an enterprise that produces and distributes public good, which is knowledge (Olatunji 2018). As asserted by Phaneuf (2006) and Ayo (2013), the production of knowledge by tertiary institutions has always focused on teaching, learning and research, hence, it is believed that tertiary education is a major investment requiring a huge amount of financial resources, thus funds allocated to tertiary education are said to be long term investments of immense benefits both to the individual and to the society.

In Nigeria institutions are established by both the Federal and States government. Tertiary education in Nigeria is an education that is acquired after the completion of secondary education Olatunji (2018). According to Imo, Egbe and Terfa (2024), tertiary education encompasses all post secondary school learning in a range of settings including work places, universities, colleges of education, polytechnics/monotechnics and innovative enterprise institutions. Tertiary education produces values that help individuals benefit themselves and contribute meaningfully to the development of the society in various fields of profession. The Federal Government of Nigeria in its National Policy of Education (2013) hopes that these values can be better inculcated through a well-designed national system of tertiary education whose broad objectives were stated as follows:

- i) the inculcation of national consciousness and national unity;
- ii) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian Society;

- iii) the training of the mind in the understanding of the world around; and
- iv) the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of this society.

The tertiary education system is composed of both human and material resources. The human resources are the academic and non – academic staff, students, and other stakeholders that are directly or indirectly connected with the school. The connection depends on the nature of services rendered to the system. The material resources involve facilities such as school building, records, including money as well as programmes in school. These resources are expected to be protected from threat, harm and danger for the assurance of their longevity and performance of the system. According to Lombaard and Kole (2008), security measures assess the vulnerability of risk and to introduce techniques and measures at schools, in order to create a stable, fairly predictable environment in which individuals may move freely. Security measures are approaches that can be adopted to protect and manage school violence, reduce security risks, and ensure that the school environment is safe for learning (Laura, 2014). These measures are functional and operational methods that make schools free from crimes, threats and risks. It enhances the conduciveness of school to make teaching and learning process more effective. The advocates of school security measures suggest that these measures may not only reduce crime and disorder but also reduce student fear by sending a message that the school takes violence seriously and is actively doing something to curtail it Phaneuf, (2006), Iwuamadi & Akuakanwa,(2024). School security measures work for good especially when the measures are well-thought out and are responsive to threats and risks emanating from within or outside the system. For schools to be secured, the security measures should embrace the following: human security measures, physical security measures, policy security measures and technological security measures.

Human security measures are a means of controlling and safeguarding a place. Humans are functional and fundamental resources in security policy agenda and implementation. The human factor in security system determines what decision should be made, how and the nature of action to be taken. One of the significant security functions of human being is patrolling. This is when individuals (guards and security officers) move around the premises inspecting and observing the activities taking place and the locations where incidents can occur on the premises in order to identify any risks (Jaarsveld, 2011). Human security measures also involve training academic, non – academic staff as well as students in security issues to enhance their security consciousness for appropriate reactions to threats in schools. According to Jaarsveld (2011), if an alarm is triggered at a school, a policeman or security guard will have to respond to the alarm in order for the technological aid to work effectively and for the intruder to be apprehended. Some of the human components in security could include guards, community and/or parental participation, school personnel, security officers, private security company personnel on contract who might also offer a rapid armed response service or police officers. However, in tertiary institutions in Niger state, human element in security systems is often either overlooked or neglected completely. This may be to save cost or to run away from the inherent dangers associated with using human factor in security systems. These reasons are considered feeble because human element in security system is not negotiable.

Physical security measures are those barriers put in place to prevent access to a property or a facility. According to Lombaard and Kole (2008) and Herbert (2024), the purposes of physical security measures are to (i) deter an intruder from entering the premises (ii) detect the attempted entry or presence if an intruder succeeds in penetrating (i.e getting through) the physical security barrier or measure in place (iii) limit the harm that can be done if an intruder manages to gain entry without being detected and (iv) detain the intruder by using silent alarm or alerting a security patrol (to respond). Some of the physical security measures that can be adopted are the use of fence, locks and keys, safe and strong roof, burglar proof, electronic equipment (e.g CCTV system, metal detectors, x-ray machines, card reader systems and alarm) and communication system (radio, telephone, intercom systems). These security gadgets should be strategically fixed in places where the school management can easily use them to control and monitor people so as to prevent intruders from having access to such places. The use of physical security measures in the tertiary education system will help to monitor and

prevent the illegal access of people into school including hoodlums and terrorists. Schools should be fenced and protected gates mounted where necessary to deter easy access to schools. After school day or closing period, classrooms and offices should be locked and burglar proof provided in places considered essential for the prevention of intruders. Although, these physical security measures are costly, they are essential for the security of schools to promote safety. The P.T.A and community members gradually provide some of these facilities to safeguard schools and prevent insurgents from easily gaining access to schools for attacks. Equally, security lights should be provided for effective monitoring of schools especially at nights. In tertiary institutions in Niger state, the physical elements of the security system are not fully acquired and put in place. Most classes and offices may not be properly under lock and key. The fences of the institutions may not be managed and maintained which may leads to collapse of some school fence. These may limit the security personnel in the school system to give adequate and needed security protection to the school facilities. It is against this background information that this empirical paper examines relationship between security measures and management of tertiary institutions in Niger state, Nigeria.

Research Questions

The following research questions were formulated to guide the study:

1. How does human security measure relate to effective management of tertiary institutions in Niger state, Nigeria?
2. How does physical security measure relate to effective management of tertiary institutions in Niger state, Nigeria?

Purpose of the Study

The main aim of this research work is to examine relationship between security measures and management of tertiary institutions in Niger state, Nigeria. The specific objectives of the study are to:

1. Determine how human security measure relate to effective management of tertiary institutions in Niger state, Nigeria
2. Examine how physical security measure relate to effective management of tertiary institutions in Niger state, Nigeria

Hypothesis

Based on the objectives of the study and the stated research questions, two hypotheses were constructed to help address the research problem:

HO1: There is no significant relationship between human security measure and effective management of tertiary institutions in Niger state, Nigeria

HO2: There is no significant relationship between physical security measure and effective management of tertiary institutions in Niger state, Nigeria

Methodology

The study adopted a descriptive survey research design to examine relationship between security measures and management of tertiary institutions in Niger state, Nigeria. A Population of 1,114 representing 485 academic staff and 629 non – academic staff in two (2) tertiary institutions in Niger state, Nigeria was used. Simple random sampling procedure was adopted in determining the sample. The sample size is 109 representing 10% of the 485 academic staff and 629 non – academic staff of tertiary institutions in Niger state at a 5% (0.05) level of significance. The level of significance indicates the confidence the researcher has on the sample that the subjects drawn, has all the characteristics of the population. This means that we are 95% confident that the sample members have all the essential characteristics of the population.

A 10 – item researchers made questionnaire with four- point modified Likert rating scale of strongly agreed (SA), Agreed (A) and Disagreed (D) strongly disagreed (SD) was used to collect data from the

respondents. The instrument yielded a reliability co –efficient of 0.78 which was derived by administering the questionnaire to the respondents using split half reliability test method.

The instrument was personally administered to the academic and non – academic staff. Descriptive statistics of mean and standard deviation were used to answer the research questions. Pearson Product Moment Co-efficient Co-relationship (PPMCC) statistical tool was used to test the null hypotheses at 0.05 level of significance.

Results

The results of the findings are presented in tables 1 and 2.

The data collated from research question one was analyzed in the table below using descriptive statistics (Mean Ratings and Standard Deviation).

Table 1: Mean Ratings and Standard Deviation of Respondents on how human security measure relate to effective management of tertiary institutions in Niger state, Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
1.	The use of trained security personnel aids the human security measures in an environment	54	36	10	9	3.35	0.68	Agree
2.	The use of trained security personnel aids the physical security measures in an environment	64	26	9	10	3.44	0.57	Agree
3.	The use of trained security personnel aids the technological security measures in an environment	59	31	11	8	3.37	0.68	Agree
4.	The use of trained security personnel aids the security consciousness in an office environment	54	41	10	4	3.33	0.69	Agree
5.	The use of trained security personnel reduces the security threat in an office environment	59	41	4	5	3.23	0.79	Agree
Cluster Mean						3.34		Agree

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
1	The use of trained security personnel aids the human security measures in an environment	54	36	10	9	3.35	0.68	Agree
2	The use of trained security personnel aids the physical security measures in an environment	64	26	9	10	3.44	0.57	Agree
3	The use of trained security personnel aids the technological security measures in an environment	59	31	11	8	3.37	0.68	Agree
4	The use of trained security personnel aids the security consciousness in an office environment	54	41	10	4	3.33	0.69	Agree
5	The use of trained security personnel reduces the security threat in an office environment	59	41	4	5	3.23	0.79	Agree
Cluster Mean						3.34		Agree

Source: Field Study 2025

Table 1 shows that items 1-5 had mean scores of 3.35, 3.44, 3.37, 3.33 and 3.23 with corresponding standard deviations of 0.68, 0.57, 0.68, 0.69 and 0.79 respectively. Based on the criteria for decision making, it means that all the items were rated above the cut-off point of 2.50. The cluster mean of 3.34 was also above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that human security measure relates to effective management of tertiary institutions in Niger state, Nigeria.

The data collated from research question two was analyzed in the table below using descriptive statistics (Mean Ratings and Standard Deviation).

Table 2: Mean Ratings and Standard Deviation of Respondents on how physical security measure relate to effective management of tertiary institutions in Niger state, Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
6.	The use of close circuit television aid the human security measures in an environment	51	49	5	4	3.55	0.62	Strongly Agree
7.	The use of surveillance cameras aids the physical security measures in an environment	49	46	4	10	3.40	0.66	Agree
8.	The use of surveillance cameras aids the security consciousness in an office environment	55	35	8	11	3.37	0.71	Agree
9.	The use of close circuit television aids the security consciousness in an office environment	60	30	10	9	3.43	0.64	Agree
10.	The use of computers and its facilities aids the physical security measures in an environment	50	40	9	10	3.64	0.57	Strongly Agree
Cluster Mean						3.48		Agree

Source: Field Study 2025

Table 2 shows that items 6-10 had mean scores of 3.55, 3.40, 3.37, 3.43 and 3.64 with corresponding standard deviations of 0.62, 0.66, 0.71, 0.64 and 0.57 respectively. Based on the criteria for decision making, it means that all the items were rated above the cut-off point of 2.50. The cluster mean of 3.48 was also above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that physical security measure relates to effective management of tertiary institutions in Niger state, Nigeria

Test of Hypothesis

In order to test the two hypotheses of this study, the Pearson Product Moment Correlation Co-efficient was used to test the options of respondents at 0.05 level of significance and the results are presented on Tables 3 and 4.

Test of Null Hypothesis 1

H01: There is no significant relationship between human security measure and effective management of tertiary institutions in Niger state, Nigeria. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 3.

Table 3:

Summary of Correlation analysis of the relationship between human security measure and effective management of tertiary institutions in Niger state, Nigeria

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum Y^2}{\sum Y^2}$	$\sum XY$	r-cal
Human Security Measure	54	22031	18429	0.364*
Effective Management of Public Universities	36	19442		

* $p < .05$; d f= 430; critical – $r = 0.098$

The results presented in Table 3, revealed that the calculated r-value of 0.364 is greater than the critical r-value of 0.098 at .05 level of significance and 158 degrees of freedom. With this result, the null hypothesis is rejected implying that; there is a significant relationship between human security measure and effective management of tertiary institutions in Niger state, Nigeria. However, there was a weak positive relationship ($r=0.364$) between the variables which were statistically significant in explaining security measures.

Test of Null Hypothesis 2

H02: There is no significant relationship between physical security measure and effective management of tertiary institutions in Niger state, Nigeria. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 4.

Table 4

Summary of Correlation analysis of the relationship between physical security measure and effective management of tertiary institutions in Niger state, Nigeria

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum Y^2}{\sum Y^2}$	$\sum XY$	r-cal
Physical Security Measure	51	22117	19827	0.624*
Effective Management of Public Universities	49	19442		

* $p < .05$; d f= 430; critical – $r = 0.098$

The results presented in Table 4, revealed that r calculated value of 0.624 is greater than the critical r-value of 0.098 at .05 level of significance and 158 degrees of freedom. As a result, the null hypothesis was rejected implying that; there is a significant relationship between physical security measure and effective management of tertiary institutions in Niger state, Nigeria. In addition, there was a moderate positive relationship ($r=0.624$) between physical security measure and effective management of tertiary institutions in Niger state, Nigeria.

Discussion of Findings

The study which sets out to examine relationship between security measures and management of tertiary institutions in Niger state, Nigeria revealed that, there is a strong relationship between human security measures and physical security measures in the effective management of tertiary institutions in Niger state. Additionally, human security measures are a means of controlling and safeguarding a place. Humans are functional and fundamental resources in security policy agenda and implementation. The human factor in security system determines what decision should be made, how and the nature of action to be taken. One of the significant security functions of human being is patrolling. This is when individuals (guards and security officers) move around the premises inspecting and observing the activities taking place and the locations where incidents can occur on the premises in order to identify

any risks. Furthermore, the physical security measures such as CCTV system, metal detectors, x-ray machines, card reader systems and alarm, etc, deter an intruder from entering the premises, detect the attempted entry or presence if an intruder succeeds in penetrating (i.e getting through) the physical security barrier or measure in place, limit the harm that can be done if an intruder manages to gain entry without being detected and detain the intruder by using silent alarm or alerting a security patrol (to respond).

Conclusion

There is indeed a significant relationship between security measures and management of tertiary institutions in Niger state, Nigeria. From the findings, human security measures are a means of controlling and safeguarding a place. Humans are functional and fundamental resources in security policy agenda and implementation. The human factor in security system determines what decision should be made, how and the nature of action to be taken. One of the significant security functions of human being is patrolling. The persistence of insecurity has been claiming precious lives of citizenry and government efforts to tackle the problem through various menial methods and approaches such as the use of police, military, vigilante and local hunters seem not to be yielding success. However, the effective use of physical security devices such as computer, internet, mobile phone, close circuit television (CCTV), surveillance cameras, social network analysis, biometry surveillance, data mining, satellite imagery, and IP devices, the satellite would definitely produce the desired results.

Recommendations

Based on the findings of the study, the following recommendations are made:

- 1) Niger state government should ensure that well trained security personnel are deployed to tertiary institutions in ensuring effective and efficient security measures in offices and environment within the tertiary institutions for the enhancement of effective security management of tertiary institutions in Niger state, Nigeria
- 2) Niger state government should ensure that internet and internet facilities in sufficient quantity and quality are provided to make room for effective and efficient security measures in offices within the tertiary institutions for the enhancement of effective security management of tertiary institutions in Niger state, Nigeria

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MORAL EDUCATION AND THE ROLE OF THE FAMILIES IN SHAPING VALUES FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

Moral education is a vital component of human development, playing a crucial role in shaping individuals and societies. Families, as the primary social unit, bear significant responsibility for inculcating values that contribute to sustainable national development. This paper examined the significance of moral education, the role of families in transmitting values, and the collective impact of these elements on fostering sustainable national development. The study also explored the challenges inherent in moral education and suggests strategies for reinforcing family-based value education. By highlighting the interconnectedness of moral education, family values, and national development, this research aimed to contribute to the development of a more holistic and sustainable approach to education and national development.

Keywords: Moral education, family values, sustainable national development, value transmission, education and development.

Introduction

Sustainable development is deeply rooted in the effectiveness of a nation's education system. A well-structured education system empowers learners with essential skills, competencies, and moral values, enabling them to drive positive change within themselves and their communities. Moral education plays a vital role in this process, as it cultivates individuals' ability to distinguish right from wrong, make informed decisions, and contribute positively to society.

As emphasized by UNESCO (2019), moral education is crucial for fostering a culture of peace, tolerance, and mutual respect – essential components of sustainable development. However, recent years have seen growing concerns about moral decay and erosion of values in many societies. Factors contributing to this decline include the increasing influence of social media, breakdown of traditional family structures, and diminishing role of religion in shaping moral values (Hersh, 2020). In light of these challenges, it is imperative to reassess the role of moral education in promoting sustainable national development. This examination should encompass the significance of moral education, the role of families in transmitting values, and how these elements collectively contribute to sustainable national development.

Concept of Moral Education

Education is a vital means of societal survival and perfection, supporting the acquisition of relevant knowledge and skills for functional living (UNESCO, 2019). As a formal activity, education

translates societal yearnings into reality. Nigeria's national philosophy, as outlined in the National Policy of Education (2004), aims to build:

1. A free and democratic society
2. A just and equitable society
3. A united, strong, and self-reliant nation
4. A land of bright and full opportunities for all citizens

Moral education is integral to these objectives, reflecting the broader goals of education (Kristjánsson, 2021). Moral education encompasses teaching and developing critical awareness and appreciation of societal values, leading to the acquisition of ethics for stable living together (Nucci, 2017). It emphasizes respect for knowledge, truth, and rational thinking (Halstead, 2018).

Moral education can be conceived as a vital component of human development, focusing on instilling values, principles, and behaviors that promote peaceful coexistence, social justice, and national development (Park, 2020). The term "moral" originates from the Latin word "mores," meaning behavior, while "education" comes from "educere," meaning leading out or bringing out. Therefore, moral education guides individuals to recognize and adopt good behavior, suppressing immoral tendencies (Triandis, 2018).

According to recent studies, moral education encompasses the teaching of virtues such as honesty, respect, responsibility, and empathy (Kristjánsson, 2021; Nucci, 2017). These values are essential for promoting ethical decision-making, social harmony, and civic responsibility. Moral education can be imparted formally through schools, or informally through families, religious institutions, and community engagements (Halstead, 2018).

The family plays a critical role in moral education, serving as the primary social unit where children learn values and principles (Park, 2020). Parents and guardians model ethical behavior, teach right from wrong, and set rules and expectations, laying the foundation for a child's character and moral development. Research highlights the significance of parental involvement in moral education, including:

1. **Modeling behavior:** Children learn from observing their parents' actions and attitudes (Bandura, 2019).
2. **Providing guidance:** Setting boundaries and correcting wrong actions help children understand consequences (Hoffman, 2018).
3. **Instilling cultural values:** Families use traditions and cultural norms to reinforce ethical behavior (Triandis, 2018).
4. **Encouraging civic responsibility:** Families teach children about responsibility, accountability, and national pride (Flanagan, 2020).

In today's rapidly changing world, moral education faces challenges such as digital media influence, peer pressure, and weakened family structures (Livingstone, 2022). Strengthening the role of families in moral education is crucial for creating ethical citizens who contribute to national development.

Recent studies emphasize the importance of moral education in promoting:

1. **Ethical leadership:** Moral education fosters responsible leadership and decision-making (Bass, 2020).
2. **Social cohesion:** Moral education promotes social harmony, peace, and respect for human dignity (Putnam, 2020).
3. **National stability:** Moral education reduces corruption and promotes national development (Rose-Ackerman, 2022).

Family Values

Values are basic and fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for conduct (Mintz,

2018). Thus, a value is an expression of worth. It specifies what a person desires and cherishes. Family values, therefore, represents the fundamental principles that guide behavior, decision-making, and interactions within families and society (Haidt, 2019). These values represent cherished desires, expectations, and moral standards that families uphold and transmit to their members (Mintz, 2020). Family values encompass various aspects, including:

1. **Social values:** Emphasizing peace, justice, freedom, and community involvement (Putnam, 2020). Examples include respect, courtesy, volunteering, and teamwork.
2. **Political values:** Shaping governance, authority structures, and civic engagement (Dahl, 2019). Examples include patriotism, fairness, and adherence to laws.
3. **Religious values:** Guiding personal and interpersonal behavior based on faith (Bloom, 2019). Examples include compassion, love, and non-violence.
4. **Work values:** Influencing work ethic, finance, and personal responsibility (Lips-Wiersma & Wright, 2019). Examples include hard work, teamwork, and financial responsibility.
5. **Moral values:** Informing right and wrong, honesty, and personal responsibility (Kristjánsson, 2021). Examples include courage, patience, and integrity.
6. **Recreational values:** Fostering family bonding, leisure, and personal growth (Larson & Walker, 2020). Examples include family activities, playtime, and vacation.

Instilling these values in children and family members is crucial for promoting a peaceful and harmonious society (Park, 2020). By emphasizing values like acceptance, care, charity, and responsibility, families can shape the next generation's character and contribute to the greater good (Nucci, 2017).

The Role of Families in Moral Education

Families are the first and most influential agents of moral education. Parents and guardians shape children's ethical perspectives through direct teaching, role modeling, and reinforcement of values. Key ways in which families contribute to moral education include:

Parents as Primary Educators

- Parents introduce children to basic moral concepts, such as honesty, kindness, and respect.
- Children learn through observation; thus, parents' behavior significantly influences their moral development.

Cultural and Religious Influences

- Families instill cultural values and religious principles that shape children's moral compass.
- Religious teachings often emphasize virtues like honesty, compassion, and justice, reinforcing moral behavior.

Parenting Styles and Moral Development

Different parenting styles affect how children internalize values:

- Authoritative parenting fosters discipline and responsibility.
- Permissive parenting may lead to moral ambiguity.
- Neglectful parenting can result in a lack of ethical guidance.

Challenges in Family-Based Moral Education

- Influence of social media and technology.
- Exposure to negative peer influences.
- Economic pressures limiting parental involvement.

Core Values for Sustainable National Development

To achieve sustainable development, families must instill the following core values in children:

- **Honesty and Integrity:** Essential for building trust in governance and business.
- **Respect and Tolerance:** Promotes social cohesion and peace.
- **Hard Work and Discipline:** Encourages productivity and economic growth.
- **Responsibility and Accountability:** Ensures good leadership and governance.
- **Patriotism and Civic Duty:** Strengthens national identity and unity.

Understanding National Development

National development is a multifaceted concept that encompasses various aspects of society, including economic, social, cultural, and technological growth (Abari, 2019). It involves a steady and systematic process of transformation, leading to improved human comfort and satisfaction (Uriah & Wosu, 2012). Development prioritizes people's well-being, focusing on capacity building, self-sustenance, and self-fulfillment (Abari, 2019).

According to the Society for International Development (2021), development is "a process that creates growth, progress, positive change, or the addition of physical, economic, environmental, social, and demographic components." This definition highlights the comprehensive nature of development, which goes beyond economic growth to include social and environmental aspects.

Key aspects of national development include:

1. **Planned national economy:** A well-planned economy is essential for sustainable development, as it enables the efficient allocation of resources and promotes economic growth (Bawa, 2019).
2. **Agricultural growth through modern technology:** The application of modern technology in agriculture can increase productivity, improve food security, and enhance rural development (Ogen, 2018).
3. **Industrial development:** Industrialization is a crucial driver of economic growth and development, as it creates employment opportunities, increases productivity, and promotes technological advancement (Akinbode, 2019).
4. **Human resource development:** Investing in human capital is essential for national development, as it enhances productivity, promotes innovation, and improves competitiveness (Okojie, 2019).
5. **Application of science and technology:** The application of science and technology can drive development by improving productivity, enhancing efficiency, and promoting innovation (Adeyemi, 2018).
6. **Provision of facilities for disadvantaged populations:** Ensuring access to basic facilities, such as healthcare, education, and infrastructure, is essential for promoting social justice and reducing poverty (Bawa, 2019).

The United Nations Organization (1971) outlined determinants for national development, including:

1. **Equal living standards:** Ensuring equal access to resources and opportunities is essential for promoting social justice and reducing poverty (UNO, 1971).
2. **Fair distribution of income and capital:** Equitable distribution of resources is crucial for promoting economic growth and reducing inequality (Sarma, 2018).
3. **Expanded education, health, and social welfare:** Investing in human capital is essential for promoting development and improving well-being (Okojie, 2019).
4. **Environmental preservation:** Protecting the environment is crucial for promoting sustainable development and ensuring the well-being of future generations (Akpan, 2020).

Factors influencing national development include:

1. **Economic factors:** Economic stability, investment, and trade are essential for promoting development (Sarma, 2018).
2. **Political factors:** Good governance, stability, and effective institutions are crucial for promoting development (Abari, 2019).
3. **Social factors:** Social cohesion, cultural values, and demographic changes can influence development (Sarma, 2018).
4. **Demographic factors:** Population growth, structure, and distribution can impact development (Ogen, 2018).

5. **Socio-cultural factors:** Cultural values, social norms, and traditions can shape development outcomes (Akpan, 2020).
6. **Modernization:** Embracing modernization and technological advancement can drive development (Adeyemi, 2018).
7. **Psychological factors:** Attitudes, perceptions, and motivations can influence development outcomes (Sarma, 2018).

In conclusion, national development is a complex and multifaceted concept that requires a comprehensive approach. Addressing the various determinants and factors influencing development can promote sustainable growth, improve well-being, and enhance the quality of life for citizens.

Moral Education and Its Impact on National Development

Moral education contributes to national development in several ways:

- **Ethical Leadership:** Leaders with strong moral values promote transparency and good governance.
- **Reduced Corruption:** Societies with high moral standards experience lower levels of corruption and crime.
- **Social Stability:** Moral education fosters mutual respect and peaceful coexistence.
- **Economic Growth:** A morally upright workforce enhances productivity and innovation.

Strategies for Strengthening Moral Education in Families

To reinforce moral education within families, the following strategies should be adopted:

- **Parental Involvement:** Encouraging active participation in children's moral development.
- **Educational Support:** Schools should collaborate with parents to reinforce ethical learning.
- **Media Regulation:** Limiting exposure to harmful content and promoting positive role models.
- **Community Engagement:** Strengthening family values through religious and cultural programs.
- **Government Policies:** Implementing family-friendly policies that support parental involvement in education.

Conclusion and Recommendations

Moral education is a cornerstone of sustainable national development. Families play an indispensable role in shaping values that foster ethical leadership, social harmony, and economic prosperity. To ensure a morally upright society, parents, educators, policymakers, and religious institutions must collaborate to instill strong moral foundations in future generations. Strengthening family-based moral education will lead to a more responsible, disciplined, and progressive society, ultimately contributing to sustainable national development.

Recommendations

1. Parents should actively engage in moral education at home by demonstrating and reinforcing ethical behaviors.
2. Schools should incorporate moral education into curricula to complement family teachings.
3. Government and religious institutions should provide support programs to enhance family-based moral instruction.
4. Media platforms should promote positive moral values to counteract negative influences on young minds.
5. Need for collaboration between families, educators, policymakers, and community leaders to promote moral education and support family-based initiatives.
6. Need to integrate diverse cultural, religious, and philosophical perspectives into moral education curricula to promote cross-cultural understanding and empathy.

7. Need to provide teachers with training on culturally responsive teaching practices, enabling them to effectively adapt moral education to diverse cultural contexts.
8. Need to develop comprehensive National Moral Education Frameworks, as well as outlining clear objectives, standards, and guidelines for implementation.
9. Need to incorporate moral education into national curricula, ensuring that it is taught in schools and aligned with broader educational goals.
10. Allocation of sufficient funding and resources to support moral education initiatives, including teacher training, curriculum development, and community engagement.

By fostering a culture of integrity and ethical responsibility, families can lay the foundation for a prosperous and sustainable nation.

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ETHICAL STANDARDS IN SCHOOL SUPERVISION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA



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Abstract

This work assesses Ethical Standards in School Supervision for Sustainable National Development in Nigeria. Supervision is the process of helping, guiding, advising and stimulating growth in subordinates in order to improve on the quality of his work. The Scope of School Supervision was examined; the purpose, importance, key ethical standards and unethical practices to avoid were considered. In addition, the consequences of unethical behavior in supervision was looked into and the ways of promoting ethical conduct. Lastly school supervision standard was examined including key areas covered by supervision standards in supervision. It was concluded that Schools where unethical practices in schools cannot produce disciplined and quality graduates. This reduces the value of our school products, based on the standard by which we judge human behavior. In other words, moral rules, promoting those things thought of as good and minimizing or avoiding those things thought as bad learnt at early age at home and school. It was recommended among others that School supervisors should create a positive and productive learning environment where all individuals are treated with respect and dignity.

Keyword: Ethical Standards, School Supervision, Sustainable National Development

Introduction

Educational system as an investment lies in its capability to continuously serve its targeted beneficiaries (students, teachers, parents, employers of labor and the society at large) and consistently remain relevant. Educational stakeholders are saddled with the responsibility of managing the educational system with the challenge of making schools as good as expected through supervision with professional ethics. School supervision is an indispensable variable in the teaching learning process which has brought about ethical standards in the teaching profession in the world general and Nigeria in particular. The history of supervision for improving educational programmes which helps teachers to achieve both qualitative and quantitative instructional delivery could easily be deduced that supervision is life wire of any educational system. Igbo, (2002) looked at supervision as the process of helping, guiding, advising and stimulating growth in subordinates in order to improve on the quality of his work. Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction with fairness (Ethics) for a better future. Ethical standards in school supervision emphasize the principle of fairness, respect, and confidentiality, ensuring a supportive and

professional environment for supervisor, educators and students for a conducive teaching/ learning environment. This paper exposes you to the nitty gritties of ethical standards in school supervision for Sustainable National Development in Nigeria.

Concept Clarification

What are Ethical Standards?

Ethics is derived from the Greek word —ethos, meaning the science of morality that regulates human conduct. Ethics, though ancient in its origin, has in recent time and clime become a novel and compelling topic, both in its theoretical and practical engagements. Globally, issues of ethics are legion (Shambe, 2017). Implementation of ethical values could be seen as moral principles and practices that govern a person's behavior or the person's way of conducting an activity. It is the branch of knowledge that deals with moral principles affecting how people make decisions and live their lives.

Ethical standards are guidelines that promote good behavior and positive image for individual and organizations. Ethical standards encompass principles like fairness, kindness, integrity, honesty, respect, responsibility and trustworthiness. These standards help individuals and organizations make sound judgments and decisions in various situations. These standards guide supervisors in their interactions with teachers and students, ensuring a positive and productive learning environment. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. They include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Nevertheless, unethical behaviors occur when decisions enable an individual or organization to gain at the expense of the larger society (Wuese, 2023). Unethical behaviors can include issues like favoritism, unfair assessment practices, and exploitation of students. Unethical issues relates to issues concerning rape, indiscipline, dishonesty, gangsterism, staff criticism, gossip, sexual harassment and molestation related to abuse of office, plagiarism, drug abuse, cultism, intimidation, bribery and corruption, embezzlement of funds, greed, stealing, murder, assault, slander, fraud, examination malpractices and any kind of malpractice of sort, kidnapping, among others (TRCN, 2013).

Ethical problems have forced various governments in Nigeria since the 1976 administration to introduce one form of legislation or the other to curb this monster. Since, 1997 and up to date, Nigeria had consistently been listed as one of the corrupt countries in the world by Transparency International. In its 2001 annual corruption index released by Transparency International (TI), Nigeria was second to the Asian country of Bangladesh (Iorbee, 2021). Other factors as highlighted in the study include: lack of facilities, gender, age, marital status with its responsibility, inability to cope with stress, employment status, nature of employment, income level, lack of morals and education status distribution, work experience and commitment to organization. These unethical practices have great consequences on school supervision for sustainable national development in Nigeria. This could lead to lack of attractiveness of investment opportunities to foreign investor especially in education sectors in Nigerian and the world at large. On the other hand, the cost of attracting foreign investment will become higher in Nigeria vis-à-vis other parts of the world. That is why in most public organization and professions in Nigeria there is code of conduct which are ethical principles that guides people's actions, behavior and their relationships with other people and their job. Failure to maintain good work ethics in schools, it has great consequences on school supervision for Sustainable National Development in Nigeria.

Importance of Ethical Standards

Ethical standards are of immense importance and can be found in the following ways:

- a. Building trust: Ethical behavior builds trust between individuals, organizations, and the public.
- b. Promoting positive relationship: Ethical standards help foster positive relationships based on respect and fairness.
- c. Ensuring accountability: Ethical standards provide a framework for holding individuals and organizations accountable for their actions.

- d. Protecting stakeholders: ethical standards help protect the rights and interests of all stakeholders, including employees, customers, and the public.

Some of the key ethical standards in school supervision are

- Honesty and integrity: Supervisors should be truthful and act with integrity in all their dealings.
- Fairness and impartiality: All individuals, including teachers and students, should be treated fairly and without bias.
- Respect for dignity and rights: Supervisors should respect the dignity and rights of all individuals, including their right to privacy and freedom from harm.
- Professional competence and responsibility: Supervisors should possess the necessary skills and knowledge to carry out their duties effectively and responsibly.
- Confidentiality: Information shared in supervision sessions should be treated confidentially.
- Avoiding conflicts of interest: Supervisors should avoid situations where their personal interest might conflict with their professional responsibility.
- Due process: Supervisors should uphold the principles of due process and protect the civil and human rights of all individuals

As school supervisors there are some Unethical practices to be avoided, these include the following as outlined by Kuna (2015) as truancy, lateness to school, cheating at examination, improper dressing, drug abuse, lying and lateness to school and lessons. At tertiary level, lecturers extortion of money from students, conduct of armchair research, sexual harassment by both lecturers and students, plagiarism, delaying unduly the marking and release of examination results, and leaking examination questions among others. These unethical conducts disturb the minds of teachers and students, which interfere with the learning of both the students and their peers (Kater, 2019). Notwithstanding, solutions to unethical behavior must focus on changing people by employing the following approaches as identified by Jingi, (2022); values related, economics, legal/judicial sanctions, religious, managerial, leadership, family, socio-cultural, educational, training and development, police/armed forces reforms, motivation, modernization, development and multi-dimensional approaches. Practice of learning and work ethics is a good determinant of qualitative education.

Promoting Ethical Conduct

To foster ethical behavior in school supervision, schools and educational institutions should

- i. Develop and implement a clear code of ethics for supervisors
- ii. Provide training and professional development on ethical leadership and unethical conduct
- iii. Regularly evaluate and monitor the ethical conduct of supervisors

By upholding high ethical standards, school supervisors can create a positive and productive learning environment where all individuals are treated with respect and dignity. School ethical behavior and standards is expected of all – be it teachers, staff, lecturers or teaching staff, non-teaching staff, students and likewise their parents and guardians.

Who is a School Supervisor?

A school supervisor could be the principal of a school, or a senior member of staff of a school checking the efficiency of work done in the school. It is also a person that is involved in an evaluative, long-term relationship between a —more senior member of a profession and —a more junior member of that same profession (Bada, 2010). The school supervisor is selected by the head office or ministry to do the work of supervision in a school be it a primary, secondary or tertiary institution (Akuta 2025). The primary responsibility of supervisors is to see that high ethical standards are maintained and that schools are run in accordance with the laid down regulations.

What is School Supervision?

Supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out. Mbahan (2010), viewed school supervision to involve the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools. School Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction (Naabo, 2012).

School supervision occupies a unique place in the entire education system. Just as the personality of each supervisor differs from the other, the supervisory strategies adopted are varied and so their effects on the educational system. The supportive and educative process of supervision is aimed toward assisting supervisees in the application of theory and techniques to their works (Association for Counselor Education and Supervision, 2003). The supervision of personnel and materials in order to ensure the set minimum standards are attained, sustained and seen to meaningful impact on Nigeria and society at large. The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. According to Atooye (2022) schools are presently supervised by two categories of people, viz: (i) internal supervisors those within the school, supervisors as principals, vice-principals and heads of departments: (ii) external supervisors those outside the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various Area or Zonal Education Offices.

Having a Quality supervisor is important because it will ensure that goods services produced in a school are of highest possible ethical standard, as well as protecting buyers from purchasing sub-standard products which will be half baked graduates (Mbahan, 2023). Quality supervision is a baseline standard in education which can be measured on a scale of reference. It is an expression of standard or a means by which a certain set standard in education can be achieved. It could easily be deduced therefore that quality in education is a totality of the combination of such indispensable variables such as quality teachers, quality instructional materials and quality infrastructure (classrooms, seats, tables, chalkboards etc.). Others include, favorable teacher/pupils ratio, favorable pupils/classroom ratio and quality instructional supervision. All these and more surely results to quality product (student) who is exposed to a balanced and result oriented education. A supervisor who is well prepared for his/ her job should not only face the challenges of supervision but the challenge of professional ethical standards to administer supervisory roles through technical and administrative service in any school set up, that is, primary, secondary or tertiary education.

Forms of School Supervision

To Egbebi and Harbau (2019) supervision of schools can take different forms which are:

1. **Full scale supervision:** This form of supervision covers all that concerns the school system. After the conduct of this form of supervision, a report is usually compiled, published and forwarded to the appropriate education agency that is responsible for the implementation of the recommendations of such report. In most cases this form of supervision lasts for days (3-5 days depending on the school size and the area to cover).
2. **Routine supervision:** This involves routine visits to schools by designated school supervisors to inspect selected aspect of the school that require urgent attention and help solve the problem on the spot. The report in this form of supervision is usually not published.
3. **Follow-up Supervision:** This form of supervision is mostly carried out after a full or routine supervision to ascertain the extent which the observations and recommendations made during a full or routine supervision have been implemented.

The Purpose of School Supervision

According to Rumum (2021), school supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction.

The effective school research identifies schooling practice and characteristics which supervisors use in doing their jobs associated with measurable improvements in student achievement and excellence among student achievement. These —effective school practices— include elements of schooling associated with ethical and clearly defined curriculum; focused classroom instruction and management, firm consistent discipline, close monitoring of student performance; and strong instructional leadership as follows:

1. To acknowledge that teachers are individuals and professionals with different needs and interests.
2. To define supervision as an art and science.
3. To consider that taken together, passion for learning and reflective practice provides modeling and the basis for individual perception and insight.
4. To maximize individual growth through reflective practice and professional dialog.
5. To provide time and support for growth and change.
6. To encourage self-initiated professional/ ethical development.
7. To develop an educational environment characterized by collaboration cooperation, and communicating yielding a supportive, non-threatening environment to foster professional growth.
8. To assert that all faculty have a professional responsibility to continually learn and improve.

Scope of School Supervision

For the purpose of educational development in Nigeria, the scope of school supervision to Eya and Leonard (2012)) include:

Instructional work: Within this scope, the designated supervisor aims at various areas of improving the existing quality of instructions given. For this the supervisor focus on method of teaching adopted for different subjects, audio-visual aids that are used, school time table, allocation of duties among teachers, students' class works and its corrections, teachers' lesson notes, diaries and scheme of work.

Co-Curricular Activities: Under this, the designated supervisor focuses on how various co-curricular activities are organized in relation to their need and importance to education. These activities include; dramatics, games and sports, school magazines, excursions, field trips, picnics, and library services

Records and register: The designated supervisor has to focus on all school records and attendance register of both staff and students by checking admission register, staff and students' attendance register, the cash book, the log book, the stock register, the movement book, and the receipt book.

The School Environment: In this, the supervisor focuses on the level of discipline among staff and students, inter-relationships between individuals, general behavior of students, plantation of trees, morale of classrooms, hygienic condition of school toilets, school beautification, and relationship between the school and host community

Management: The management of school is also an important area of concern to designated school supervisors without which all efforts of overall improvement of teaching and learning process will be jeopardized. The supervisor therefore need to focus on the cooperation of teachers and members of the host community, the ability of the head of the school to run the school, the coordination and cooperation between teachers and head teacher in organizing school programs, achievements and failures of the school, and how duties and responsibilities are rendered by heads and members of various sub-committees for different school programs.

Guidance to teachers: The work of a designated supervisor is not only to oversee but also to guide the teachers and head-teachers in their inputs in ensuring quality education. Here, the supervisor focuses on the innovation of teachers, remedial instructions, community mobilization and support and organizing seminars, conferences, workshops and in-service trainings.

Importance of School Supervision Standards

School supervision standards are of immense importance to the all stakeholders in the educational sectional sector as follows

1. **Improved teaching and learning:** Supervision helps teachers enhance their skills and improve the quality of instruction, leading to better student outcomes.
2. **Enhanced Accountability:** Standards provide a framework for holding teachers and school administrators accountable for their performance.
3. **Effective Resource Management:** Supervision ensures that resources are used effectively and efficiently to support teaching and learning.
4. **Positive school culture:** Supervision can foster a collaborative and supportive environment that promotes professional growth and student well-being.

Challenges of School Supervision in Nigeria

The challenges facing effective and successful school supervision in Nigeria as outlined by Omorobi (2020) include:

1. **Finance:** Inadequate financing of the inspectorate unit or department of ministries of education affects the performance of designated supervisors. This can be in form of non-payment of supervisory staff allowances and inadequate funding of the unit or department as a whole.
2. **Unqualified Supervisors:** Sometimes, there is a wrong assumption that all teachers are qualified supervisors. This has led to the appointment of teachers that are not professionally trained for the purpose of school supervision by using years of service as yardstick for selecting school supervisor. Although, one of the 6 criteria for supervising a school system is teaching experience, but this must be reinforced with relevant academic knowledge and training in education quality control and assurance. If this is not taken into consideration, the art of school supervision will be reduced to mere school visitation.
3. **Transportation:** The unavailability of functional vehicles at the disposal of school supervisors and poor conditions of roads in the rural parts of the country are militating factor against effective school supervision especially in the raining season. Also some areas such as the coastal areas are usually inaccessible to supervisors. These conditions therefore will limit the role of school supervision in developing education in Nigeria.
4. **Lack of Follow-up Supervision:** Owing to the current complex nature and rapid expansion of the educational sector, supervisory staffs find it difficult to cover their supervisory jurisdiction even for the first time let alone a follow up supervision.
5. **Fault Finding Mission:** When the sole aim of supervision is premised on finding the faults of the teachers and head-teachers, it kindles fear in students, teachers and the head-teacher. This will certainly threaten the school development owing to the fact that school supervision is basically for enhancing and improving the quality of instructions given within the school perimeter.
4. **Casual supervision:** This is carried out by one designated supervisor without any form of formal arrangement. Under this form of supervision, no report is given to the school authorities, but a secrete or confidential report is compiled and forwarded to the appropriate education agency for actions.
5. **Certification Supervision:** This type of supervision is carried out to affirm the standard and readiness of a school to conduct external examinations such as West African Senior Secondary Certificate examination (WASSCE)

6. **Fact Finding Supervision:** This type of supervision is carried out to gather information about all sorts of report or petitions against a particular school

7. **Internal Supervision:** This type of supervision involves qualified an experience head-teachers and teachers in a particular school. They focus on the school work, teachers' behavior and students' attitude to learning. It is carried out under a cordial atmosphere and suggestions for improvements are politely given due to the fact that those supervised are known colleagues.

Key Areas covered by School Supervision Standards

1. Teacher performance and development: Monitoring teacher effectiveness in the classroom and providing feedback for improvement. Also, assessing teacher knowledge, skills, and classroom management strategies and ensuring teachers have access to professional development opportunities
2. Curriculum and instruction: Ensuring the curriculum is implemented effectively and aligned with educational goals and supervising the use of appropriate teaching methods and materials. Also, Monitoring student learning and providing support for struggling learners
3. School environment and operations: Maintain a safe and conducive learning environment for students and staff. Overseeing the use and maintenance of school facilities and resources and ensuring adherence to school policies and procedure
4. Professional Growth and collaboration: Fostering a culture of continuous improvement and collaboration among staff. Providing opportunities for teachers to learn from each other and share best practices
5. Accountability and evaluation: Evaluating the effectiveness of teaching and learning practices. Assessing the overall performance of the school and identifying areas for improvement and ensuring that school resources are used effectively and efficiently

Examples of supervisory activities

- 1 classroom observations and feedback sessions
- 2 reviewing lesson plans and instructional materials
- 3 providing guidance and support to teachers on curriculum and teaching strategies
- 4 organizing professional development workshops and training sessions
- 5 monitoring student progress and providing support for struggling learners
- 6 ensuring compliance with school policies and procedures

In conclusion, school supervision exists nearly everywhere. Supervision was and is a key tool to ensure that all school staffs are respected and treated with dignity in line with the ethical standards (rules and regulations) set for proper smooth running of the school and are followed properly. Schools where unethical practice is highly in operation cannot produce disciplined and quality graduates. This reduces the value of our school products, based on the standard by which we judge human behavior. In other words, moral rules, promoting those things thought of as good and minimizing or avoiding those things thought as bad learnt at early age at home and school.

Concept of Sustainable National Development

Sustainable National Development describes the practice for sustainability (Amadi, 2014). Sustainable National Development is the practice of learning how to achieve global and local sustainable communities through the constant provision of desirable educational needs to the people of young generation in a way that it will be meaningful in their future aspirations. It is said that a country cannot grow beyond its education system, this therefore implies that Sustainable National Development is educational growth that is integrated with economic, scientific, political and home based technological expansion which collectively indicates the level of individual development in terms of increased skills and capacities, greater freedom for self actualization, creativity, self-discipline,

responsibility, and general well-being of the society (UNESCO, 2005). The focus of Sustainable Development is to promote lifelong learning process that transcends beyond the four walls of the school premises because it is usually directed towards imparting knowledge, providing job satisfaction, and upholding the tenets of sustainability.

To achieve Sustainable National Development in education, there are statements which are formulated to guide and describe the patterns, skills and attitudes of its participants during and after the completion of an educational program. The goals of Sustainable National Development to Oghiagbephan (2018) are extractions from the seventeen (17) United Nations' (UN) Sustainable Development Goals (SDG) that were aimed to be achieved by 2030, which include:

1. Ensuring inclusive healthy lives and promote well-being of all at all ages
2. Achieving gender equality and empowering all women and girls
3. Clean water sanitation
4. Decent work and economic growth
5. Sustainable cities and communities
6. Strongly institutionalized peace and justice
7. Partnership for goals

The goals of Sustainable National Development highlighted above shows the major areas of sustainability in the education sector of any nation as well as covering issues in teaching and learning such as climate change, bio-diversity, poverty eradication, and sustainable consumptions. The achievement of these is likely to ease the burden of insecurity, violence, unemployment and other associated social vices.

Challenges facing Sustainable Educational Development in Nigeria

There exist myriads of challenges facing the quest of attaining Sustainable National Development right to quality education which is worthy of emulation and to be sustained. However, this has failed due to neglect of the use of proper ethical standards in supervision, lack of trained supervisors to handle supervision, lack of supervision knowledge, poor job motivation, unqualified or inexperienced human resources in the education sector and total absence of interest in the teaching and learning profession (Bourn & Hunt, 2017). Furthermore, the role of gender disparities and socio-cultural beliefs in access to basic education is a militating factor against the development of Sustainable Nation in Nigeria (UNESCO, 2005). Another major problem is the inability of most public primary, secondary and tertiary institutions to have supervisors at each level to supervise the students in totality (Wanjegbar 2024).

Ethical Standards in School Supervision for Sustainable National Development

Effective school supervision affords stakeholders in the education sector a democratic and co-operative involvement under capable, understanding and discerning administrators. Supervision should be effectively done in line with the laid down rules and regulations, each person involved in the teaching and learning process must be willing to assume certain level of supervisory responsibilities. Schools should focus on ensuring quality teaching, learning, and overall school operations. These standards address areas like teacher performance, curriculum implementation, and the learning environment, aiming to create a supportive and effective educational experience. Supervisors should avoid favoritism and discrimination: showing preference for certain teachers or students based on personal relationships or other irrelevant factors, unfair assessment practices: grading students unfairly or inconsistently or assessing the on skills not taught or practiced, exploitation of students: taking advantage of students for personal gain or benefit, neglecting professional duties: failing to fulfill professional responsibilities or providing inadequate supervision and lack of transparency: not being open and honest about decisions and actions.. Therefore, for Sustainable National Development to be achieved through effective school supervision, school supervision must be a continuous, comprehensive and in line with the rules and regulatory process designed to cover all scopes of school supervision as

highlighted earlier in this paper by embracing all educational experiences through primary, secondary and tertiary educational institutions.

Conclusion

This paper examined ethical standards in school supervision for Sustainable National Development in Nigeria. It established that ethical standards are guidelines that promote good behavior and positive image for individual and organizations, the paper noted that school supervision is aimed at improving the quality of instructions given in educational institutions. Also, the paper examined the forms, purpose, scope, and importance in school supervision; it looks at the challenges confronting school supervision for Sustainable National Development in educational institutions which include poor funding, deteriorating infrastructure, and unqualified designated supervisors among others. Conclusively, the paper concludes that effective school supervision provides an honest accurate and definite report on: the teachers observed and; educational values obtained from the expenditure of public funds. Consequently, sustainable National Development lies with how functional those that are saddled with the responsibility of school supervision are on the job.

Recommendation

1. School supervisors should create a positive and productive learning environment where all individuals are treated with ethical integrity, that is, respect and dignity.
2. Designated school supervisors should endeavor to make follow-up supervision to ensure that recommendations have been implemented
3. Government should provide statutory authority, prestige and resources to school supervisors in order to continuously work with teachers to develop, maintain and evaluate goals of education for sustainable education development.

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ETHICAL AND VALUES EDUCATION DRIVEN LEADERSHIP IN HIGHER EDUCATION



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Abstract

This paper reviewed ethical and values education driven leadership, in higher education. The principles of ethical leadership, the Kantians ethical theory, the challenges to ethical leadership and re-engineering these challenges. The principles of ethical driven leadership in higher education ensures that governance, decision making, interpersonal relationships, align with moral values such as is focused on fairness, honesty and integrity which is a fundamental requirement in shaping a positive higher education institution. This study also reviewed ethical and value driven leadership in higher education informed by various ethical theories that influence ethical driven leadership. Out of all the ethical theories the focus of this paper was on the relevance of the Kantian ethical theory to the ethical and value driven leadership in higher education. Despite the importance of ethical and value driven leadership in higher education, some unethical behaviours and challenges abound. Challenges such as: managing finances responsibly, ensuring the responsible use of resources, including navigating conflicts of interest, promoting diversity and inclusion and upholding academic integrity, fostering a strong ethical culture, addressing potential conflicts between personal, plagiarism, organizational values, and manage situations where unethical behaviour occurs despite their best efforts among others. These challenges in ethical driven leadership in higher education has led famous administrators, organisations and higher institutions to fall from grace. This has highlighted the relevancy for ethical and values education driven leadership. Amongst other things, these unethical behaviours may also deter the smooth administration of the higher institutions, affect the quality of graduates from these institutions, reduce the competitive status of these graduates in the globalised world and hamper some of the goals of higher education. Suggestions for re -engineering the challenges of ethical leadership was proposed.

Keywords: Ethical and Values Education; Principles of Ethical Leadership; Kantian Ethical Theory; Challenges in Ethical Leadership.

Introduction

Ethical leadership is characterised with ethical values in the management functions in higher education. These ethical values that play a great role in the institutions, include fairness, honesty and integrity. The role of ethical and values education in leadership in higher institutions is for the leader to be able to guide governance, accountability, integrity in the decision-making processes and ensuring transparency. The Leaders' values may affect the institution's vision and mission in several aspects, such as research, curriculum development, and innovation goals. Institutional leaders should set an example through core values such as, guide moral reasoning, inclusion, decision making, wisdom, justice, fostering integrity and responsibility and helping to establish a supportive atmosphere amongst staff and students in higher institutions and other organisations. In addition, Ahmed (2023) and Zacarias and

Flores (2024) are of the opinion that ethical and values driven leadership fosters a collaborative environment where students and staff are expected to uphold the principles of ethics and values education and supportive behaviours that will lead to being able to fit into the globalised world.

Moreso, ethical driven leadership in higher education is not only about personal values but also creating institutional cultures. In addition, ethical and values driven leadership is essential in higher education because it may set the tone for ethical behavior, fosters a positive organizational climate, and promotes the mission of higher education. However, ethical and values driven leadership in higher education faces several challenges as they try to uphold policies, goals, moral principles, while performing their management functions in higher institutions. Leadership in Higher Education encompasses the roles and responsibilities of individuals in governance and administrative positions, such as university presidents, deans, and department heads, who influence the direction and priorities of their institutions. Udida, Bassey, Udofia and Egbona (2009) submitted that some individuals appointed as vice chancellors of some university are weak, not competent and lack administrative potentials; such appointees must possess administrative qualities and must lead ethically by example. The leader must have integrity, must be knowledgeable, and practice modern types of management leadership styles. He or she must be visionary and ready to adjust to situations in the system.

In contrast, Cumbo (2009) focuses on the leader when defining ethical leadership. A leader is considered ethical when inward virtues direct the leader's decision-making process. Followers simply are beneficiaries of a leader living a virtuous life. A leader is motivated not by influencing others but rather living by one's own virtues. The author states that virtues are amplified when the leader exhibits —imagination, compassion, empathy, and discernment. Yukl (2006) summarizes the ethical leader as one who promotes honesty, and mirrors his or her actions with their values and beliefs. Yet, common themes include the need for establishing trust and gaining ethical knowledge by way of study and application. Kyambade, Namatovu, Namubiru, and Muganzi, (2025), in their study, determined the degree to which Uganda's public universities feel obligated to adopt socially and ethical responsible leadership practices. They conducted a semi-structured interview with 22 leaders as participants from Uganda's public universities. They structured out four main themes from the thematic analysis of the gathered data. These themes are moral excellence in character, stakeholder collaboration, personal abilities and moral direction. The researchers discover that although the leaders are willing to act appropriately in accordance with social norms and ethics, they do not fully exercise the four dimensions, especially in developing and Orient countries.

Brigue and Orlu (2023), discusses how ethical leaders contribute to academic achievement by creating a supportive system that values fairness and respect. It examines the impact of leadership ethics on the organizational culture of schools, emphasizing the significance of transparency, open communication, and ethical decision-making. It also discusses the influence of leadership ethics on staff morale and engagement, highlighting the benefits of a positive work environment that values integrity and promotes professional growth. Finally, it explores the impact of leadership ethics on the overall reputation of a university system, emphasizing the significance of ethical leadership in attracting quality teachers, students, and community support. In conclusion, emphasizing on the importance of prioritizing leadership ethics, integrity in school development and highlight the need for educational leaders to embrace and embody ethical leadership principles to foster a positive, sustainable impact and provision insights into the significance of leadership ethics, integrity in school development and highlights the multifaceted ways in which ethical leadership contributes by creating a thriving and ethical educational institution are steps in the right direction. This paper reviewed ethical and values leadership in higher education, the principles, relevance of Kantians ethical theory to ethical and values driven leadership in higher education, challenges of ethical and values driven leadership in higher education and re-engineering the challenges of ethical and values driven leadership in higher education.

Principles of Ethical driven leadership in higher education

Ethical leadership in higher education emphasizes principles like accountability, integrity, honesty, respect and fairness to foster a trustworthy and positive environment. According to Monahan,

(2012). Wood, (2023); Lynn (2024), these principles guide leaders in making decisions that promoting a culture of trust, promotes ethical conduct and transparency and benefits the entire academic community. Furthermore, George Marshall proposed eight principles of ethical driven leadership as applied to higher education. They are: self-control, requiring high ethics from everyone, emphasizes personal courage, inclusiveness, prioritizing the public interest, task and employee-centeredness, recognizing talent, sensitivity and understanding (Trust). These principles guide leaders in making ethical decisions and offer a strong frame for academic administrators who seek guidance on how to implement ethical practices in higher education (Pops, 2006; Marcy, Gentry, and McKinnon, 2008).

Ethical principles guide decisions that affect faculty, students, administrative staff, and broader communities. In a global context, leaders must also navigate competing moral frameworks, intercultural dynamics, and the demands of international collaboration. Ethical and values education driven leadership is essential in higher education institutions because it establishes a solid ethical foundation, fosters an environment of integrity, and contributes to the institutions' long-term success and viability. It acts as a model for all stakeholders, motivating them to follow ethical concepts and values in their academic pursuits and institutional responsibilities (Gichuru, 2023).

In addition Jansen- van -Vuuren, Du- Plessis, Barnes, and Franz, (2025) stated that other core principle of ethical leadership example accountability, infer that leaders should take responsibility for their actions and their consequences. In higher education, this means that, **ethical** leaders should be answerable to students, faculty, staff, governing council, and the society. In addition, in terms of the principle of integrity, which means acting with transparency, consistency and honesty. In higher education, it models ethical behaviours in leaders through decision making and commitments based on non- personal gain and fairness. Furthermore, justice and equity means ensuring advancement for all individuals, ensuring fair treatment, opportunity and access, Practically, this can be addressed in higher education by systemic inequities in inclusion and belonging, student support, promoting diversity, admissions, funding and hiring. Moreso, respect for individual's states that the rights, dignity, and autonomy of every person should be values. In higher institutions, different perspectives in decision-making has to be encouraged. Also, encouraging listening actively and open dialogue. In terms Transparency Being open about processes, decisions, and outcomes. This can be achieved by leaders of higher education by communicating budgets, policies, challenges and changes to staff and faculty in accessible and understandable ways. Stewardship means managing higher institutional resources responsibly for sustainability in higher education, ethical leaders to reflect the mission and values of the institution make sustainable environmental, financial, and organizational choices. The principle of service orientation means prioritizing the needs of staff, faculty, students, the academic community, and society. In higher education, it focuses on the institution's educational goals, vision, mission and its broader responsibility to the good of the society. Furthermore, courage and moral imagination is viewed as having the strength to envision just alternatives and make tough ethical decisions. In higher education, it involves resisting pressures that compromise ethics, initiating transformative actions even when they are unpopular and speaking out against injustice. The principle of commitment to academic freedom and inquiry means supporting the right to teach, explore, publish ideas freely and responsibly. In higher education, this involves critical thinking, the free exchange of ideas and upholding the values of intellectual honesty.

The guiding principles in Leadership in academia is often confronted with difficult decisions involving resource allocation, academic freedom, personnel management, and institutional partnerships. Ethical leadership ensures that such decisions are guided by fairness, transparency, and accountability, rather than personal or political gain. This includes respecting the rights of faculty and students, ensuring access and equity, and upholding academic standards.

Relevance of Kantian's ethical theory to ethical and value driven leadership in higher education.

In higher education where the development of human intellect, moral character and freedom is central, Kantians ethical philosophy aligns closely with the missions and visions of ethical and values

driven leadership. Immanuel Kant propounded the philosophy of Kantian ethical theory. Kant is the primary historical exponent of *deontological ethics*. Chilufya (2023) stated that *deontological ethics* is one of several models of ethics that can be applied in leadership. That each model has its own unique approach to defining ethical behavior. He observed that the other two broad ethical models are teleology and relationality-responsibility models. The deontological model is a moral theory which is based on the belief that actions should be judged based on whether they follow certain ethical duties or rules. Morality or Ethics is primarily about law, duty or obligation. In this model, leaders are expected to adhere to a set of moral rules and principles, regardless of the consequences of their actions. According to deontological ethics, what makes an action right or wrong are features of the action itself, not the consequences of the action.

The relevance of Kants ethical principles to higher education are as follows: it emphasises impartiality and fairness. It improved accountability. It strengthens respect for justice, diversity and human rights. It promotes institutional legitimacy and trust. It provides a rational framework for resolving ethical dilemmas. It encourages principled decision-making and moral consistency. It offers a powerful and principled foundation for ethical and values-driven leadership in higher education. Its emphasis on respect for persons, duty and moral consistency and directly supports the responsibilities of academic leaders committed to institutional integrity and ethical governance. Immanuel Kant (1724–1804) is the primary historical exponent of *deontological ethics*. According to deontological ethics, what makes an action right or wrong are features of the action itself, not the consequences of the action. Kantian ethical theory supports leadership styles supports the promotions of moral duty, individual's dignity and avoidance of manipulation. Thus, the transformational, servant and democratic leadership styles best align with Kantian's ethical theory.

According to Bowie (2000), the Kantians ethical principle that states that every individual must be treated as an end, not as a means. Emphasise respect for persons and human dignity. The ethical

leadership implication states that ethical leaders must respect the voice, autonomy, and rights of staff, students and faculty. Furthermore, the Kantian ethical principle explains that in faculty evaluations and disciplinary actions Kantian ethics demands due process, fair treatment, and respect for individuals' dignity. In addition, the Kantian ethical principle also states that actions are ethical if done from a sense of duty, regardless of consequences. This emphasises integrity and moral duty. The ethical leadership implication states that higher education leaders should act ethically even when it is not inconvenient or unpopular. The principle states that upholding academic freedom in the face of political pressure, even if it risks reputation or funding. Furthermore, the Kantian ethical principle also states that ethical rules must be universally applicable. This is referred to as the principle of Fair Policy and universalizability. This principle emphasises that in ethical leadership, policies should be consistent, not based on favoritism or hidden agendas and fair. This can be in terms of hiring, admissions, or disciplinary policies which must be applied uniformly, avoiding double standards.

Moreso, the Kantian principle of respect for individuals includes supporting their rational autonomy, is referred to as autonomy and empowerment. It states that leaders should empower others to act ethically, think critically and participate in shared governance. This can be done by encouraging open dialogue on ethical issues, student participation in policy development and faculty governance. The Kantian Principle that states that truthfulness is a moral duty. Is also referred to as transparency and honesty. This implies that ethical leaders should be honest about institutional challenges, avoid manipulation and communicate openly. Being transparent about budget cuts or organizational restructuring, even when the message is difficult. Leaders who adopt a Kantian theory approach can create a just, ethical, and sustainable environment for their institution. Also, by embracing Kantian ethical theory in higher education leadership, it can create a more, equitable, just, and ethically grounded institution that prioritize the development of student, staff and faculty.

Challenges of Ethical and Values Driven Leadership in Higher Education

The challenges of ethical and values education driven leadership are caused by both internal and external factors. In developed countries, ethical and values-driven leadership in higher education faces

numerous challenges, managing finances responsibly, ensuring the responsible use of resources, including navigating conflicts of interest, promoting diversity and inclusion and upholding academic integrity, fostering a strong ethical culture, addressing potential conflicts between personal and organizational values, and manage situations where unethical behavior occurs despite their best efforts. These challenges are increased by external pressures, such as budget cuts, government regulations, the expansion of technology such as the implications of artificial intelligence and other digital technologies; and developing a diverse workforce. Against this backdrop, higher education leaders are challenged to ensure that their institutions not only survive but thrive in the new international, IT-enabled, volatile and competitive environment now faced (Stückelberger , 2019, Geoge and Rose, 2023). And with this has come a significant growth in the complexity and span of responsibilities attendant to their leadership responsibilities. (Bajinath, 2017; Gichuru, 2023); Peterson, Robinson, and Rideaux, 2025).

However, in developing countries, among the challenges of higher education is the problem of unethical leadership. Some challenges exist that test the leadership capacities and values of higher institution administrators. Amongst the challenges include: challenges in academic dishonesty, data falsification, dishonesty in conducting and writing research (plagiarism), lectures not motivated by the administrator to teach well, frequent absenteeism from the institution by the administrator, providing insufficient materials and facilities for teaching and learning, ethical dilemmas in university administration, and the influence of globalization on ethical frameworks. (Stückelberger, 2019). In addition, corruption, cheating, plagiarism, issues like social diversity and social inequity and others. These challenges in organisational leadership in higher education have led famous organisations and higher institutions to fall from grace. This has highlighted the relevancy for ethical and values education driven leadership. Amongst other things, these unethical behaviours may also deter the smooth administration of the higher institutions, affect the quality of graduates from these institutions, reduce the competitive status of these graduates in the globalised world and hamper some of the goals of the Nigerian National Policy on Education concerning higher education. Furthermore, ethical leadership requires continuous vigilance, self-reflection, and courage to uphold principles even when faced with opposition. It is necessary for higher education institutions to address these challenges in order to maintain their integrity and efficiency.

Empirically, an overview on the challenges facing ethical leadership in higher education, drawing upon relevant studies are as follows: Political and Institutional Pressures, Resource Constraints, Conflict of Interest, Academic Freedom and Autonomy, Ethical and values Education and Training. In addressing these challenges requires a commitment to accountability, transparency and the development of ethical leadership competencies through training programmes and education (Yukl, 2006; Ostwal, 2017; Pityana) The challenge of political and institutional pressures in higher education is observed by the institutions operating within complex political and institutional contexts, which can create challenges to ethical leadership. Gichuru (2023) stated that political pressures, such as demands for accountability, can sometimes challenge the ethical decision-making of university leaders. These pressures may create conflicts of interest, also, compromising the leaders' ability to make decisions that prioritize ethical and values principles over political considerations. Furthermore, the challenge of resource constraints states that higher education often face resource constraints, including limited funding, budget cuts and increased competition for resources. These constraints can create ethical and values problems for leaders, as they may need to make difficult decisions regarding resource distribution and allocation.

Pityana, (2017); Brigue and Orlu (2023) ; Peterson et al. (2025) suggested that resource scarcity can lead to ethical challenges such as nepotism, favoritism, or compromising academic integrity in pursuit of financial sustainability. Conflict of Interest is another significant challenge for ethical leadership in higher education is managing conflicts of interest. Higher education administrators may have multiple responsibilities and roles such as consulting, serving on corporate boards, or engaging in outside activities. These external engagements can create conflicts between the best interests of the university and personal interests. Peterson et al. (2025) argued that conflicts of interest

can weaken accountability, trust, and the ethical decision-making process in higher education leadership. The challenge of academic freedom and autonomy states that higher education are committed to academic freedom and autonomy, which can sometimes pose challenges to ethical and values driven leadership. Academic freedom allows scholars to pursue teaching, research and expression without undue influence. However, Kori (2016); Hao (2025) suggested that the pursuit of academic freedom can sometimes clash with ethical and values obligations, such as avoiding plagiarism, responsible conduct of research and maintaining integrity in teaching evaluations. Ethical leaders must navigate the balance between responsible conduct in the pursuit of scholarly excellence and academic freedom. Ethical and values Education and Training is also a challenge for ethical and values driven leadership in higher education. This challenge lies in the provision of ethical and values education and training. Despite the importance of ethical and values driven leadership, there may be a lack of formal training and education on ethical and values education in higher education institutions. Stükelberger (2019) emphasized the need for comprehensive ethical and values education programmes that equip leaders with the skills, knowledge, and moral reasoning abilities necessary to navigate ethical challenges effectively.

Re- Engineering challenges in ethical and value driven leadership in higher education.

Strategies for Fostering and re-engineering ethical and values driven leadership in higher education are as follows:

- In ethical and values driven leadership, leaders should lead by example. and Administrators and faculty should demonstrate ethical behaviour in their own interactions and actions. Ethical leaders should promote ethical leadership training by Providing opportunities for administrators, faculty and staff to develop their ethical leadership skills. Also, leaders should establish a strong ethical culture and create a supportive environment where ethical conduct is encouraged and valued.
- Ethical leaders should encourage technology and online learning by adapting strategies to local infrastructure and culture. Also, tailor ethical education to the specific context and needs of the institution. Furthermore, Using encouraging the use of secure online assessment platforms and advanced plagiarism detection tools to address issues of academic dishonesty in online learning environments. The Promotion of cybersecurity awareness and digital ethics to teach students about the ethical implications of cybersecurity risks and technology use.
- Ethical leaders should encourage ethical reflection and engagement in higher educational institutions. This can be done by providing opportunities for community learning and service. In addition, they should engage students in meaningful service projects that challenge them to think about ethical responsibility and social justice and ethical responsibility. Furthermore, to foster integrity a culture of academic integrity, Promote honesty and respect for intellectual property. Encourage students to engage in ethical discussions and debates: Create spaces for students to explore ethical issues and develop their own values.
- Ethical leaders should advocate the integration of ethical and values education into the Curriculum of higher educational institutions. This can be achieved by incorporating ethics and values as core component into all disciplines. Also, by Using case studies and real-world examples to expose students to ethical dilemmas and challenges faced by professionals in various fields. In addition, by encouraging ethical reasoning and critical thinking: Develop students' ability to analyse situations, evaluate different perspectives, and make informed decisions. This will help to prepare students to become responsible and ethical leaders in their respective fields.
- The ethical leader should create a culture of integrity, establish clear ethical guidelines and frameworks. Develop institutional policies and codes of conduct that promote ethical

behaviour. In addition, they should promote open communication and dialogue: Encourage staff, faculty and students to discuss ethical issues respectfully and openly. Ethical leaders should create ethical training programmes which should be implemented to provide staff, students and faculty with opportunities to learn about ethics and values and develop their ethical decision-making skills.

- Moreso, concerning financial management, higher education institutions are experiencing increased scrutiny regarding their financial practices. Leaders must ensure accountability, transparency, and responsible stewardship of resources while balancing the need for financial sustainability.
- Also, undermining the core values of higher education are, academic integrity, contract cheating, plagiarism, and other forms of academic misconduct. Leaders are to establish clear procedures and policies to address and prevent academic misconduct while fostering a culture of ethical honesty and ethical scholarship.
- Furthermore, the challenge of conflicts of interest include participating in research with potential financial gains, accepting gifts from vendors, or making decisions that benefit specific individuals or groups. The university leader's personal or professional interests should not clash with the institution's best interests.
- In addition, promoting equity, diversity, and inclusion is a critical ethical imperative for higher education institutions. To re-engineer this challenge, leaders must create inclusive environments, address systemic biases, and ensure that all members of the campus community feel respected and valued.
- Moreso, creating significant challenges for ethical leadership is external pressures, which includes budget reductions, government regulations, and the rapid pace of technological change. To re-engineer this challenge, leaders should remain true to their institutions missions and values and must navigate these pressures. Universities have a responsibility to use resources ethically, wisely, and sustainably. This includes reducing waste, managing energy consumption and promoting environmentally friendly practices.
- The challenge of ethical dilemma in decision making, that is making difficult decisions with no easy answers, can be re-engineered by leaders considering the potential consequences of their actions, preparing to weigh competing values and making decisions that are both practical and ethical.
- Furthermore, the challenge of creating a campus culture that embodies ethical values requires commitment from all members of the community and consistent leadership. This also, includes providing ethical training, modeling ethical behavior and encouraging open communication about ethical issues (Argyropoulou, 2015; Stükelberger, 2017 ; Gichuru, 2023). However, by re-engineering these challenges and actively working to address them, leaders in higher education can adopt a more ethical and values-driven environment that supports the academic goals, visions, and mission of higher education and also, contributes to a more equitable and just society.
- Fostering ethical leadership and integrity requires the active involvement of various stakeholders within an organization. Stakeholders, including employees, customers, shareholders, and the wider community, play a crucial role in promoting ethical leadership practices. By involving and engaging stakeholders, organizations can create a shared commitment to ethical leadership and integrity, thereby enhancing their reputation, stakeholder trust, and long-term sustainability.

Conclusion:

Ethical and values education driven leadership provides a synergistic combination of administrative and visionary leadership which serves to enhance the growth, culture, survival, and long-term viability of higher education institutions. The role of ethical leadership in decision making is also

increasing with globalisation. Ethical decision-making in this context is not achieved through mere adherence to moral standards; instead, it requires inspiring and guiding others towards positive outcomes through internal and external complexity. By using the ethical theories and leadership styles. Ethical theorists believe that a good leadership refers not only to having the competence of a leader, but also to ethical transformation of people. The Kantian ethical theory for example, focuses on duty, universal principles, and respect for individuals, promoting ethical consistency and dignity in leadership practices. Unethical behaviours in decision making by the administrator, can prove dangerous for the higher institution. Since Ethical and values education has significant effect on leadership, reengineering principles of ethical practices also have an impact on the development and quality of higher education institutions. Most institutions now focus on training and enriching their leaders ethically to enable the higher institutions continue to fulfill their goals, visions and mission well into the future.

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MANAGERIAL COMPETENCE NEEDS AS CORRELATE OF EFFECTIVE ADMINISTRATION OF HODS IN STATE COLLEGES OF EDUCATION IN SOUTH EAST, NIGERIA



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Abstract

The study Managerial competence needs as correlate of effective administration of HODs in state colleges of education in south east, Nigeria adopted a correlational design. The population of this study is 388 respondents from state owned Colleges of Education in South East, Nigeria. This comprised of 327 NCE second year students in the school of education and 61 lecturers in the school of education in the state colleges of education in South East, Nigeria. The sample size of the study was 388 respondents from state owned Colleges of Education in South East, Nigeria. This comprised of 327 NCE second year students offering in the school of education and 61 lecturers in the school of education in the state colleges of education in South East, Nigeria. There were no sampling techniques since the population of the study is manageable and controllable by the researchers. The instrument for data collection was the researchers' developed two sets of questionnaires titled Managerial Competence Needs Questionnaire (MCNQ) and Effective Administration Questionnaire (EAQ). Two experts from the Department of Educational Management and one expert from the department of Science Education majored in Test and Evaluation in College of Education, Michael Okpara University of Agriculture, Umudike validated the instruments. Cronbach Alpha method was used to determine the reliability of the instruments which yielded an index of 0.87 for MCNQ and 0.91 for EAQ. Five briefed research assistants helped in the administration and collection of the in questionnaire. Data collected were analyzed using Pearson Product Moment Correlation Coefficient statistic to answer the research questions F-cal. was used to test the null at 0.05 level of significance. Based on the analysis of the study, the study finds that Human resources management significantly to a very high extent relate to effective administration. The coefficient of determination (R^2) of 0.746 indicates that 75% of the variance observed in the effective administration was attributed to HODs human resources management competence in colleges of education in South East, Nigeria. Decision-making as managerial competence need to a very high extent relate to HODs effective administration in state colleges of education in South East, Nigeria. The coefficient of determination (R^2) of 0.794 indicates that 79% of the variance observed in the effective administration was attributed to decision-making as managerial competence need in colleges of education in South East, Nigeria. The researchers recommended amongst others that; There is need for training and retraining of HODs on human resources needs and management towards enhancing effective administration.

Keywords: *managerial competence, human resources needs, decision-making needs and effective administration.*

Introduction

The college of education is amongst the highest level of tertiary educational provider that equips its products to be useful and sought for by the global educational community. The standard college of education could be obtainable if the administrative chamber of the institution is effective through a well-structured instructional programme, innovative lecture halls and laboratories, lecturer who are competent and pragmatic curriculum. Ogunode, Kasimu and Ibrahim (2023) noted that, the colleges of education is an institution of higher learning that provide facilities for training teacher which also involves in research to grant academic degrees such as bachelor, master and doctorate. It is imperative to note that this kind of education centres on teaching, research, consultancy, discovery of new phenomenon and community services amongst other. It was on this note that Ogunode and Adanna (2022) argued that colleges of education is designed to operate in a peaceful environment. Managerial competence remains a needful requirement to make a good administration in an organization. Being an HOD means you are a manager in an academic environment, as well as a manager of others. Querrey in Igwe (2023) noted that a manager needs managerial competence to be extensive in order for them to be successful in achieving organizational goals. HOD's should be able to effectively manage people, material resources, budget, and other available resources in their dispose judiciously. This requires someone with a multi-tasking work style who can plan for both the short and long-term goals in an organization.

Managerial competence can be developed through learning and practical experience. The managerial competence helps administrators to communicate effectively using oral and written skills. Smut in Okonkwo (2023) maintained that management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading and controlling. It can be defined as certain attributes or abilities that an executive should possess in order to fulfill specific tasks in an organization. It also helps them to coordinate activities as well as utilize best knowledge management practices to pursue its goals. It also helps administrators to build the capacity and the ability to handle grapevine issue, ensure quality supervision skills and promote quality interpersonal relations among its workforce. Human resources management thus promotes administrative effectiveness since school administrators needs quality human resources to succeed in achieving set goals of the organization. Decision-making is an important aspect of managerial competence needed by university administrators. Every decision-making process should have a good choice which may or may not prompt action or the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker. Okumbe in Okorie (2016) decision-making as the process of specifying the nature of a particular problem and selecting among available alternatives to solve them. Decision making therefore deals with the act of making a choice among available alternatives. Therefore, decision making is a problem-solving approach by choosing a specific course of action among various alternatives. Okorie (2016) contend that educational organizations are deeply involved in administrative decision-making as this reflects the organizations objectives, policies and plan. Decision-making is an integral part of modern management and forms the primary assignment or responsibilities of managers. Decision-making form the major element in university administration at every level of taking action in an organization be it in disciplinary issues, employment and deployment issue, disengagement matters, assessment or even contracting issues.

Theoretical Review

This study was built on the human relations theory by Follet in 1920

Human Relation Theory (Follet 1920)

The theory was propounded by Follet (1920). The theory stated that human factor is important in the achievement of organizational goals. School-community relation is a veritable component of

school management. School management needs theory that serves as a guide for action. In essence, theory on human relations can guide school administrators in their management functions.

The idea is that individuals have the motivation to perform when they are treated well. With the human relations theorist, the focus is on people and how they interact. School administrator should by this theory build a dynamic interpersonal relationship through delegating functions to teachers and maintaining open-door policy with the staff and students. The vice-chancellors are in the most advantageous position to provide the needed leadership in the management of the public universities in Nigeria. They should maintain good relationship between the school and the community by involving all members of the school community in the decision-making process. This is in line with the concept of democratic leadership which has its basis on the human relations theory.

This theory centres on motivation of workers can be achieved by encouraging their sense of achievement and recognize their personal value other than economic rewards. Follet was concerned with the human problems encountered in organizations, and therefore concluded that such problems can only be minimized when there is co-operation among the workers. She therefore emphasized coordination as the basis of any organization effectiveness.

This may be true to the school management when there are co-operative relationships and co-ordination between school and the community. Follet believed that industries, school and groups have problem of building and maintaining good relationship among various individuals in an organization. It becomes imperative and essential that efforts should geared towards effective human resources management competence, and decision-making need competence. Therefore, human relations should be seen as a collective responsibility of both the entire university community. Therefore, human relation theory relates to this study since competence in relating with organizational workforce can propel effective administrative outcome as well as to enhance good communication skill that has the capacity of engaging all available resources to yield an expected end result. It would guide the university administrators in maintaining cordial relationship, good communication skills and interpersonal relations with staff towards achieving effective administration.

Statement of the Problem

Managerial competence needs of the college administrators are required to ensure effective administration amongst academic administrators. This makes the administrative role of HODs the basic foundation of every college of education such adequate attention should be paid to their managerial competence needs such as management of human resources need, management of financial needs, management of school facilities competence and decision-making competence.

However, the college of education is the centre for educational excellence which makes managerial competence needs an essential element in achieving effective administration using heads of the department. These managerial competence needs involve human resources management, school plant management, decision-making competence and school-community relations competence. The incorporation of HODs as academic administrators in the school management team tend to enhance their administrative effectiveness that drives positive and quality school climate in the technology driven economy.

However, the researchers observed that in most state colleges of education in south east Nigeria, there is an issue of poor managerial competence amongst heads of departments as a result that most HODs are appointed on favoritism not based on their charisma and competence. This has resulted in poor financial management, incompetence in managing facilities in their departments, poor human resources management at the departmental level, and incompetence in decision-making during departmental board meetings becomes serious issue among the university academic administrators. These however, appear to create administrative ineffectiveness in state colleges of education in south east Nigeria.

The state of administrative ineffectiveness in their college of education could be as a result of poor managerial competence needs amongst HODs. This however maybe traced to a lot of variables, hence the problem of the study put in question form, to what extent does managerial competence needs

correlates with administrative effectiveness of HODs in state colleges of education in South East, Nigeria?

Purpose of the study

The study determined the relationship between managerial competence needs and HODs effective administration in state colleges of education in South East, Nigeria

1. determine the extent human resources management as managerial competence needs relate to HODs effective administration in state colleges of education in South East, Nigeria.
2. find out the extent decision-making as managerial competence need relate to HODs effective administration in state colleges of education in South East, Nigeria.

Research Questions

The following research questions guided the study. They are:

1. to what extent does human resources management as managerial competence need relate to HODs effective administration in state colleges of education in South East, Nigeria?
2. to what extent does decision-making as managerial competence need relate to HODs effective administration in state colleges of education in South East, Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance. They are:

H0₁: there is no significant relationship between human resources management as managerial competence need and HODs effective administration in state colleges of education in South East, Nigeria.

H0₂: there is no significant relationship between decision-making as managerial competence need and HODs effective administration in state colleges of education in South East, Nigeria.

Methodology

The study adopted a correlational design. Maduabum in Ogedi (2021) opined that correlational design is one aimed at determining the relationship between variables which enables a researcher to ascertain the extent to which variation in one variable is associated with variation in another. The design was considered appropriate for this study because the researcher ascertained the relationship between the independent variable (managerial competence needs) and dependent variable (effective administration) of the study.

The population of this study is 388 respondents from state owned Colleges of Education in South East, Nigeria. This comprised of 327 NCE second year students in the school of education and 61 lecturers in the school of education in the state colleges of education in South East, Nigeria. The figure 388 respondents comprise of 54 students from Abia State College of Education, Technical Arochukwu, 61 students from Ebonyi State College of Education, Ikwo, 70 students from Enugu State College of Education Technical, 58 students from Imo State College of Education, Ihitte Uboma and 84 students from Nwafor Orizu College of Education, Anambra. More so, 9 lecturers from Abia State College of Education, Technical Arochukwu, 12 lecturers from Ebonyi State College of Education, Ikwo, 15 lecturers from Enugu State College of Education Technical, 10 lecturer from Imo State College of Education, Ihitte Uboma and 15 lecturers from Nwafor Orizu College of Education, Anambra.

The sample size of the study was 229 respondents from state owned Colleges of Education in South East, Nigeria. This comprised of 226 NCE second year students offering in the school of education and 62 lecturers in the school of education in the state colleges of education in South East, Nigeria. There were no sampling techniques since the population of the study is manageable and controllable by the researchers. The instrument for data collection was the researchers' developed two sets of questionnaires titled Managerial Competence Needs Questionnaire (MCNQ) and Effective Administration Questionnaire (EAQ). The questionnaire has two clusters and 10 items in MCNQ and 1 cluster with 10 items in EAQ. Two experts from the Department of Educational Management and one

expert from the department of Science Education majored in Test and Evaluation in College of Education, Michael Okpara University of Agriculture, Umudike validated the instruments. Cronbach Alpha method was used to determine the reliability of the instruments which yielded an index of 0.87 for MCNQ and 0.91 for EAQ. Five briefed research assistants helped in the administration and collection of the in questionnaire. Data collected were analyzed using Pearson Product Moment Correlation Coefficient statistic to answer the research questions F-cal. was used to test the null at 0.05 level of significance.

Results

The results of the study were presented on tables and based on the research questions and the hypotheses that guided the study.

Research Question 1

To what extent does human resources management as managerial competence need relate to HODs effective administration in state colleges of education in South East, Nigeria?

Table 1: Correlation Matrix between human resources management and effective administration

		HRM	EA
HRM	Pearson	1	.864
	Sig (2-tailed)		.000
	N	388	388
	R ²	(0.746) 75%	
EA	Pearson	.864	1
	Sig. (2-tailed)	.000	
	N	388	388

HRM= Human Resources Management, EA= Effective Administration

The data on table 1 indicates a correlation R of .864 which is positive and within the coefficient limit or range of 0.80 and above indicating strong positive and very high extent relationship. This result indicates that human resources management relate to effective administration to very high extent. The coefficient of determination (R^2) of 0.746 indicates that 75% of the variance observed in the effective administration was attributed to HODs human resources management competence in colleges of education in South East, Nigeria.

Hypothesis 1

There is no significant relationship between human resources management as managerial competence need and HODs effective administration in state colleges of education in South East, Nigeria.

Table 2: Regression Analysis of Relationship between Human Resources Management as Managerial Competence Need and Effective Administration

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2072.437	1	2072.437	91.261	.000 ^b
Residual	8765.599	386	22.709		
Total	10838.04	387			

Data on table 2 reveals a significant P- value of 0.000 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected and the alternate upheld. Therefore, there is a significant relationship between human resources

management as managerial competence need and HODs effective administration in state colleges of education in South East, Nigeria.

Research Question 2

To what extent does decision-making as managerial competence need relate to HODs effective administration in state colleges of education in South East, Nigeria?

Table 3: Correlation Matrix between Decision-Making as Managerial Competence Need and HODs Effective Administration

		DMMCEN	EA
DMMCEN	Pearson	1	.891
	Sig (2-tailed)		.000
	N	388	388
	R ²	(0.794) 79%	
EA	Pearson	.891	1
	Sig. (2-tailed)	.000	
	N	388	388

DMMCEN= Decision-Making as Managerial Competence Need, EA= Effective Administration

The data on table 3 reveal a correlation (r) of .891 which is positive and within the coefficient range of 0.80 and above indicating strong positive and very high extent relationship. This result indicates that decision-making as managerial competence need relate to HODs effective administration in state colleges of education in South East, Nigeria to very high extent. The coefficient of determination (R²) of 0.794 indicates that 79% of the variance observed in the effective administration was attributed to decision-making as managerial competence need in colleges of education in South East, Nigeria.

Hypothesis 2

There is no significant relationship between decision-making as managerial competence need and HODs effective administration in state colleges of education in South East, Nigeria.

Table 4: Regression Analysis of Relationship between decision-making as managerial competence need and HODs effective administration in state colleges of education

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2162.511	1	2162.511	100.553	.000 ^b
Residual	8301.427	386	21.506		
Total	10463.94	387			

Data on table 4 show a P-value of 0.000 which is less than the alpha value of 0.05. Since the P-value of 0.000 is less than the alpha value of 0.05, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between decision-making as managerial competence need and HODs effective administration in state colleges of education in South East, Nigeria.

Summary of Findings

The findings of the study include:

1. Human resources management significantly to a very high extent relate to effective administration. The coefficient of determination (R²) of 0.746 indicates that 75% of the variance observed in the effective administration was attributed to HODs human resources management competence in colleges of education in South East, Nigeria.
2. Decision-making as managerial competence need to a very high extent relate to HODs effective administration in state colleges of education in South East, Nigeria³. The coefficient

of determination (R^2) of 0.794 indicates that 79% of the variance observed in the effective administration was attributed to decision-making as managerial competence need in colleges of education in South East, Nigeria.

Discussion of the Findings

The findings of the study were discussed based on the major findings of the study.

It was found from the study that human resources needs significantly to a very high extent relate to effective administration of HODs in state colleges in south east, Nigeria. The result implies that respondents agreed that human resources competence needs such as effective communication skills, competence in staff personnel administration, school-community relations, and good management-workforce relations among others significantly to high extent relate to HODs effective administration. This result agreed with that of Bakhsh (2013) who noted that human resources inventory (HRI) correlated positively with administrative effectiveness. Bakhsh also argued that personality traits proved as strongest determinant which was followed by organizational climate with significant predictive powers. Agreeing to this fact Baba (2015) in his study found that school inspectors offered professional support to teachers and principals in the areas of human resources practices, and thus teachers benefitted from their support. In essence, when HODs in colleges of education understands and improve in human resources needs of their departments, it would result to green work environment that would propel effective administration.

Also, the results on table 3 revealed that decision-making as managerial competence need to a very high extent relate to HODs effective administration in state colleges of education in South East, Nigeria. The results indicated that in the decision-making as managerial competence, the HODs establishes cordial relationship with the staff of the department, avoids hasty decision-making, avoids laissez-faire approach in taking decision on critical matters and avoid compromise in taking decision on disciplinary matters among others relates to effective administration. The results agreed with that of Kagendo (2018) in his study finds that the interaction between class levels and type of schools significantly influenced principals decision making. The study concluded that administrators decision-making competence in the area of school curriculum design and development, and management of students and welfare issues influenced student discipline moderately. Equally in the support of the findings, Peretomode (2019) maintained that decision-making becomes the center or the hub of all managerial and administrative functions.

Recommendations

Based on the findings of the study, the researchers' recommended the following;

1. There is need for training and retraining of HODs on human resources needs and management towards enhancing effective administration.
2. There is need for good communication competence in decision-making process amongst HODs in colleges of education.

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ASSESSING ADMINISTRATORS' PERCEPTION OF THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOAL (4) IN PUBLIC SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA



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Abstract

This study investigates administrators' perception of the implementation of Sustainable Development Goal 4 (SDG-4) in public secondary schools within the Calabar Education Zone of Cross River State, Nigeria. Utilizing an ex-post facto research design, the study involved a total of 196 administrators, representing the entire population of principals and vice principals across public secondary schools in the zone. Data were collected using a structured and validated instrument titled: Administrators' Perception of SDG-4 Implementation Survey (APSI-SDG4), which was subjected to expert validation by scholars in Educational Administration at the University of Calabar, and yielded a Cronbach Alpha reliability coefficient ranging from .81 to .87. Descriptive statistics, specifically mean and standard deviation, were employed for data analysis. The findings revealed that administrators generally had low awareness but perceived the implementation of SDG-4 as relevant and timely; however, its effective execution was hindered by challenges such as inadequate infrastructure, limited teacher training, and insufficient funding among other persisting issues. The study concluded that while the awareness and alignment with SDG-4 goals are evident, concrete strategies and investments are required to translate policy into practice. It recommended the strengthening of institutional capacity, increased funding, and integration of SDG-4 indicators into school planning and evaluation mechanisms.

Keywords: Sustainable Development Goal 4, Implementation, Administrators' Perception, Public Secondary Schools.

Introduction

The Sustainable Development Goal (SDG) 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, is a critical global initiative aimed at transforming education systems to meet the needs of a rapidly changing world. In Nigeria, particularly in the Calabar Education Zone of Cross River State, public secondary schools face significant challenges in aligning with the principles of SDG 4 (Onabe, Uzoigwe & Ishaku, 2021).

These challenges include inadequate infrastructure, insufficient teaching materials, a lack of professional development for teachers, and limited access to education for marginalized groups. Despite efforts by government and non-governmental organizations to implement policies geared toward achieving SDG 4, the extent to which public secondary schools have embraced and operationalized these initiatives remains unclear. Understanding how school administrators perceive and implement these goals is critical to bridging gaps and addressing systemic barriers to quality education.

One of the major problems impeding the implementation of SDG 4 in public secondary schools in the Calabar Education Zone is the disconnect between policy formulation and execution. Administrators, who play a pivotal role in translating education policies into actionable programs, often face constraints such as inadequate funding, poor monitoring and evaluation frameworks, and a lack of awareness or

training on SDG 4 objectives. According to Onabe, Uzoigwe and Ishaku (2021), this disconnect hinders their ability to effectively implement strategies that promote inclusivity, equity, and quality education. Moreover, many schools struggle with overcrowding, insufficient classroom spaces, and inadequate teacher-to-student ratios, which compromise the delivery of quality education. These issues raise concerns about the effectiveness of current administrative practices in achieving the targets of SDG 4 within the region.

Statement of the problem

Sustainable Development Goal 4 (SDG-4) seeks to ensure inclusive, equitable, and quality education for all and promote lifelong learning opportunities. It emphasizes access, equity, quality, and lifelong learning as essential components of a functional education system. In Nigeria, and particularly in Cross River State, various education policies and reforms have been aligned with the targets of SDG-4 to improve educational delivery, especially in public secondary schools. However, despite these efforts, there are persisting concerns about the actual implementation of these goals at the school level. Reports of dilapidated infrastructure, shortage of qualified teachers, inadequate teaching and learning materials, and limited access for marginalized groups continue to undermine the realization of SDG-4 in many parts of the country, including the Calabar Education Zone.

Administrators, such as principals and vice principals, play a critical role in driving educational reforms and ensuring that global education targets like SDG-4 are translated into actionable strategies within schools. Their perceptions offer valuable insights into the extent to which SDG-4 is understood, embraced, and effectively implemented. However, there is a noticeable gap in empirical data capturing how these key stakeholders perceive the implementation process, including the challenges they face and the support systems available to them. Without this information, policy interventions may be poorly targeted, and the efforts toward achieving SDG-4 may remain largely rhetorical rather than practical.

Given the strategic importance of administrators in the educational process, it becomes necessary to assess their perception of the implementation of SDG-4 within the Calabar Education Zone. Understanding their views will not only reveal the strengths and weaknesses of current implementation strategies but also guide educational planners, government agencies, and development partners in designing more responsive and context-specific interventions. This study, therefore, seeks to bridge the existing knowledge gap by examining how administrators perceive the implementation of SDG-4, the extent of progress made, and the factors that may be impeding or facilitating its realization in public secondary schools in the Calabar Education Zone of Cross River State.

Theoretical Framework

This study is anchored on the Transformational Leadership Theory developed by James MacGregor Burns (1978). The theory emphasizes the role of visionary leadership in inspiring and guiding organizational change, particularly through motivation, intellectual stimulation, and individualized support. In the context of implementing Sustainable Development Goal 4 (SDG-4), school administrators serve as transformational leaders who must influence teachers, students, and stakeholders to embrace inclusive and quality education practices. Their perceptions, decisions, and leadership approaches significantly shape the extent to which SDG-4 objectives are internalized and actualized within school environments. Thus, this theory provides a relevant framework for understanding how administrators' leadership perspectives impact the implementation of SDG-4 in public secondary schools.

Empirical Literature Review

Several recent studies have investigated administrators' level of awareness of the goals and targets of Sustainable Development Goal 4 (SDG-4) in public secondary schools. For instance, Yakubu and Lawal (2023) conducted a study in the North Central zone of Nigeria and found that although most school administrators were generally aware of the existence of SDG-4, their understanding of its

specific targets—such as inclusive education, equity, and lifelong learning—was limited. Similarly, Bello and Abubakar (2022) observed that awareness was often shaped by administrators' participation in government-led workshops or donor-supported seminars. These findings suggest that while SDG-4 has gained visibility in educational discourse, the depth of knowledge among administrators is still insufficient for its effective implementation at the grassroots level.

In terms of integration into school policies and practices, empirical evidence indicates that progress has been uneven. Eze and Agbo (2024) reported that only a few public secondary schools in South-Eastern Nigeria had systematically incorporated SDG-4 targets into their strategic plans or operational guidelines. Their study found that where integration existed, it was often influenced by external projects or interventions by NGOs. Likewise, a study by Okeke and Afolabi (2022) in Lagos State revealed that most school improvement plans lacked specific references to global education goals, indicating a gap between national commitments and school-level practices. These findings underscore the need for policy alignment and institutional frameworks that facilitate the localization of SDG-4 in school operations.

Concerning the challenges faced by administrators in implementing SDG-4, several studies point to structural and systemic limitations. Mohammed and Tanko (2023) identified poor funding, shortage of trained teachers, and overcrowded classrooms as key barriers in Kaduna State. Their findings revealed that even where administrators were willing to implement inclusive and quality education practices, limited resources often hindered their efforts. Similarly, Opara and Nwachukwu (2021) noted that administrators in rural parts of Cross River State faced infrastructural decay, irregular teacher training, and lack of digital tools—all of which limited their capacity to deliver education aligned with SDG-4 objectives.

Another major challenge highlighted in the literature is the limited autonomy of school administrators in decision-making. According to Adegoke and Lawani (2022), public secondary school administrators in Nigeria operate under rigid bureaucratic structures that restrict their ability to innovate or allocate resources in alignment with SDG-4 priorities. Their study in Osun State found that administrators often lacked the authority to introduce inclusive programs or initiate capacity-building efforts without approvals from higher authorities. This constraint diminishes their strategic role in translating global education goals into actionable outcomes within their schools.

On the issue of support mechanisms, recent findings reveal that while some support structures exist, they are often fragmented or inconsistent. For example, Umar and Balogun (2023) noted that donor agencies and civil society organizations occasionally provided training and materials on SDG-4 in Borno State. However, these interventions were not always coordinated with government efforts, leading to duplication or gaps. In contrast, a study by Edem and Udo (2024) in Akwa Ibom State highlighted that continuous professional development programmes organized by the Ministry of Education positively influenced administrators' understanding and engagement with SDG-4, suggesting that institutional support, when consistent and structured, can yield measurable improvements. Furthermore, empirical studies suggest that peer collaboration among administrators could serve as an informal yet effective support system. In a qualitative study by Ajibola and Nwosu (2022), principals in Abuja Municipal Council reported learning from each other through informal networks and WhatsApp platforms dedicated to education policy updates. These informal exchanges enabled them to share implementation strategies and challenges, thereby creating a community of practice that supplemented formal training. Such findings point to the potential of leveraging social and professional networks to enhance implementation capacity.

In summary, the empirical literature underscores a significant variation in awareness, integration, and support for SDG-4 implementation across Nigerian public secondary schools. While administrators generally support the goals of inclusive and quality education, they face numerous challenges ranging from limited awareness and poor resource allocation to weak institutional frameworks. Studies recommend strengthening training programmes, enhancing policy alignment, and increasing administrators' autonomy to bridge the gap between policy and practice. Moreover, support

mechanisms must be institutionalized and consistently applied to empower administrators in delivering education that aligns with the targets of SDG-4.

Purpose of the study

The main purpose of this study is to assess administrators' perception of the implementation of Sustainable Development Goal 4 (SDG-4) in public secondary schools within the Calabar Education Zone of Cross River State, Nigeria. Specifically, the study sought:

- To examine administrators' level of awareness of the goals and targets of SDG-4 in public secondary schools.
- To assess the extent to which SDG-4 has been integrated into school policies and practices in the Calabar Education Zone.
- To identify the challenges administrators face in implementing SDG-4 in public secondary schools.
- To evaluate the support mechanisms available to administrators for the effective implementation of SDG-4 in the study area.

Research questions

The following research questions are raised to guide the study:

- What is the level of administrators' awareness of the goals and targets of SDG-4 in public secondary schools?
- To what extent has SDG-4 been integrated into school policies and practices in the Calabar Education Zone?
- What challenges do administrators face in implementing SDG-4 in public secondary schools?
- What support mechanisms are available to administrators for the effective implementation of SDG-4 in the study area?

Hypothesis

The following hypothesis was formulated to direct the study:

6. There is no significant difference in the perception of male and female administrators towards the implementation of Sustainable Development goal (4) in Calabar Education zone.

Methodology

The study adopted a descriptive survey research design, which was considered appropriate for assessing the perceptions of school administrators on the implementation of Sustainable Development Goal 4 (SDG-4) in public secondary schools in the Calabar Education Zone of Cross River State, Nigeria. This design facilitated the systematic collection, analysis, and interpretation of data from a defined population, enabling the researchers to make informed generalizations regarding administrators' views and experiences. The population of the study comprised 196 public secondary school administrators (principals and vice principals) drawn from schools across the Education Zone. Given the manageable size of the population, a census sampling technique was employed, allowing all administrators to participate in the study. This approach enhanced the representativeness of the data and reduced sampling error. Data were collected using a researcher-developed instrument titled the SDG-4 Implementation Perception Questionnaire (SIPQ). The SIPQ contained 24 structured items, divided into three sections: Section A gathered demographic data; Section B assessed awareness and understanding of SDG-4 targets; and Section C examined perceptions of implementation strategies and D examined constraints and support mechanisms within the school context. The items were developed in alignment with the objectives and were measured on a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). To establish the content and construct validity of the instrument, three experts in Educational Planning and Educational Measurement and Evaluation reviewed the questionnaire. Their inputs informed revisions for improved clarity, alignment with constructs, and relevance to the study context. A pilot study was conducted using 15 school

administrators from outside the Calabar Education Zone. Reliability analysis using Cronbach's Alpha produced a coefficient of 0.84, indicating a high level of internal consistency. Data collection lasted for four weeks and was carried out through both physical and electronic administration of the questionnaire to accommodate varying accessibility preferences among participants. Trained research assistants were deployed to assist in questionnaire distribution, monitoring, and retrieval across the three local government areas. Out of the 196 questionnaires administered, 194 were completed and returned correctly, yielding a 95.9% response rate, which helped minimize data attrition and nonresponse bias. A criterion mean score of 2.50 was adopted for data interpretation. Mean scores of 2.50 and above were considered indicative of a positive perception of SDG-4 implementation, while scores below 2.50 were interpreted as reflecting negative or low perception. This methodological approach ensured the collection of valid and reliable data to examine how school administrators perceive and interpret the ongoing implementation of SDG-4 in public secondary schools across the Calabar Education Zone.

Research question one

What is the level of administrators' awareness of the goals and targets of SDG-4 in public secondary schools?

Table 1: Respondents' mean ratings and standard deviation on the level of administrators' awareness of the goals and targets of SDG-4 in public secondary schools (N = 196)

S/N	Awareness Indicators	N	Mean	S.D.	Decision
1	Administrators are aware that SDG-4 promotes inclusive and equitable quality education	196	1.94	0.72	Disagree
2	Administrators understand the target of ensuring free, equitable secondary education by 2030	196	2.01	0.68	Disagree
3	Administrators are knowledgeable about the importance of lifelong learning opportunities	196	1.87	0.75	Disagree
4	Administrators are aware of the need to improve teacher training and recruitment under SDG-4	196	1.92	0.81	Disagree
5	Administrators are informed about gender-sensitive and disability-inclusive educational targets	196	1.79	0.77	Disagree
6	Administrators know of the global indicators used to track progress of SDG-4 in schools	196	1.63	0.83	Disagree
	Grand mean score	196	1.86	0.76	Disagree

Source: Fieldwork, 2025

The results in Table 1 show that the level of administrators' awareness of the goals and targets of SDG-4 in public secondary schools is generally low. The grand mean score of 1.86 falls below the criterion mean of 2.50, placing it within the —Disagree (D) category. This suggests that a significant proportion of administrators lack adequate understanding of key components of SDG-4, including its focus on equitable education, lifelong learning, and inclusive strategies. The standard deviation values, ranging from 0.68 to 0.83, indicate a relatively moderate consensus among respondents, confirming the general perception of insufficient awareness regarding SDG-4 among public secondary school administrators in the study area.

Research Question Two

To what extent has SDG-4 been integrated into school policies and practices in the Calabar Education Zone?

Table 2: Respondents' mean ratings and standard deviation on the extent of integration of SDG-4 into school policies and practices in the Calabar Education Zone (N = 196)

S/N	Integration Indicators	Sample	Mean	S.D.	Decision
1	School policies promote inclusive education for all learners	196	2.06	0.84	Disagree
2	Curriculum review processes consider SDG-4-related targets	196	1.91	0.78	Disagree
3	Professional development programmes align with SDG-4 goals	196	1.83	0.72	Disagree
4	Gender equity and accessibility are reflected in school planning	196	2.12	0.81	Disagree
5	Resource allocation supports SDG-4-related improvements	196	1.76	0.69	Disagree
6	Monitoring and evaluation systems track SDG-4 implementation	196	1.68	0.77	Disagree
	Grand mean score	196	1.89	0.77	Disagree

Source: Fieldwork, 2025

The results in Table 2 indicate that the integration of SDG-4 into school policies and practices in the Calabar Education Zone is generally low. The grand mean score of 1.89 is below the criterion mean of 2.50, aligning with the —Disagree (D) category. This suggests that most administrators perceive a weak alignment between existing school policies and the targets of SDG-4, particularly in areas such as inclusive planning, curriculum reform, professional development, and tracking mechanisms. The standard deviation values, which range from 0.69 to 0.84, show a moderate level of agreement among respondents, reinforcing the conclusion that SDG-4 integration remains insufficient in the schools under review.

Research Question Three

What challenges do administrators face in implementing SDG-4 in public secondary schools?

Table 3: Respondents' mean ratings and standard deviation on the challenges administrators face in implementing SDG-4 in public secondary schools (N = 196)

S/N	Challenge Indicators	Sample	Mean	S.D.	Decision
1	Inadequate funding and infrastructure hinder SDG-4 implementation	196	3.44	0.66	SA
2	Insufficient training and capacity-building opportunities for staff	196	3.29	0.72	A
3	Poor awareness and understanding of SDG-4 among key stakeholders	196	3.18	0.79	A
4	Lack of effective monitoring and evaluation frameworks	196	3.22	0.74	A
5	Resistance to change within the school system	196	2.94	0.82	A
6	Weak policy support from education authorities	196	3.11	0.77	A
	Grand mean score	196	3.20	0.75	A

Source: Fieldwork, 2025

The results in Table 3 show that administrators face significant challenges in implementing SDG-4 in public secondary schools. The grand mean score of 3.20 falls within the —Agree (A) category, indicating a high level of agreement among respondents on the prevalence of these obstacles. Notably, issues such as inadequate funding, lack of stakeholder awareness, weak monitoring systems, and insufficient staff training were consistently identified as major barriers. The standard deviation values, ranging from 0.66 to 0.82, suggest a moderate to high level of consensus among respondents,

reinforcing the reliability of the findings and highlighting the need for systemic interventions to address these challenges.

Research Question Four

What support mechanisms are available to administrators for the effective implementation of SDG-4 in the study area?

Table 4: Respondents' mean ratings and standard deviation on the support mechanisms available for the effective implementation of SDG-4 (N = 196)

S/N	Support Mechanism Indicators	Sample	Mean	S.D.	Decision
1	Government provides periodic training on SDG-4-related strategies	196	2.14	0.83	D
2	School administrators receive instructional materials aligned with SDG-4	196	2.07	0.79	D
3	Education authorities conduct regular supervision and follow-up	196	2.36	0.81	D
4	Collaboration with NGOs and development partners is encouraged	196	2.21	0.76	D
5	ICT infrastructure is available to support inclusive learning practices	196	1.98	0.85	D
6	Financial support for SDG-4 implementation is provided to schools	196	1.87	0.88	D
	Grand mean score	196	2.11	0.82	D

Source: Fieldwork, 2025

The results in Table 4 reveal that support mechanisms available to administrators for the effective implementation of SDG-4 in the study area are generally inadequate. The grand mean score of 2.11 falls below the benchmark of 2.50, corresponding to the —Disagree (D) category. This indicates that most respondents believe that critical support structures—such as training, supervision, financial backing, ICT facilities, and partnerships—are either insufficient or inconsistently provided. The standard deviation values, ranging from 0.76 to 0.88, reflect a moderate level of agreement among respondents, emphasizing the need for enhanced institutional and governmental support to enable effective SDG-4 implementation in public secondary schools.

Hypothesis One

There is no significant difference in the perception of male and female administrators towards the implementation of Sustainable Development Goal (4) in Calabar Education Zone.

Table 5: Independent t-test analysis of male and female administrators' perception of SDG-4 implementation

Gender	N	Mean	S.D.	df	t-cal	p-value	Decision
Male	118	3.12	0.74				
Female	78	2.89	0.71	194	2.32	0.021	Reject Ho

Source: Fieldwork, 2025

The result in Table 5 shows that male administrators (N = 118) had a mean perception score of 3.12 (SD = 0.74), while female administrators (N = 78) had a mean score of 2.89 (SD = 0.71) regarding the implementation of SDG-4. The calculated t-value is 2.32 with 194 degrees of freedom, and the p-value is 0.021, which is less than the significance level of 0.05. Since the p-value is less than 0.05, the null hypothesis is rejected. This implies that there is a statistically significant difference in the perception of male and female administrators toward the implementation of Sustainable Development Goal (4) in public secondary schools in the Calabar Education Zone. The result suggests that gender influences how administrators perceive SDG-4 implementation efforts.

Discussion of Findings

The findings from the first research question revealed that the level of administrators' awareness of the goals and targets of Sustainable Development Goal 4 (SDG-4) in public secondary schools in the Calabar Education Zone is generally low. With a grand mean score of 1.86, administrators demonstrated limited knowledge of key components of SDG-4, including equitable access to quality education, inclusive learning environments, and lifelong learning opportunities. This aligns with the empirical observations of Yakubu and Lawal (2023), who found that while most administrators in North Central Nigeria were aware of SDG-4 in general terms, they lacked an in-depth understanding of its specific targets. The implication is that the effectiveness of SDG-4 implementation is undermined by a knowledge gap at the leadership level, which is essential for policy articulation and execution within schools.

The result of the second research question further underscored the poor integration of SDG-4 into school policies and practices. With a grand mean of 1.89, respondents disagreed that inclusive educational targets, curriculum alignment, and gender-responsive planning were being adequately reflected in institutional frameworks. This finding is consistent with Eze and Agbo (2024), who reported that only a few schools in South-Eastern Nigeria had mainstreamed SDG-4 into their strategic plans, and even then, largely due to NGO involvement. Similarly, Okeke and Afolabi (2022) revealed that school improvement plans in Lagos State often lacked explicit references to SDG-4, indicating that national education policies were not sufficiently localized in school-level operational frameworks. These findings suggest that even where administrators are partially aware of SDG-4, structural and institutional inertia may hinder practical implementation, especially in the absence of explicit guidelines, training, or monitoring systems tailored to SDG-4 targets.

Results from the third research question revealed that administrators face significant challenges in implementing SDG-4. The grand mean of 3.20 indicated strong agreement among respondents that issues such as inadequate funding, lack of capacity-building programmes, weak monitoring systems, and stakeholder resistance were prevalent. These results are corroborated by Mohammed and Tanko (2023), who identified poor funding, shortage of trained personnel, and overcrowded classrooms as key impediments in Kaduna State. Likewise, Opara and Nwachukwu (2021) highlighted systemic challenges in rural Cross River State, including infrastructural decay and irregular teacher training, which directly hinder administrators' capacity to implement inclusive education practices. The identified barriers reflect broader systemic weaknesses in the public education sector, where policy ambitions often exceed available institutional capacity and financial support.

The fourth research question revealed that support mechanisms for SDG-4 implementation are largely insufficient, with a grand mean of 2.11. Respondents reported inadequate training, poor resource provision, limited ICT infrastructure, and weak collaboration with NGOs or governmental agencies. These findings mirror those of Umar and Balogun (2023), who found that support from donor agencies in Borno State was inconsistent and poorly aligned with government strategies, often leading to duplicated or fragmented efforts. However, Edem and Udo (2024) provided a contrasting view in Akwa Ibom State, where continuous professional development programmes organized by the Ministry of Education positively influenced administrators' understanding and engagement with SDG-4. This suggests that institutional support, when structured and consistent, can yield measurable improvements in implementation capacity.

Additionally, the result of the hypothesis test showed a significant gender-based difference in administrators' perception of SDG-4 implementation, with male administrators having a more favorable view than their female counterparts. This supports the findings of Adegoke and Lawani (2022), who emphasized that bureaucratic constraints and limited autonomy often differentially affect male and female administrators, particularly in their ability to introduce innovative programmes or access capacity-building opportunities. Finally, Ajibola and Nwosu (2022) highlighted the role of informal peer networks—such as WhatsApp groups and administrative clusters—as critical platforms for experience sharing and mutual learning among school leaders. Overall, the findings emphasize the need

for increased awareness, policy alignment, institutional support, and gender-sensitive capacity building to advance the goals of SDG-4 in the region.

Conclusion

The study concluded that awareness, integration, and support for the implementation of SDG-4 in public secondary schools in the Calabar Education Zone are generally low, while administrators face significant challenges that hinder progress. Additionally, a significant gender difference exists in administrators' perceptions, indicating the need for targeted capacity-building and inclusive policy support.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The Ministry of Education should organize regular sensitization workshops and seminars to improve administrators' awareness and understanding of the goals and targets of SDG-4.
2. School governing bodies should integrate SDG-4 principles into school policies, curriculum planning, and administrative practices to ensure alignment with global educational standards.
3. Government and donor agencies should increase financial, infrastructural, and technical support to public secondary schools to address the major challenges hindering SDG-4 implementation.
4. Targeted training and mentorship programmes should be introduced to bridge the gender gap in perception and capacity, ensuring that both male and female administrators are equally equipped to drive SDG-4 implementation.

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PRINCIPALS' SCHOOL FACILITIES MANAGEMENT SKILLS AS CORRELATES OF TEACHERS' TASK PERFORMANCE FOR SUSTAINABLE NATIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE



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Abstract

This study examined principals' school facilities management skills as correlates of teachers' task performance in public secondary schools for sustainable national development in Anambra State. The study which was guided by three research questions and three null hypotheses adopted a correlational survey research design. The population of the study consisted of 266 principals and 5133 teachers in the six Education Zones in Anambra State. Multi stage sampling procedure was used to draw a sample of 492 teachers and 123 Principals for the study. The instruments for data collection were researcher-made questionnaires titled; —Principals' School Facilities Management Questionnaire (PSFMSQ) and —Teachers Task Performance Questionnaire (TTPQ). The average reliability index determined using Cronbach Alpha was 0.82. Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions while the hypotheses were analyzed using test of significance of correlation. The findings of the study revealed among others that there is a significant relationship between principals' school building, instructional material management and teachers' task performance in public secondary schools in Anambra State. The study also revealed that there is no significant relationship between principals' information and communication technology (ICT) management and teachers task performance in public secondary schools in Anambra State. The study recommended among others that for sustainable national development, government should provide adequate funds for proper management of school buildings in public secondary schools in Anambra State. Principals should ensure that instructional materials are properly used by teachers for instructional delivery and archive should be provided in the school for the safe keep of the instructional materials. Principals should organize periodic training programmes for teachers on the use of ICT in the school but they should make it clear to them that can still deliver instruction in the absence of ICT.
Keywords: School Facilities, Management, Teachers' Task Performance, Sustainable Development.

Introduction

Quality teachers' task performance is a demand for quality education that sustains national development. A sustainable national development refers to the overall growth and progress of a country in various aspects, including economic, social, political, and technological advancements. It involves improving the quality of life for citizens through better infrastructure, education, healthcare, job opportunities, and governance (Okojie, 2021). Sustainable national development entails the growth of the nation in form of unity, education, economic wellbeing, and mass participation in government. It is believe that, sustainable national development is the ability of the nation to provide a conducive atmosphere for the realization of individual potentials, the existence of buoyant economy and availability of social Infrastructural facilities for the populace. In order to sustain any aspect of national development be it economic growth, infrastructural development, human capital development, health improvement, political stability and governance, social welfare and equity, environmental

sustainability, technological and scientific advancements through quality teachers' task performance, there seemed to be a need for principals to develop adequate skills for management of school facilities.

Principals are head at the secondary education level. Anyaeche et al. (2021) asserted that the principal is the head teacher who is responsible for the development and implementation of educational programmes at the secondary school level, procures staff, funds as well as creating a conducive teaching and learning environment in the school. Principals as head in secondary schools are in charge of managing all the resources that support teaching and learning.

Teachers are important resources that propel teaching and learning. Teachers perform a lot of tasks in the school in other to support students, promote the image of the school and ensure the success of education generally. Etebu and Ukaigwe (2018) asserted that teachers' task performance is a display of their willingness to utilise their time, energy and hard work to carry out their task to achieve educational goals and objectives. Accordint to Etebu and Ukaigwe (2018) teachers' tasks in secondary schools include among others judicious utilization of human and material resources, adequate leadership technique and use of process, principles and good method of teaching to successfully achieve classroom set goal; curriculum implementations; and decision making to decide the best instructional methods or procedures to use to ensure efficient instructional delivery. It might be difficult for teachers to perform these tasks effectively without school facilities.

Facilities could be in form of equipment, buildings or services provided for a specific purpose. It could be a place especially buildings where some specific activities are carried out, (Onyekazi, 2021). Onyekazi (2021) maintained that school facilities are all the material resources which could be permanent or semi-permanent hardware such as buildings and equipment or software such as computer assisted instruction and programmes which improve teachers' task performance, teaching/learning process and the production output of the educational system. Thangeda, et al. (2017), opined that school facilities include; classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio visual aids, tables, desks, chairs, playground, storage space and toilets. This work examined school buildings, instructional materials, information and communication technology (ICT) and the way principals manage them as they relate to teachers' task performance in public secondary schools in Anambra State.

School buildings are buildings in the school that are used by the staff and students of the school. School buildings include administrative blocks, classrooms, assembly halls, laboratories, library, workshop buildings, staff rooms, and examination hall, among others. Fouad and Sailer (2019) asserted that the school building is one of the aspects of the school system and consists of formal and informal learning spaces. Instructional materials are very important in public secondary schools in Anambra State just like any other institution of learning. Obuakor (2019) maintained that instructional materials are tools used by the teachers to make learning look real and understandable by students. In the same vein, Hence, instructional materials play a very crucial role in the teaching and learning process because it aids teachers to make students have full and deeper understanding of the learning process. Some examples of instructional materials include; charts, boards, maps and reference books. The demand for information and communication technology (ICT) gadgets or equipment in different organizations of the world seems to be continuously on the increase (Omar, 2017). So, management of school facilities in public secondary schools in Anambra State is the strategies employed by the principal who is in charge of public secondary schools in Anambra State to take care of the facilities in the school. While it is essential to provide facilities in public secondary schools in Anambra State, effective management of the facilities should be underscored. Management of school facilities involves routine checks, maintenance and effective use of available educational facilities and the provision of new ones to meet the dynamic teaching and learning needs in schools.

Adequate educational facilities stimulate students and teachers' active participation in teaching and learning process. The way school facilities are managed is one of the determinants of the quality of education which warrants sustainable development. In other words, the quality of teaching, learning, and learning outcome that promote sustainable national development to a good extent could depend on the management of school facilities. Koko and Elenwo (2022) included proper management of school

facilities as one of the determinants of teachers' task performance which improve learning outcomes. Studies such as Koko and Elenwo (2022), Uzoechina and Nwankwo (2016) and observation by the researcher indicated possible decline in the task performance of teachers in public secondary schools in Anambra State. It is against this background that this study sought to investigate principals' school facilities management skills as correlate of teachers' task performance in public secondary schools in Anambra State.

Statement of the problem

Quality teachers' task performance which could be through adequate principals' school facilities management skills is a demand for quality education that sustains national development. Observation by researchers seem to indicate that teachers' task performance in Anambra State public secondary schools is not what it is supposed to be. This has been a source of concern knowing full well that the secondary education level is a very strategic level in the cadre of education where poor teachers' task performance can lead to poor students' achievement, which if not checked can in the long run lead to weak workforce and crisis in the national development. Hence, the statement of the problem for this study posed as a question is: Is principal's school facilities management skill a correlate of teachers' task performance in public secondary schools in Anambra State for a sustainable national development?

Purpose of the Study

The main purpose of the study was to ascertain Principals' school facilities management skills as correlate of teachers' task performance in public secondary schools in Anambra State. Specifically, the study sought to:

- Ascertain the extent of the relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.
- Certify the extent of the relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State.
- Assess the extent of the relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

- What is the extent of the relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State?
- What is the extent of the relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State?
- What is the extent of the relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State?

Hypotheses

The following hypotheses was tested at 0.05 level of significance and they guided the study.

H₀₁: There is no significant relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

H₀₂: There is no significant relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State.

H₀₃: There is no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Method

The study employed correlational research design. The population for this study was 5,399 comprising 266 Principals and 5,133 teachers in the 266 public secondary schools in the six education zones of Anambra State. The sample for this study comprised of 513 teachers and 132 Principals drawn from the population of the study using multi stage sampling technique. The instruments for data collection were two sets of structured questionnaires developed by the researcher which were titled; —Principals' School Facilities Management Skill Questionnaire (PSFMSQ) and —Teachers' Task Performance Questionnaire (TTPQ)'. The face validity of the instruments was established by three experts. The construct validity of the instruments was established using Principal Component Analysis approach. Kaiser-Meyer-Olkin (KMO) was obtained as 0.829. Cronbach alpha procedure was used to determine the overall reliability coefficient of 0.75 for the instruments. Five research assistants helped the researcher to administer and retrieve the instruments. The research assistants were able to collect 492 instruments from teachers and 123 instruments from principals making a total of 615 instruments (95 %return rate). The data were analysed using the Pearson Product Moment Correlation Coefficient (PPMC) to answer the research questions. Test of significance of correlation was used to test hypotheses at 0.05 level of significance. All analyses were carried out using Statistical Package for Social Science (SPSS) version 26.

Results

Research Questions 1

What is the extent of the relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State?

Table 1: Pearson (r) of the extent of the relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

Sources of Variation	N	Principals' school building management	Teachers' task performance	Remark
Principals' school building management	492	1.00	0.576 **	Moderate positive relationship
Teachers' task performance	123	0.576 **	1.00	

** (0.576) = moderate positive relationship

Table 1 revealed that that Pearson (r) of relationship between principals' school building management and teachers' task performance was 0.576 which indicated a moderate positive relationship ($r = 0.576$, $N = 615$). This indicated that there was a moderate positive relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

Research Questions 2

What is the extent of the relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State?

Table 2: Pearson (r) of the extent of the relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Principals' instructional material management	Teachers' task performance	Remark
Principals' instructional material management	492	1.00	0.329 ^{x**}	Low positive relationship

Teachers' task performance	123	0.329 ^{xx}	1.00

** (.329) = low positive relationship

Result from Table 2 indicated that Pearson (r) of relationship between principals' instructional material management and teachers' task performance was 0.329 which displayed a low positive relationship ($r = 0.329$, $N = 615$). This concluded that there was a low positive relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State.

Research Questions 3

What is the extent of the relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State?

Table 3: Pearson (r) of the extent of the relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Principals' management	(ICT)	Teachers' task performance	Remark
Principals' (ICT) management	492	1.00		0.280 ^{**}	Low positive relationship
Teachers' task performance	123	0.280 ^{xx}		1.00	

** (0.280) = low positive relationship

As displayed in Table 3, the Pearson (r) of the relationship between principals' information and communication technology (ICT) management and teachers' task performance was 0.280 which depicted a low positive relationship ($r = 0.280$, $N = 615$). This described that there was a low positive relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Hypothesis 1

There is no significant relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

Table 4: Test of significance of correlation between the mean score rating of principals' school building management skill with that of teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Coefficient (r)	r^2	p-value	Remark
Principals' school building management skill	492				
Teachers' task performance	123	0.576	0.331	0.000	Significant

As shown in Table 4, the p-value of .000 was less than 0.05 level of significance which implied that the null hypothesis of no significant relationship between principals' school building management skill and teachers' task performance was rejected ($r, 615 = 0.576$, $p\text{-value} = 0.000$). Hence, there is a significant relationship between principals' school building management and teachers' task performance in public secondary schools in Anambra State.

Hypothesis 2

There is no significant relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State.

Table 5: Test of significance of correlation between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Coefficient (r)	r ²	p-value	Remark
Principals' instructional materials management skill	492	0.329	0.108	0.000	Significant
Teachers' task performance	123				

As depicted in Table 5, the p-value of 0.000 was less than 0.05 probability level which meant that the null hypothesis of no significant relationship between principals' instructional materials management skill and teachers' task performance was rejected ($r, 615 = 0.329$, $p\text{-value} = 0.000$). In the same vein, there is a significant relationship between principals' instructional materials management and teachers' task performance in public secondary schools in Anambra State.

Hypothesis 3

There is no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Table 6: Test of significance of correlation between principals' information and communication technology (ICT) management skill and teachers' task performance in public secondary schools in Anambra State

Sources of Variation	N	Coefficient (r)	r ²	p-value	Remark
Principals' information and communication technology (ICT) management skill	492	0.280	0.078	0.090	Not significant
Teachers' task performance	123				

As displayed in Table 6, the p-value of .090 was greater than 0.05 alpha level which meant that the null hypothesis of no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance was not rejected ($r, 615 = 0.280$, $p\text{-value} = 0.090$). In spite of this, there is no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State.

Discussion of Findings

Findings from Table 1 indicated that that Pearson (r) of relationship between principals' school building management and teachers' task performance was 0.576 which indicated a moderate positive relationship ($r = 0.576$, $N = 615$) between principals' school building management and teachers' task performance in public secondary schools in Anambra State. Testing of hypothesis 1 presented in Table 4 revealed no significant relationship between principals' school building management and teachers' task performance was rejected ($r, 615 = 0.576$, $p\text{-value} = 0.000$). This

finding supported the findings of Okeke (2016) which indicated a positive relationship between school building management and teachers' task performance. The reason behind this similarity could be because both studies used teachers as respondents. This means that the management of building is a major determinant of teachers' task performance in public secondary schools in Anambra State.

Result from Table 2 indicated that Pearson (r) of relationship between principals' instructional material management and teachers' task performance was 0.329 which displayed a low positive relationship ($r = 0.329$, $N = 615$). This concluded that there was a low positive relationship between principals' instructional material management and teachers' task performance in public secondary schools in Anambra State. Testing of hypothesis 2 as shown in depicted in Table 5 indicated that there was no significant relationship principals' instructional materials management and teachers' task performance was rejected (r , $615 = 0.329$, $p\text{-value} = 0.000$). The finding is in line with Yusuf and Ibraheem-Kareem (2022) which revealed that there was a significant relationship between management of instructional resources and teachers' task performance in public secondary schools in Kwara State, Nigeria. The similarity in the findings could be due to the closeness in the time frame of the two studies. This implied that instructional materials are very important in the school.

Findings from Table 3, the Pearson (r) of the relationship between principals' information and communication technology (ICT) management and teachers' task performance was 0.280 which revealed a low positive relationship ($r = 0.280$, $N = 615$) between principals' information and communication technology (ICT) management and teachers' task performance in public secondary schools in Anambra State. Test of hypothesis 3 as shown in Table 6 revealed that there is no significant relationship between principals' information and communication technology (ICT) management and teachers' task performance was not rejected (r , $615 = 0.280$, $p\text{-value} = 0.090$). The implication is that information and communication technology (ICT) is important but not a major determinant of teachers' task performance in public secondary schools in Anambra State. The finding supported Kimani et al. (2022) which revealed that information and communication technology (ICT) is significant to the task teachers perform in secondary schools.

Conclusion

Based on the findings, it was concluded that principals' school building management and instructional material management are major determinants of teachers' task performance in public secondary schools in Anambra State while principals' information and communication technology (ICT) management is important but not a major determinant of teachers' task performance in public secondary schools in Anambra State. Principals' school building management and instructional material management had a significant relationship with teacher' task performance in public secondary schools in Anambra State. Principals' information and communication technology (ICT) management is not significantly related with teacher' task performance in public secondary schools in Anambra State. Proper management of school facilities promotes efficient teaching and learning which positively enhance teachers' task performance.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made;

1. Government should provide adequate funds for proper management of school buildings in public secondary schools in Anambra State.
2. Principals should ensure that instructional materials including ICT based devices are properly used by teachers for instructional delivery and archive should be provided in the school for the safe keep of the instructional materials.

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THE IMPACT OF ETHICAL SCHOOL ADMINISTRATION ON SECONDARY EDUCATION GOALS ATTAINMENT IN YAKURR LOCAL GOVERNMENT AREA, CROSS RIVER STATE



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Abstract

This study investigated the impact of ethical school administration on secondary education goals attainment in Yakurr Local Government Area of Cross River State, Nigeria. One research question and hypothesis was formulated to guide the study. The study adopted correlation design. The population of this study comprises all the 17 public secondary school and 346 teachers in Yakurr Local Government Area, Cross River State. Census approach was adopted in the study. An instrument titled —Ethical School Administration and Secondary Education Goals Attainment. Questionnaire (ESASEGAQ) was used for data collection. The questionnaire was face and content validated by three research experts from the department of Educational Management, and from Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar. The reliability was determined through Cronbach alpha technique and the index ranges between .88 - .90. The descriptive statistics output of the Simple Linear Regression Analysis was used to answer the research question, while the ANOVA and relative coefficient output of Simple Linear Regression Analysis was used to test the hypotheses at 0.05 level of significance. The result of the analysis revealed that ethical school administration significantly predict secondary education goals attainment ($R=.638$). Based on the findings of the study, it was concluded that ethical school administration statistically predict secondary education goals attainment in Yakurr Local Government Area, Cross River State. This underscores the importance of integrity, fairness, transparency, and accountability in school leadership as critical determinants of educational outcomes. It was recommended that Cross River State Ministry of Education in collaboration with the management of secondary schools should organize regular training and capacity-building workshops on ethical leadership for school administrators to strengthen their commitment to ethical practices in order to enhance the attainment of secondary education goals in public schools.

Keywords: Ethical, School Administration, Secondary Education, Goals Attainment

Introduction

Secondary education is a crucial stage of formal education that comes after primary education and precedes tertiary or higher education. It generally serves students between the ages of 11 or 12 and 17 or 18, offering a comprehensive curriculum that includes academic subjects, vocational training, and life skills. In Nigeria and many other countries, it is structured into junior and senior secondary levels, each lasting three years. Beyond preparing students for higher education, the objectives of secondary education include equipping school leavers with practical skills for the labor market, fostering human

capital development, and promoting responsible citizenship and societal well-being (FRN, 2013; Etor et al., 2019; Obona et al., 2024). As noted by Obona and Etete (2019), achieving these objectives largely depends on the dedication and competence of teachers, who remain the most vital human resource in driving the success of secondary education in Nigeria.

Goals play a crucial role in all organizations, including educational institutions, by providing clear direction, enhancing the use of available resources, motivating stakeholders, and establishing standards for measuring performance. In the context of this study, goal attainment is understood as the achievement of predetermined educational objectives within a given period, ensuring that both individual and institutional inputs lead to measurable outcomes. Etor et al. (2019) highlighted three key elements of achieving school goals: enabling access to higher education, facilitating knowledge acquisition, and ensuring high-quality teaching and learning. Thus, secondary school graduates should be equipped with adequate skills and knowledge to either pursue tertiary education or enter the workforce. According to the Federal Republic of Nigeria (2004), as cited by Ndem and Egbai (2016), the broader aim of secondary education is to prepare students for further education and effective participation in society. Similarly, Ebete and Ejims (2020) stressed the need to produce capable graduates who meet national expectations, while Obona et al. (2024) noted that true goal attainment also includes academic success, personal growth, career or educational readiness, and alignment with the school's mission and vision.

School goal attainment can be evaluated by examining the quality of instruction, student discipline, academic achievement, and the acquisition of vocational or practical skills (Madukwe et al., 2024). Obasi (2018) highlighted that committed teachers demonstrate responsibility in both administrative and teaching roles, are prompt in performing duties, and actively seek professional development opportunities. After completing secondary education, students are expected to transition into various careers or pursue higher education to become financially independent and contribute meaningfully to national development. However, research shows that low levels of teacher commitment and poor goal attainment remain persistent challenges in Nigeria's secondary schools (Madukwe et al., 2024; Ofoha, 2011; Obona et al., 2024; Arop, Owan, & Ekpang, 2018; Amuche et al., 2014). Nyong (2013) noted that many secondary school graduates in Nigeria lack the essential vocational, technical, and entrepreneurial competencies expected of them. This gap contributes to the high rate of unemployment, particularly in Cross River State.

According to Arop et al. (2018), the quality of instruction in many schools is substandard, while Obona et al. (2023) reported unethical practices among teachers, such as absenteeism and poor interpersonal relations. Ekaette, Ekpenyong, and Owan (2019b) lamented that a significant number of graduates do not advance to tertiary education and instead fall into social vices like drug abuse and cultism. Madukwe et al. (2024) observed that secondary education goals in Nigeria have not been fully realized, as many graduates lack employable skills, while others become involved in anti-social behavior out of frustration. Similarly, Fehintola (2015) reported that students' academic outcomes frequently fall below expectations, despite significant investments by both the government and parents.

In public secondary schools in Yakurr Local Government Area, the challenges are even more alarming. Many students either drop out or complete school without acquiring marketable skills, leading to outcomes such as street hawking, petty crime, or extreme poverty. Worsening this situation are systemic problems like overcrowded classrooms, a shortage of qualified teachers, inadequate facilities, lack of motivation among staff, and poor learning conditions. These issues hinder students' comprehensive development across intellectual, emotional, and practical domains. Thus, the realization of secondary education objectives in the area is severely threatened. Addressing these problems requires urgent reforms like ethically driven school administration to ensure efficient school goals attainment. Ethical school administration refers to the practice of leading educational institutions with integrity, fairness, and a commitment to moral principles that guide decision-making and interactions within the school community. It encompasses values such as honesty, transparency, accountability, respect, and justice, ensuring that school leaders act as role models and foster an environment conducive to ethical behavior among staff and students. According to Orunbon, Ifenaike, and Adeleke (2022), ethical

leadership in schools involves characteristics like honesty, fairness, people orientation, power sharing, ethical guidance, role clarity, and concern for sustainability. Similarly, Gikonyo (2020) emphasizes that ethical leadership is critical in steering school managers toward value-based leadership, which significantly impacts effective school management. Furthermore, Maimela (2024) highlights that ethical school leadership promotes accountability and trust, essential components for the success and credibility of educational institutions. Some ethical principles in school administration are fairness, honesty, integrity, equality, impartiality, responsibility, organizational commitment, respect for human rights, adherence to the law, tolerance, and transparency (Şentürk, 2011).

Studies show that stronger ethical relationships between teachers and administrators boost trust and as a result, the school environment becomes more effective and focused, paving the way for the consistent attainment of its educational goals. Freeman and Stewart (2016) as cited in Wey-Amaewhule and Eberechi (2024) portray ethical leadership as exemplified behavior that guides others toward moral choices by prompting key ethical inquiries. Downe et al. (2016) argue that such leadership either springs from a leader's personal character thereby inspiring duplication, or from the formal policies and frameworks they establish to shape followers' conduct. Northouse (2016) outlines five foundational tenets of ethical leadership—respect, service, justice, honesty, and community building—that serve as its key indicators. Research further shows that ethical leadership correlates with positive staff outcomes, such as constructive attitudes and behaviors, alongside reduced workplace deviance and lower intentions to quit (Chen & Hou, 2016; Ng & Feldman, 2015).

In a study, Obiekwe et al. (2021) investigated the ethical leadership strategies principals use to achieve goals in Anambra State's public secondary schools. Employing a descriptive survey, they posed four research questions and tested four hypotheses at a 0.05 significance level. From a total of 6,382 teachers across 261 schools, a stratified multi-stage sample of 638 (192 male, 446 female) was drawn. Data collection relied on the researcher-designed —Principals' Ethical Leadership Practices Questionnaire (PELPQ), a four-point scale validated by experts. Cronbach's alpha coefficients for its four subscales ranged from 0.77 to 0.86 (0.81 overall). Of 638 instruments distributed, 630 were returned. Analysis via mean ratings and t-tests revealed that principals employ four ethical leadership dimensions—climatic, communicative, behavioral, and decisional—to drive goal attainment.

Wey-Amaewhule and Eberechi (2024) examined how principals' ethical leadership affects school administration in Rivers State's public secondary schools. Using a descriptive survey and a census of all 63 principals, they gathered data with a bespoke Likert-style questionnaire (62 responses). Reliability testing yielded Cronbach's alphas between 0.67 and 0.81. Descriptive statistics (means, standard deviations) addressed three research questions, while z-tests evaluated three null hypotheses at $p < .05$. Findings indicate that principals' ethical practices enhance instructional administration and bolster teachers' performance and professional integrity.

Sikpi and Enoch (2022) explored the relationship between leadership core values and goal attainment in Bayelsa State's public universities. Their correlational design was driven by four research questions and hypotheses tested at a 0.05 level. The census-based sample comprised all 214 senior administrators (e.g., Vice-Chancellors, Registrars, Bursars, Librarians, Deans, Department Heads). Two instruments—the Leadership Core Values of Public University Questionnaire (LCVPUQ) and the Goals Attainment of Public University Questionnaire (GAPUQ) were researcher-developed, validated, and yielded Cronbach's alphas of 0.86 and 0.79. Means and standard deviations summarized responses, and Pearson's correlation (SPSS v.25) tested hypotheses. Results demonstrated a significant positive correlation between leadership values and university goal attainment.

Madukwe et al. (2024) assessed the link between participatory leadership behaviors and goal achievement in Abia State's secondary schools using an ex post facto approach. Two research questions and one hypothesis ($\alpha = .05$) framed the study. Out of 303 schools across three zones, 160 principals were randomly selected. Data were collected via the self-designed —Participatory Leadership Behaviour and Goal Attainment Questionnaire (PLBGAQ). Mean and standard deviation analyses addressed the research questions; multiple regression tested the hypothesis. They found that both participatory

leadership and overall goal attainment were low, yet participatory behaviors significantly predicted schools' goal achievement.

Obona et al. (2024) investigated how management variables interact to influence goal attainment in Ikom LGA's public secondary schools, guided by three hypotheses at $p < .05$. A correlational design encompassing all 91 administrators (21 principals, 67 vice-principals) from 24 schools used a census sampling. The —Management Variables and Goals Attainment in Secondary Schools Questionnaire (MVGASSQ),¹ a 20-item scale validated by University of Calabar experts, showed a Cronbach's alpha of 0.82. Simple and multiple linear regressions revealed that both leadership style and facilities management significantly predict goal attainment in the area.

The reviewed studies have shown that ethical school administration positively influence the school goals attainment. However, most of these studies were conducted outside Yakurr Local Government Area in Cross River State, meaning their findings may not be applicable to this specific region due to its unique ethnic and geographical context. No existing study has examined how ethical school administration impacts secondary education goal attainment using the same sub-variables as the present research. This study therefore seeks to fill that gap and contribute new insights to the field.

Statement of the Problem

Secondary education holds a pivotal role within the educational framework of every nation, including Nigeria. As outlined in the National Policy on Education (FRN, 2004), the objectives of secondary education include the development of skilled manpower, fostering excellence among students, and nurturing individuals capable of independent thought who respect the opinions and emotions of others. Accordingly, secondary schools serve as vital institutions in the personal development of learners and in promoting national socio-economic advancement.

Nevertheless, it was observed with concern that public secondary schools in Yakurr Local Government Area of Cross River State face several challenges that impede the realization of these educational goals. These challenges manifest in overcrowded classrooms due to large student enrollment, rising cases of examination malpractice, declining academic performance, and increasing instances of indiscipline and disrespect towards school authorities. Additionally, the schools suffer from poor infrastructure, limited educational resources, and a shortage of vocational training programs—factors that collectively undermine students' career readiness and hinder the effective achievement of secondary education objectives.

In an effort to address these issues, the Cross River State Government, in partnership with key stakeholders, has implemented various interventions. These include investments in school infrastructure, the organization of teacher training programs, and the consistent payment of salaries. The M-Power initiative has also contributed by recruiting additional teaching staff to ease the burden on existing personnel. Despite these efforts, the expected improvements in educational outcomes have not yet been fully realized. It is within this context that the current study seeks to investigate whether ethical school administration relates to secondary education goals attainment in Yakurr Local Government Area.

Purpose of the study

The study Assessed the impact of ethical school administration on secondary education goals attainment in Yakurr Local Government Area, Cross River State, Nigeria.

Specifically, the study sought to examine whether: Ethical school administration predicts secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State.

Research question

The following research question guided the study: To what extent does ethical school administration predicts secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State?

Hypotheses

This hypothesis guided the study: Ethical school administration does not significantly predict secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State.

Methodology

The study adopted correlation design. The population of this study comprises all the 17 public secondary school and 346 teachers in Yakurr Local Government Area, Cross River State. Out of this number, 207 were male teachers while 139 were female teachers (Planning Research and Statistics Department: Secondary Education Board, Calabar 2025). These numbers formed the study population. The researcher adopted census method in selecting the entire population of schools and teachers in the area for the study. The instrument used for data collection was a 24 items questionnaire designed by the researcher. Titled —Ethical School Administration and Secondary Education Goals Attainment. Questionnaire (ESASEGAQ).¹ The questionnaires were structured on a four-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and these responses were scored 1,2,3,4, as their weights. The questionnaire was face and content validated by three research experts from the department of Educational Management, and from Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar. The reliability was determined through Cronbach alpha technique and the index ranges between .88 - .90. Statistically, the instruments were considered reliable for data collection. The researchers and seven trained research assistants engaged in the administration of the questionnaire. The copies of the questionnaire were administered and after some time, the researchers retrieved back all the copies for data analysis. The researchers record 100% return rate. The descriptive statistics output of the Simple Linear Regression Analysis was used to answer the research question, while the ANOVA and relative coefficient output of Simple Linear Regression Analysis was used to test the hypotheses at 0.05 level of significance.

Results

Research questions

To what extent does ethical school administration predicts secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State? The result is presented in Table 1. The result in table 1 showed that regression coefficient (R) of .638 and a coefficient of determination (R^2) of .407 were obtained. The R^2 ($R^2=.407$) meant that the variable of ethical school administration contributed 40.7% of the total variance in secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State while the remaining percentage score 59.3% was predicted by other external factors outside ethical school administration.

Table 1

Summary of simple linear regression analysis showing the extent to which ethical school administration predicts secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State

Model Summary

Mode 1	R	R Square	Square Adjusted R	Std. Error of Estimate	Decision
a. Dependent Variable: Secondary education goals attainment					
b. Predictors: (Constant), Ethical school administration					

Test of Hypotheses

Ethical school administration does not significantly predict secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State. The two variables in this hypothesis are ethical school administration and secondary education goals attainment. Simple

Linear Regression analysis was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed that ethical school administration significantly predicts secondary education goals attainment as shown by the simple linear regression coefficient (R) of .638 and a coefficient of determination (R^2) of .407 obtained. The R^2 ($R^2=.407$) meant that the variable of school administration contributed 40.7% of the total variance in secondary education goals attainment while the remaining percentage score 59.3% was predicted by other external factors outside ethical school administration. This showed that the independent variable (ethical school administration) significantly predicts the dependent variable (secondary education goals attainment), $F_{236.423}$, $p(.000) < .05$. Referring to the coefficients in table 2, the unstandardized coefficient for ethical school administration is .825. This meant that for every point increase in secondary education goals attainment, there is .825 increase in ethical school administration scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that ethical school administration does not significantly predict secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State is rejected.

Table 2

Summary of simple linear regression analysis showing how ethical school administration predicts secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State (N=346)

Anova ^a							
Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	2679.404	1	2679.404	236.423	.000 ^b	Rejected
	Residual	3898.584	344	11.333			
	Total	6577.988	345				

*Significant $p < .05$; $R=.638$; $R^2 .407$; Adj. $R^2=.406$

Coefficients^a

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	3.165	1.045		3.028	.000
	Inclusive decision-making	.825	.054	.638	15.376	.000

a. Dependent Variable: Secondary education goals attainment

b. Predictors: (Constant), Inclusive decision-making

Discussion of findings

The finding of hypothesis one revealed that ethical school administration significantly predicts secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State, Nigeria ($R=.638$). The finding is not surprising because ethical leadership promotes accountability, inclusiveness, and trust, which are essential for mobilizing staff and resources toward the achievement of educational objectives. It suggests that school administrators in the study area demonstrated integrity, fairness, and transparency which in turn inspire cooperation, reduce conflict, and align the efforts of teachers and other stakeholders toward goals attainment. The implication of this finding is that the more school administrators adopt key ethical principles in administration of the school the more they will enhance institutional performance and efficient realization of set school goals.

The finding of this hypothesis agrees with similar findings of Sikpi and Enoch (2022) who explored the relationship between leadership core values and goal attainment in Bayelsa State's public universities. Results revealed a significant correlation between leadership values and university goal

attainment. The finding supports that of Obona et al. (2024) that both leadership style and facilities management significantly predict goal attainment in the area. It further corroborates the findings of Madukwe et al. (2024) who assessed the link between participatory leadership behaviors and goal achievement in Abia State's secondary schools using an ex post facto approach. The study found that participatory behaviors significantly predicted schools' goal achievement.

Conclusion

Based on the findings, this study concludes that ethical school administration significantly predict the attainment of secondary education goals in public schools in Yakurr Local Government Area of Cross River State, Nigeria. The results underscore the importance of integrity, fairness, transparency, and accountability in school leadership as critical determinants of educational outcomes. Therefore, fostering ethical practices among school administrators is essential for enhancing goal-oriented performance and promoting quality education at the secondary school level.

Recommendations

It is recommended that the Cross River State Ministry of Education in collaboration with the management of secondary schools should organize regular training and capacity-building workshops on ethical leadership for school administrators to strengthen their commitment to ethical practices in order to enhance the attainment of secondary education goals in public schools.

Contribution to knowledge

This study contributes to the body of knowledge by empirically establishing that ethical school administration is a significant predictor of secondary education goals attainment in public schools in Yakurr Local Government Area, Cross River State. It provides contextual evidence that ethical leadership practices such as fairness, transparency, and accountability directly influence educational outcomes, thereby offering a framework for educational policy reforms and leadership development programs aimed at improving school effectiveness in similar socio-educational settings.

Limitation of the Study

One key limitation of this study is its narrow geographical focus, as it was confined to only one local government area—Yakurr—out of the eighteen local government areas in Cross River State, Nigeria. This limited scope may affect the generalizability of the findings. Consequently, future research should consider a larger and more diverse sample across multiple local government areas to validate and extend the current findings.

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INFLUENCE OF FAMILY ETHICAL EDUCATION ON SUSTAINABLE NATIONAL DEVELOPMENT IN PUBLIC RIVERS STATE-OWNED UNIVERSITIES



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Abstract

This study investigated the influence of family ethical education on sustainable national development in Rivers State-owned universities, emphasizing two key constructs: family role modeling and direct moral instruction. Ethical education, primarily initiated within the family setting, plays a critical role in shaping students' moral framework and developing responsible citizens. The study adopted a descriptive survey design involving 548 respondents, including 148 parents who are lecturers from Rivers State University and Ignatius Ajuru University of Education and 400 students in both institutions. A self-structured questionnaire titled "Influence of Family Ethical Education on Sustainable National Development in Rivers State University Questionnaire (IFEESNDQ)" was used for data collection. The instrument was validated and achieved acceptable reliability indices. Data were analyzed using mean, standard deviation, and z-test statistics at a 0.05 significance level. Findings revealed that both family role modeling and direct moral instruction significantly influence sustainable national development from the perspectives of parents and students. While both groups acknowledged the high extent of influence, the z-test indicated no significant difference in perceptions regarding role modeling. However, a significant difference was observed in the perception of the influence of direct moral instruction, suggesting variability in how moral values are transmitted and interpreted. The study recommended among others, that parents should consistently demonstrate ethical behavior in their daily actions by serving as role models where honesty, respect, empathy, and responsibility is the sure word.

Keywords: Family Ethical Education, Role Modelling, Direct Moral Instruction and Sustainable National Development.

Introduction

Education is a cornerstone for nurturing responsible and well cultured individuals who can advocate for the needs of the next generation to come through an amplified family education. According to Okafor (2021), the family is the first agent of socialization and the primary source of moral instruction. The family as the first settlement of a child is indispensable for developing student character and nurturing students moral reasoning. By the foregoing, students' behavior and sense of responsibility can be nurtured through family ethical education. Family ethical education is the process of teaching and instilling acceptable principles, morals and behaviors to children within the family tree. It is the kind of education that helps students' develop the capacity for critical thinking and rational decision-making. When ethical values such as integrity, fairness, and accountability are instilled at home, students are better equipped to deal with the pressures and challenges they may face within the

school and society (Omoniyi & Adefolalu, 2019). This training becomes effective in fostering moral development, responsibility, respect, and integrity among family members, particularly among individuals preparing for higher education which in- return prepare them to engage in meaningful dialogue among friends and teachers in any given situation. Thereby encouraging an atmosphere where students can reflect critically on their actions and understand the consequences of their choices. Based on this, students would uphold the principles of respect for oneself and for others through family role modelling and family direct moral instruction which serves as mechanisms for transmitting ethical values to students. Thereby availing them a better opportunity to comprehend the importance of respect, honesty, integrity, responsibility and empathy. These attributes are Inevitable to impact the ways students approach their academic pursuits and interact with their peers, teachers and society at large as well as achieving a meaningful sustainable national development. Sustainable national development refers to a development process that aims to improve the well-being of a country's population while prioritizing a child social-emotional development that fosters co-friendly practices where individuals feel valued by others. So that future generation can meet an environment free of rancor and conflict. Also, it involves the balanced integration of economic growth, environmental protection and social inclusion with the goal of achieving long-term prosperity and stability for all members of society. Particularly in societal cohesion, and the reduction of social vices such as corruption and crime considering the diverse ethnic groups in Rivers State. Rivers State is known to house multifaceted localities with people from different cultural background. However, the values imparted by these families can either strengthen or undermine the efforts made in schools towards promoting discipline, academic success, and national development. A study carried out by Ajayi (2022) shows that students from homes where ethical values are prioritized are more likely to contribute positively to the development of their communities thereby, helping them to stand as role models to their class mates and the younger generation to come. This would in turn help them to showcase higher levels of academic performance, good conduct, and a sense of responsibility in their communities (Makoju, 2018).

Statement of the Problem

The family as the foundational place of every parents is meant to play a significant role in shaping the values, attitudes, and competencies of young people. It serves the primary domain where students acquire essential social norms, cultural values, and life skills that support responsible citizenship for sustainable national development. Despite the recognized importance of family ethical education in fostering responsible citizens for national growth, there appears to be a growing decline in moral values among students in these institutions. Mostly, these disparities emanate as a result of the way and manner students are raised which stem from differences in parental involvement in value acquisition, parental socio-economic status, to parental educational background. Based on this phenomenon, some students seem to exhibit behaviours such as poor civic responsibility, academic dishonesty, discrimination, insubordination, records falsification, cheating, bullying, stealing, lying, truancy, among others which may be accorded to weak parental upbringing. This attitude does not only impact the immediate school environment but also have long-term consequences on students' personal development as well as the broader society. Nonetheless, if these behaviours are not managed, it may lead to students' academic retrogression, low self-esteem, suspension, expulsion, dropout, bad reputable to the school, and a negative name tag. Consequently, making their behavior awful and pitiful to maintain a sustainable national development. Based on this backdrop, the study seeks to investigate influence of family ethical education for achieving Sustainable national development in Rivers State owned universities.

Aim and Objectives of the study

The study aimed to investigate the influence of family ethical education on Sustainable national development in in Rivers State owned universities. Specifically, the study sought to;

1. determine the extent to which family role modeling influence sustainable national development in Rivers State owned universities

2. examine the extent to which family direct instruction influence sustainable national development in Rivers State owned universities

Research Questions

The following research questions guided the study

1. To what extent does family role modeling influence sustainable national development in Rivers State owned universities?
2. To what extent does family direct instruction influence sustainable national development in Rivers State owned universities?

Hypotheses

The following hypotheses were formulated at 0.05 level of significance

1. There is no significance difference between the mean rating of parents who are lecturers and students on the extent to which family role modeling influence sustainable national development in Rivers State owned universities.
2. There is no significance difference between the mean rating of parents who are lecturers and students on the extent to which direct instruction influence sustainable national development in Rivers State owned universities.

Conceptual Clarifications

Families are the prime institutions where children learn to inculcate the habit of upholding values, and moral principles which shape their character and guide their actions throughout life. Through this form of education, ethics are considered most because ethical education plays a pivotal role in the moral development of children, shaping their values, attitudes, and behaviors as they grow into responsible citizens. Fredricks and Difronzo-Heitzer (2022) asserts that ethical education is a component that affects how we make decisions including those of an ethical nature. This form of education is fundamental for sustainable national development because it fosters the cultivation of values that are essential for the well-being and stability of societies. There are different measures of family ethical education however, this article focused on role modelling, discipline and consequences, and direct moral instruction as they serve as important mechanisms for transmitting ethical values to children. These practices not only guide the personal development of individuals but also contribute to the broader social fabric that influences sustainable development at the national level.

Family role modelling is coined out from Bandura social learning theory which uphold that children learn by observing and imitating the behaviors of adults, particularly by those they trust, such as their parents or caregivers. Role modelling is the act of demonstrating ethical behavior through one's actions and behavior. It is perhaps one of the most effective forms of ethical education within the family context in helping children navigate ethical dilemmas. Knowing that parents are the first set of people children meet that ought to be an exemplary life for children to imitate good virtues. According to Vogl and Freese (2020) when parents instill human traits that reflect positive social values for children to abide, Anggadwita (2019) affirms it helps creates a strong shield against extremist ideas or abnormal intellectual and behavioral trends. Contrarily, a study carried out by Mansfield (2023) to investigate parental influence on children's social behavior within the context of a doll house revealed that parents may depicted positive role models for the socialization of their children, while the majority of children tend to imitate and perceive their parents as positive role models, one child may not blindly imitate the parents and may exhibit behaviors that deviate from parental expectations.

Direct moral instruction also known as moral education is the clear inculcation and transmission of moral knowledge, values and principles through discussions. It requires teaching children about concepts of honesty, fairness, empathy, justice, and respect for others. Direct moral instruction can also be regarded as moral education that allows parents and guardians to provide moral support to their wards. A study by Killen and Smetana (2015) highlights that direct moral instruction can help students develop the ability to engage in moral reasoning and evaluate different perspectives on ethical issues.

Using this approach, children would be taught by their parents on the significant of weighing the consequences of their actions and considering the perspectives of others. This reflective process enhances children's ability to think critically about ethical issues and make informed, morally sound decisions. Conversely, the study of Nucci (2017) opines that moral instruction, when delivered in an engaging and thoughtful manner, can have a profound impact on students' moral development. However, Walaa (2024) carried out an empirical study on the crucial role of families in instilling positive social values in children, which is essential for building a compassionate and committed future generation capable of giving back to society in various fields, particularly in human services, the study revealed that families of some children are not interested in explaining and encouraging social values among their children thereby leading to the increasing moral decadence. This no doubt may hamper in maintaining a sustainable national development.

Sustainable national development refers to a holistic approach that balances economic advancement, social equity, and environmental stewardship to ensure long-term societal well-being. A critical component in achieving this vision is the ethical foundation of citizens, which begins in the family setting. Family ethical education is the process through which parents and guardians impart moral values, norms, and behaviors to their children, shaping their attitudes toward societal responsibilities. Omoniyi and Adefolalu (2019) also assert that when children are exposed to sound ethical principles at home, they are more likely to make decisions that favor societal harmony and development. Ethical education within families helps reduce social ills like corruption, dishonesty, and civic irresponsibility, which often hinder national development. Killen and Smetana (2015) emphasize that moral reasoning developed through parental instruction enhances children's capacity to act ethically in complex societal contexts. Thus, when families prioritize ethical upbringing, they contribute directly to building a citizenry capable of fostering inclusive growth, social justice, and democratic governance. Ultimately, family ethical education forms the moral backbone required for any nation to achieve sustainable development.

Methodology

The study adopted a descriptive survey design which involves collecting and analyzing data from selected few individuals who served as the representative in the study. The population is 1754 academic staff of both Ignatius Ajuru University (424) and Rivers State University (1330) The purposive sampling technique was used to draw 492 parents who are lecturers in Rivers State Owned universities and 2,125 year one and two students in Rivers State University and Ignatius Ajuru University of Education. The sample size was 548 respondents. Taro-Yamane formula was used to determine the sample size of 400 students and 30% was used to obtain 148 parents who are lecturers of both institutions.

A purposive sampling technique was used to elicit 148 parents who are lecturers in faculty of education Ignatius Ajuru University of Education and Rivers State University and a simple random sampling technique was used to draw 400 year 1 and year 2 students from both institutions. The instrument for data collection was a self-structured questionnaire titled: —Influence of Family Ethical Education on Sustainable National Development in Rivers State University Questionnaire (IFEESNDQ) with 16 questionnaire items based on the research questions. The instrument was structured in line with the modified rating scale of Very High Extent (VHE)= 4 points, High Extent (HE)=3 Points, Low Extent (LE)= 2 Points and Very Low Extent (VLE)= 1 point respectively. The face and content validity were test run by experts in Measurement and Evaluation and the Department of Educational Management all in Rivers State University. Cronbach Alpha statistics was used to test the internal consistency of the instrument which yielded reliability indexes of 0.78, and 81 respectively. The researchers and two trained research assistants distributed copies of 548 questionnaires and retrieved on spot. Though the exercise was carried out within the period of two weeks. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50. Items between 3.50 and above were considered Very High Extent, 2.50 – 3.49 were considered High Extent, 1.50 – 2.49 were regarded as Low Extent while 0.50 – 1.49 were seen as

Very Low Extent. The null hypotheses were tested using z-test at 0.05 level of significance. Analyzed data therefore with calculated z-value greater than the z-critical value of ± 1.96 was rejected and below was accepted.

Result

Research Question 1: To what extent does family role modeling influence sustainable national development in Rivers State Owned Universities

Table 1: Mean Responses of parents who are lecturers and students on the extent to which family role modelling influence sustainable national development in Rivers State Owned Universities.

S/N	Item	Parents = 148			Students= 400		
			SD	Remarks		SD	Remarks
1	It serves as a catalyst for helping students uphold ethical principles.	3.22	0.90	HE	3.71	0.91	VHE
2	Providing academic support to students helps them stay focused and successful.	2.28	0.85	HE	2.91	0.78	HE
3	Encouraging strong family principles helps equip students to stay resolute to school values.	3.40	0.87	HE	3.40	0.77	HE
4	Modelling problem solving capabilities enables students to conquer academic adversity	2.75	1.05	HE	3.11	0.70	HE
5	Showing respect to people at home builds a platform for students to do same at school.	3.55	0.62	VHE	3.72	0.51	VHE
6	It makes them become teachable to function well in society.	3.47	0.64	HE	3.68	0.53	VHE
7	It enables students to make wise decision that contributes positively to national growth.	3.24	0.90	HE	3.25	0.83	HE
8	It helps students to be well informed about the consequences of their actions	3.57	0.61	VHE	3.74	0.51	VHE
9	It helps students to desist from undesirable behaviours.	2.82	0.89	HE	2.97	0.76	HE
Grand Mean		3.26	0.81	HE	3.22	0.70	HE

Source: Field Survey, 2025.

Table 1 shows that responses of parents who are lecturers and students on the extent to which family role modelling influence sustainable national development in Rivers State owned universities with a grand mean of 3.26 and 3.22 respectively. As appeared on the table, the grand mean is above the decision mean of 2.50. Hence, the result shows that parents who are lecturers and students are of the opinion that family role modelling influence sustainable national development in Rivers state owned universities a high extent.

Research Question 2: To what extent does family direct moral instruction influence sustainable national development in Rivers State Owned Universities

Table 2: Mean Responses of parents who are lecturers and students on the extent to which family direct moral instruction influence sustainable national development in Rivers State Owned Universities.

Parents = 148			Students= 400				
S/N	Item		SD	Remarks	SD		Remarks
10	It helps in fostering collaborative spirit that helps student understand their role in making positive difference in the nation.	3.36	0.74	VHE	3.46	0.59	HE
11	It empowers students to become self-reliant and productive	3.33	0.73	HE	3.23	0.61	HE
12	It empowers students to resist negative external influences	2.55	0.79	VHE	2.55	0.67	VHE
13	It is a catalyst for reducing moral degradation	3.57	0.58	VLE	3.75	0.51	VHE
14	It paves way for students to make sound judgements to real life situation when confronted	3.48	0.64	HE	3.73	0.53	VHE
15	It serves as a catalyst for preparing student to be responsible individuals	3.49	0.60	HE	3.66	0.57	VHE
16	It exposes students to develop cores values that guides their behavior in life	3.38	0.78	HE	3.37	1.18	HE
Grand Mean		3.31	0.69	HE	3.12	0.80	HE

Source: Field Survey, 2025.

Table 2 shows that responses of parents who are lecturers and students on the extent family direct moral instruction influence sustainable national development in Rivers State owned universities with a grand mean of 3.31 and 3.12 respectively. As appeared on the table, the grand mean is above the decision mean of 2.50. Hence, the result shows that parents who are lecturers and students are of the opinion that family direct moral instruction influence sustainable national development in Rivers state owned universities a high extent.

H₀₁: There is no significant difference between the mean responses of parents who are lecturers and students on the extent to which family role modelling influence sustainable national development in Rivers State owned universities.

Table 3: z-test analysis of difference between the mean responses of parents who are lecturers and students on the extent to which family role modelling influence sustainable national development in Rivers State owned universities.

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-crit.	Decision
Parents	148	3.26	0.81	446	0.05	0.53	±1.96	Not Significant
Students	400	3.22	0.70					

Table 3 shows a summary of mean, standard deviation and z-test of difference between the mean responses of parents who are lecturers and students on the extent to which family role modelling influence sustainable national development in Rivers State owned universities. The z-calculated value was 0.53 while the z-critical value of ±1.96 using 446 degree of freedom at 0.05 level of significance. Since the z-calculated value was less than the z-critical value, the null hypothesis was accepted which indicated that there is no significant difference between the mean responses of lecturer's and students on the extent to which family role modelling influence sustainable national development in Rivers State owned universities.

H₀₂: There is no significant difference between the mean responses of lecturers and students on the extent to which family direct moral instruction influence sustainable national development in Rivers State owned universities

Table 4: z-test analysis of difference between the mean responses of parents who are lecturers and students on the extent to which family direct moral instruction influence sustainable national development in Rivers State owned universities.

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-crit.	Decision
Parents	148	3.31	0.69	546	0.05	2.74	±1.96	Significant
Students	400	3.12	0.80					

Table 4 shows a summary of mean, standard deviation and z-test of difference between the mean responses of parents who are lecturers and students on the extent to which family direct moral instruction influence sustainable national development in Rivers State owned universities. The z-calculated value was -2.74 while the z-critical value of ±1.96 using 546 degree of freedom at 0.05 level of significance. Since the z-calculated value was greater than the z-critical value, the null hypothesis was not accepted which indicated that there is a significant difference between the mean responses of parents who are lecturer's and students on the extent to which family direct moral instruction influence sustainable national development in Rivers State owned universities.

Discussion of Findings

The result revealed that to a high extent, both parents who are lecturers and students are of the opinion that family role modelling influences sustainable national development in Rivers State owned universities. This is in consonance with the view of Ajayi (2022) who stated that students from homes where ethical values are prioritized are more likely to contribute positively to the development of their communities. Findings of the study also showed that to a high extent that both parents who are lecturers and student are of the view that family direct moral instruction influences sustainable national development. This is in agreement with Killen and Smetana (2015) study who highlighted that direct moral instruction can help students develop the ability to engage in moral reasoning and evaluate different perspectives on ethical issues.

The findings also revealed that there is no significant difference between the mean response of parents who are lecturers and students on the influence family role modelling on sustainable national development in Rivers State owned universities. The finding is in agreement with Mansfield (2023) who revealed that while the majority of children tend to imitate and perceive their parents as positive role models, one child may not blindly imitate the parents and may exhibit behaviors that deviate from parental expectations.

The findings also revealed that there is a significant difference between in the mean response of parents who are lecturers and students on the influence family direct moral instruction on sustainable national development in Rivers State owned universities. The finding is in agreement with Walaa (2024) who noted that the families of some students are not interested in explaining and encouraging social values among their children thereby leading to the increasing moral decadence. This suggests that while observational learning is widely accepted, variations may exist in how explicit moral teachings are received and valued.

Conclusion

The findings of this study revealed that to a high extent family ethical education influence sustainable national development in Rivers State owned Universities. This implies that the role of family ethical education in promoting sustainable national development within the context of Rivers State-owned universities is pivotal. Hence, the study reaffirms that instilling ethical values through

family systems is essential for achieving long-term societal stability and growth. It has been revealed that family structures, particularly through role modeling and direct moral instruction, significantly influence students' attitudes, decision-making, and academic behavior. The ability of students to exhibit socially responsible behaviors, navigate academic challenges in an ethical manner, and contribute positively to societal development is largely rooted in the foundational values acquired at home. This confirms that the family remains the first and most influential environment where moral and ethical values are imparted to enable students adopt positive behaviors observed from their parents and caregivers. This continuous exposure to morally upright conduct help students internalizes values such as integrity, honesty, respect, and accountability.

Recommendations:

Based on the findings of the study, the following recommendations were made;

1. Parents should consistently demonstrate ethical behavior in their daily actions by serving as role models where honesty, respect, empathy, and responsibility is the sure word. This would help to provide a live template for children to emulate. This consistent modeling not only reinforces expected conduct but also helps children internalize these values, which they carry into school and broader society.
2. Parents should regularly engage their children in conversations about moral values and ethical decision-making. This includes discussing real-life scenarios that encourage students to think critically about right and wrong, the consequences of actions, and the importance of integrity and fairness. Such intentional guidance enhances children's moral reasoning skills and strengthens their ability to make sound ethical decisions independently.

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STAFF TRAINING PROGRAMMES RE-ENGINEERING FOR SUSTAINABLE EDUCATION IN CROSS RIVER STATE, NIGERIA.



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Abstract

This study examined staff training programmes re-engineering for sustainable Education in Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. A correlational research design was adopted for the study. The study population comprised one thousand and fifty-eight (1058) teachers from the Ogoja Education Zone in Cross River State. A total sample of two hundred (200) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire titled: Staff Training Programmes Re-engineering for Sustainable Education (STRSEQ), which was developed by the researchers and was validated by experts in administration in higher education, Department of Educational Management, University of Calabar and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational foundation studies, University of Calabar, Calabar. Data collected were subjected to statistical analysis using simple linear regression analysis (r) of the Statistical Package for Social Science (SPSS) version 25. The results revealed that staff training programmes re-engineering significantly relate to sustainable Education in Cross River State, Nigeria. It was recommended that the school management should give staff training programmes more adequate attention.

Keywords: Staff training programmes re-engineering, Sustainable Education, Cross River State, Nigeria.

Introduction

Staff training programs are crucial for re-engineering education towards sustainability, empowering educators with the knowledge, skills, and attitudes necessary to create lasting, positive change. These staff training programmes focus on training that will equip teachers with pedagogical approaches to promote critical thinking, problem-solving, and collaboration around sustainability issues. This includes using inquiry-based learning, project-based learning, and experiential learning to engage students in real-world challenges that promote critical thinking and problem-solving related to sustainability challenges. Developing Skills for Sustainable Teaching: teachers need to be able to assess student learning in ways that demonstrate a deep understanding of sustainability concepts and their application. and innovative teaching methodologies. Education for Sustainable Development is an educational approach that aims to prepare all children, youth, and adults with the knowledge, skills, and values to create and enjoy a sustainable future. It is education that is

concerned with individual human potential for knowing, being, doing, and living together sustainably (Hopkinset al., 2020).

In-service training is a staff development process to improve the performance of an incumbent holding a position with assigned job responsibilities. The in-service teacher training program is recognized as a vital component in improving the education process among teachers. Mokeira (2019) describes it as planned courses to improve instructional, professional knowledge, interest, and skills. Most importantly, the programs of training and professional development have to be introduced, mentored, and evaluated, covering all educational needs regularly, by experts in the field. An in-service teacher training program is any program or activity that is designed to have a positive impact on the education process, which takes place within an educational institution. It also includes all the practices and experiences that teacher undergoes after joining the teaching profession. It is composed of both professional and subject matter in education. The importance of planning an in-service teacher training program is to meet the particular conditions of the educational system and professional needs of the teachers (Kelchtermans,2015). An in-service training program is a crucial element for the professional development of teachers. It enhances teacher teaching and contributes to viewing from a new angle to meet classroom needs (Ramsey, 2020). Continuous and efficient training program of teacher development programs are the key factor in the success of the educational process. It helps teachers to follow the changes in this process and enables them to advance in technologies, the development of curricula, and modern teaching techniques. In-service training programs play a significant role in teachers' continuous professional development. In addition, teacher professional development plays a crucial role in the quality of education in schools and improves the academic achievements of students (Guskey,2022).

An in-service training program is important because it promotes a very flexible environment, therefore, teachers easily adapt to the working situation. it also motivates employees and employers and increases creativity in the educational process. An in-service training program helps teachers acquire new understanding and instructional skills to develop their effectiveness in the classroom. In-service training places teachers at the center of any improvement effort in the educational institution. According to Owen (2019), —the positive aspect concerning professional development of teachers is that the program will make sure that learning activities are planned and concentrated on empowering teachers to correct policies, curriculum development, teaching, and views on how to achieve high productivity and students' performancell.

In-service training is directed toward the improvement of teachers and the focus is on areas where skills are inadequate. It is also for the purpose of upgrading and bridging the gaps with much interest to provide the need for creativity and flexibility in academic activities. In other words, the ability is stimulated thereby creating an environment in which it becomes easier to explore, becoming more proactive and commanding changes in the organization. Louise (2008) describes in-service training as includes all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services. It is a development opportunity given to staff for job enrichment and widening of knowledge, skills, and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of their profession, thereby making interaction proved more fertile field.

Similarly, Broadwell (2016) stresses that the focus of in-service is to bring about curriculum change, innovation in teaching methodologies, and provision of quality professional growth and development. Mostly the activities and programmes focus on developing and manifesting quality performance by the use of modern visual aids, increasing skills or knowledge in respect of the teaching subject. In-service training programme creates an avenue for individuals to work as a team in solving problems, which are of common concern to all staff, as well as contributing to the development of the educational objectives of the school system. So, to encourage growth in performance, other forms of professional development such as workshops, refresher courses, exchanging teaching professional writings, and participation in the school programme must be practiced. These will help to complement

the already acquired knowledge, especially when these processes are brought into reality through the role transition.

Furthermore, Abarikannda (2022) noted that the purpose of in-service training is based specially to upgrade and update the potential and competency of teachers to be more supportive, participative, and achievement-oriented. In other words, it is goal-directed activity focusing on changing individuals' values, orientation, and attitude towards the learning environment. In-service training enhances performance as it provides access to professional growth, which helps to reduce some deficiencies in skills and methodologies in teaching. This scholar assumes that if opportunities are created for teachers to persistently rise in their various transmissions of knowledge, there will be innovative change in curriculum, a high degree of participation in decision-making, as well as standard teaching.

The basic purposes of the in-service teacher training program are to enable teachers to succeed in their profession and to develop professional knowledge and skills. Teachers can adapt to new situations in their professional lives and improve their skills. The in-service training program has a great positive influence on teacher performance, and teachers meet the students' needs, so the students' learning outcomes will increase. Moreover, an in-service teacher training program aims at increasing the qualities of the teacher, which in turn, positively affects the performance of a teacher. Samupwa (2018) studied the effects of in-service teacher training programs on the administrative work and the behavior of teachers in the classroom. The result of this study showed that there were significant changes in the teachers' behavior in their classroom as well as in their administrative work context.

Teachers' role is very crucial in education crucial in education quality as they become aware of their responsibilities and duties. There are different techniques to measure the quality of teacher training programs. The number of indicators that define good teachers can serve as a direct measure for evaluating the effect of training programs. To meet the institutional needs in terms of skills and knowledge, the roles and capacities of teachers can be further improved through in-service training. Harris and Sass (2019) conducted a research study. They studied the effects of the teacher training program on the teacher value-added services. They concluded that an in-service teacher training program has a positive influence on teacher productivity in math class, and the teacher gains knowledge and experience. This study further explored that the teachers with more teaching experience were more effective as compared to teachers with less teaching experience.

Seham, and Elhassan (2020) conducted a study to explore the role of the in-service training program in teachers' development. The diversity and continuity of these programs were crucial, as well as the educational and personal needs of the teachers. The study followed the descriptive analytical methods, and the questionnaire was used as a tool for data collection. The sample was five hundred (500) participants chosen from the teachers of government schools in Saudi Arabia. The results of the data were analyzed by the Statistical Package for Social Science (SPSS) programme using percentages and means. The results revealed that most in-service training programs focused on a single side of teachers' development related to the teachers' specialization or profession. In addition, these programs did not contribute to the teachers' personal and educational needs. The study recommended that in-service training programs should not focus on a single side of teacher development, but should focus on the overall, taking into consideration the teacher's personal and educational needs. To make these programs more effective, they should be diverse and continuous.

Igbinewka (2015) carried out a study to investigate teachers' training, retraining, and development education in Calabar Municipality public secondary schools in Cross River State. A survey research design was adopted for the study. A sample size of 320 respondents was selected from a total population of 773 teachers, representing 41 %. The instrument used for data collection was a questionnaire titled: Teachers Training, Retraining for Development Education Questionnaire. (TTRDEQ). The reliability of the instrument was determined by using the split-half method, which involves 32 teachers outside the study sample. Pearson's Product-Moment Correlation Coefficient was used to analyze the data. The reliability estimates ranged between 'r'0.60 and 'r'0.70. The result of the analysis revealed a positive significant relationship between teacher training, retraining and development education when tested at $p < 0.05$ level of significance. The null hypotheses were rejected

and the alternative hypotheses upheld. It was recommended that teachers' development education be encouraged and well-funded by the Government.

Mentoring programmes are cost-effective and interesting in facilitating the teaching and learning process for both novices and practicing secondary school teachers because when mentoring is carried out earlier, novice teachers become competent and can execute their work with confidence (Mena et al., 2016). According to Gong et al. (2014), mentoring is the process or an opportunity to develop an individual's mental and professional capabilities. The most widely accepted definition is that of Geeraets et al. (2020), who defined mentoring as a developmental interactive relationship established between mentors and mentees in which mentors transmit knowledge, skills, and experience and provide support, guidance, and friendship to mentees. The developmental interactive relationship that transmits knowledge, skills, and experience provides mentees with challenging work, social support, and a safe relationship through a process of knowledge and skill sharing, which positively affects employee performance and behavior (Callahan, 2016). On the part of mentors, mentoring relationships provide an opportunity to give back to the community, can build leadership and management capacities, and expand professional network (Desimore et al., 2014).

Mussa(2022) conducted a study on mentoring programmes are cost-effective and interesting in helping one to grow in different teaching methodologies for practicing secondary school teachers and learning processes for novice teachers. When mentoring is carried out in one's early career development, novice teachers become competent and execute their work with confidence. This study examined the forms of mentoring offered to novice teachers in secondary schools in the Mbeya region and established stakeholders' perceptions on mentoring programmes in developing novice teachers' teaching competencies in secondary schools in the Mbeya region. A descriptive survey research design utilizing quantitative and qualitative approaches was used with a sample size of 110 respondents. Quantitative data were analysed descriptively, while qualitative data were analysed through content analysis. The findings revealed that different forms of mentoring were practiced in the Mbeya region. These included formal and informal mentoring, instance and group mentoring, situational and supervisory mentoring, where each form of mentoring benefited novice teachers towards teaching and learning. Also, the study revealed a positive perception of mentoring programs towards developing novice teachers' competence in secondary schools from stakeholders. Further, novice teachers viewed their mentors as models to help understand their own strengths and weaknesses, as well as acquire problem-solving skills, thereby filling the gap created by limited practices and experiences not covered during teacher training. It was recommended that there is a need to strengthen programmes in secondary schools in order to support novice teachers' progress at the beginning of their teaching career.

Accordingn to Mussa (2022), teacher mentorship programs pair experienced, effective teachers with new or struggling educators to provide guidance, support, and feedback. These programs aim to improve teacher retention, performance, and satisfaction, ultimately leading to better student outcomes. They foster collaboration, share best practices, and offer professional development opportunities. Benefits of Teacher Mentoring Programs: Improved Teacher Retention: Mentoring can help new teachers feel supported and confident, reducing burnout and turnover rates. Enhanced Teaching Performance: Mentors can share their expertise and provide feedback, helping teachers refine their skills and strategies. Increased Job Satisfaction: The supportive environment and collaborative nature of mentoring programs can boost teacher morale and job satisfaction. Mentoring programs provide opportunities for teachers to learn new techniques, explore different teaching methods, and expand their knowledge base. It also, improves teacher quality and provides a more supportive learning environment, mentoring can contribute to better student achievement and engagement. The need for teachers' preparation and production to meet the needs of this level of education is very critical. Regrettably, most principals and teachers are complacent and unaware of the professional development opportunities, like mentorship programmes, in-service training, conference attendance, and workshops, which affect the effectiveness of their job. Also, the inability of school principals to adequately build the capacity of staff by providing adequate staff development programmes has been of great concern to parents and researchers. It is against this background that the

researchers intend to examine staff training programmes re-engineering for sustainable Education in Cross River State, Nigeria.

Statement of the problem

Teachers' personal development consists of activities that develop a teacher's capabilities and potential, build human capital, facilitate effectiveness, and enhance the quality of teaching and the realization of objectives and goals of education. Regrettably, many secondary school teachers do not have or seek opportunities for personal development due to a lack of encouragement, motivation, poor salary, time, and laziness. Therefore, some teachers are disconnected from the new and modern methods of instructional delivery, which have adversely affected the sustainable development of Education. This could be avoided if teachers embark on personal development through conferences, seminars, workshops, and mentorship. This seems to affect teachers' job performance, which has manifested in students' poor academic performance in secondary school. Hence, it has been discovered that the lack of teachers' development opportunities and so on has been the reason behind this sordid performance. It is against this backdrop that the researcher intends to investigate whether staff training programmes re-engineering relate to sustainable Education in Cross River State, Nigeria.

Purpose of the Study

The main purpose of the study was to examine staff training programmes re-engineering for sustainable Education in Cross River State, Nigeria. Specifically, the study sought to find out whether:

7. Teachers' in-service significantly relates to sustainable Education in Cross River State
8. Teachers' mentorship programme significantly relates to sustainable Education in Cross River State

Research questions

The following research questions were posed by the researchers to guide the study:

- In what way does teachers' in-service significantly relate to sustainable Education in Cross River State?
- In what way does the teachers' mentorship programme significantly relate to sustainable Education in Cross River State?

Statement of hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between teachers' in-service and sustainable Education in Cross River State.
2. There is no significant relationship between the mentorship programme and sustainable Education in Cross River State.

Methodology

The study adopted the correlational research design. The study population comprised one thousand two hundred twenty-eight (1028) teachers from the selected public secondary school in Cross River State. A total sample of two hundred (200) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire entitled: Staff Training Programmes Re-engineering for Sustainable Education (STRSEQ), was developed by the researchers and was validated by experts in administration in Higher Education, Department of Educational Management and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational Foundation Studies, University of Calabar, Calabar. The instrument was divided into two Sections. A and B. Section A sought respondents' demographic data, such as the name of the school and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from Strongly Agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and Strongly Disagree (SD) 1

point. Data collected were subjected to statistical analysis, using simple linear regression analysis of Statistical Package for Social Science (SPSS) version 25 was used for data analysis, and the results are presented as follows.

Results

Hypothesis 1:

There is no significant relationship between teachers' in-service and sustainable Education in Cross River State. The result of the analysis is presented in Table 1.

Table .1

Summary of correlation analysis of the relationship between teachers' in-service and sustainable Education in Cross River State (n=200)

Variables	Mean	Std. Dev.	t cal.	p-value
Teacher in-service	16.55	3.040	.842*	.000
Sustainable Education	16.33	2.461		

*Significant at .05 level; df= 198 critical- r= .138

The result in Table 1 reveals that the calculated r-value of .842* was found to be greater than the critical value of .138 when tested at the .05 level of significance with 198 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypotheses were accepted. This implies that there is a significant relationship between teachers' in-service and sustainable Education in Cross River State.

Hypothesis two:

There is no significant relationship between teachers' mentorship programme and sustainable Education in Cross River State. The calculated result is presented in Table 2.

Table .2

Summary of correlation analysis of the relationship between teachers' mentorship programme and sustainable Education in Cross River State (n=200)

Variables	Mean	Std. Dev.	t cal.	p-value
Teachers' mentorship programme	17.08	3.050	.784*	.000
Sustainable Education	16.33	2.461		

*Significant at .05 level; df= 198 critical- r= .138

The result in Table 2 reveals that the calculated r-value of .784* was found to be greater than the critical value of .138 when tested at the .05 level of significance with 198 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypotheses were accepted. This implies that there is a significant relationship between teachers' mentorship programme and sustainable Education in Cross River State.

Discussion of the findings

The result of hypothesis one showed the relationship between teachers' in-service and sustainable Education in Cross River State. The result of the study is in agreement with the results of Seham and Elhassan (2020), who conducted a study to explore the role of the in-service training program in teachers' development in government secondary schools in Saudi Arabia. The results revealed that most in-service training programs focused on a single aspect of teachers' development related to their specialization or profession. The study recommended that in-service training programs

should not focus on a single side of teacher development, but should focus on the overall, taking into consideration the teacher's personal and educational needs. To make these programs more effective, they should be diverse and continuous.

Also, the result is in agreement with the study conducted by Igbinewka (2015) on teachers' training, retraining, and development education in Calabar Municipality public secondary schools in Cross River State. The result of the analysis revealed a positive and significant relationship between teacher training, retraining, and development education. It was recommended that teachers' development education be encouraged and well-funded by the Government.

The result of hypothesis two revealed that there is a significant relationship between teachers' mentorship programme and sustainable Education in Cross River State. This finding was supported by Mussa (2022), who conducted a study on mentoring programmes that are cost-effective and interesting in helping one to grow in different teaching methodologies for practicing secondary school teachers and learning processes for novice teachers. The findings revealed that different forms of mentoring were practiced in the Mbeya region. These included formal and informal mentoring, instance and group mentoring, situational and supervisory mentoring, where each form of mentoring benefited novice teachers in teaching and learning. Also, the study revealed a positive perception of mentoring programs towards developing novice teachers' competence in secondary schools from stakeholders. Further, novice teachers viewed their mentors as models to help understand their own strengths and weaknesses, as well as acquire problem-solving skills, thereby filling the gap created by limited practices and experiences not covered during teacher training. It was recommended that there is a need to strengthen programmes in secondary schools in order to support novice teachers' progress at the beginning of their teaching career.

Conclusion

Based on the findings of the data collected and analyzed, the study concluded that there is a significant relationship between teachers' in-service and sustainable Education in Cross River State. Also, there is a significant relationship between teachers' mentorship programme and sustainable Education in Cross River State.

Recommendations

Based on the findings and conclusions of the study, it was recommended that:

- i. The teachers should engage in in-service training that will enhance sustainable Education.
- ii. The teachers should involved themselves in the mentorship programme that will enhance sustainable Education.

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VALUES EDUCATION AND NATIONAL SECURITY CHALLENGES IN NIGERIA



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Abstract

This study explores the critical relationship between value education and national security, with particular focus on Nigeria's security challenges. It highlights how the erosion of core societal values such as honesty, respect, accountability, and tolerance has contributed to rising insecurity manifested in armed robbery, insurgency, kidnapping, and other forms of violence. The paper underscores value education as a proactive strategy for cultivating ethical citizens, fostering social cohesion, and promoting peace and stability. It further examines the challenges hindering the effective implementation of value education, including cultural shifts, inadequate teacher training, socio-economic factors, and political instability. Strategies for strengthening value education—such as curriculum integration, teacher capacity building, community engagement, and political commitment—are recommended to enhance its role in national security. Ultimately, the study advocates for a comprehensive, multi-sectoral approach to value education as an indispensable tool for sustainable national development and security.

Keywords: Value education, national security challenges, Nigeria.

Introduction

Human beings are inherently guided by preferences, making choices based on the values they uphold. This ability to prioritize and assign worth is central not only to individual decisions but also to societal norms. Historically, Nigeria has been known for its rich tapestry of shared cultural values—such as hard work, integrity, respect for elders and authority, community spirit, and contentment—which formed the bedrock of harmonious co-existence and communal development, particularly in traditional rural societies. These values fostered social cohesion and moral discipline, enabling indigenous governance systems like gerontocracy to function effectively, with peace and order prevailing in pre-modern Nigerian communities.

However, with the advent of modernization and globalization, there has been a gradual but significant shift in public perception and adherence to these foundational values. Increasingly, these virtues are being questioned, neglected, or even discarded, giving rise to behaviours and practices that contradict traditional norms. This erosion of values has been closely associated with the surge in unethical conduct, moral decay, and various forms of insecurity—including armed robbery, kidnapping, insurgency, banditry, cultism, and gangsterism—that now challenge Nigeria's stability and development.

In recent years, national security has evolved into a multifaceted concern, extending beyond military strategies to encompass socio-political and educational dimensions. Among these, value education stands out as a crucial means of addressing internal threats to peace and security. Value education, which entails the systematic inculcation of moral, ethical, and civic principles, helps in

shaping responsible citizens who are committed to the collective good (Halstead & Taylor, 2000). In nations like Nigeria, where the erosion of traditional values has contributed to insecurity, restoring ethical consciousness through education is both timely and imperative (Obasi, 2020).

Moreover, research affirms that the integration of value education into school curricula can cultivate a culture of tolerance, justice, civic responsibility, and peaceful conflict resolution from an early age (UNESCO, 2015). Such an approach not only strengthens national identity but also empowers individuals with the moral compass needed to resist societal ills.

Therefore, this paper explores how value education can serve as a strategic intervention in curbing the security challenges confronting Nigeria today. By re-establishing core values within the educational system, the nation stands a better chance of nurturing ethical citizens and fostering a more secure, stable, and progressive society.

Conceptual Clarifications

To establish a solid foundation for understanding the relationship between value education and national security challenges, it is important to clarify the key concepts that underpin this discourse: value education, values, and national security.

Value Education

Value education refers to the systematic process of inculcating ethical, moral, cultural, and civic values in individuals, particularly from a young age, through formal and informal educational platforms. It aims to shape character, foster responsible citizenship, and promote a just and cohesive society (Halstead & Taylor, 2000). The objective of value education is not merely academic excellence but the holistic development of learners who can distinguish right from wrong and act in ways that benefit the wider community. In a society plagued by moral decline, value education serves as a critical tool in redirecting behavioural norms and social conduct towards integrity, accountability, and civic responsibility (Obasi, 2020).

Values

Values are enduring beliefs or ideals shared by members of a culture about what is good or desirable and what is not. They serve as guiding principles for behaviour and judgment in both personal and communal life (Rokeach, 1973). In traditional Nigerian society, core values such as honesty, respect for elders, diligence, hospitality, and communal living were central to interpersonal relations and social order. The erosion of these values due to modernization and socio-political changes has been identified as a key factor in the rise of insecurity and social instability in Nigeria (Adeyemi & Adeyinka, 2002).

National Security

National security refers to the safeguarding of a nation's sovereignty, territorial integrity, and the well-being of its citizens from internal and external threats. While traditionally focused on military defense, national security now encompasses economic stability, political cohesion, environmental safety, and societal peace (Akin, 2016). In contemporary Nigeria, the concept has expanded to include non-traditional threats such as terrorism, kidnapping, cybercrime, and cultism, all of which are fuelled, to a significant extent, by moral decadence and weak value systems.

By clarifying these concepts, it becomes evident that value education is not an isolated pedagogical concern but a strategic imperative in addressing the moral and ethical deficits that contribute to national insecurity. Therefore, value education must be prioritized as a means of instilling socially acceptable conduct, fostering patriotism, and ultimately, enhancing national security.

Relationship Between Values and Security in Society

Values and security are deeply interconnected elements of a functional and stable society. Values—defined as shared principles and standards that guide behaviour—play a pivotal role in shaping

individuals' attitudes, societal norms, and institutional integrity. Security, in turn, refers not only to the protection of lives and property but also to the assurance of peace, justice, and social order. A society that upholds positive values tends to experience greater internal harmony and security, while the erosion of these values often leads to instability and conflict.

Values serve as the moral compass that regulates individual and collective behaviour. When values such as honesty, respect for the rule of law, tolerance, accountability, and social justice are deeply embedded in a society, they help to foster law-abiding and responsible citizens (Halstead & Taylor, 2000). Such a moral orientation reduces the likelihood of criminal activities, civil unrest, and other forms of anti-social behaviour that threaten national security.

Conversely, when societal values are compromised—whether due to corruption, poor governance, or moral relativism—there is often a corresponding rise in insecurity. Nigeria provides a pertinent example, where the decline in traditional communal values has contributed to a surge in crimes such as kidnapping, terrorism, cultism, and armed robbery (Obasi, 2020). These activities flourish in environments where values such as respect for human life, community responsibility, and lawful conduct are absent or weakened.

Moreover, values play a strategic role in conflict prevention and resolution. Tolerance, dialogue, and empathy—core values in many cultures—are essential tools for mitigating tensions, promoting peaceful coexistence, and maintaining societal stability (UNESCO, 2015). Without these values, minor disagreements can escalate into violent confrontations, leading to loss of life and property.

The promotion of strong values through institutions such as the family, schools, religious organisations, and the media is therefore crucial for building a secure society. Education, especially value-based education, remains a powerful vehicle for instilling these principles in younger generations, thereby ensuring long-term national peace and development (Adeyemi & Adeyinka, 2002).

Theoretical Framework (Moral Development Theory)

Moral development theory provides a valuable framework for understanding how individuals form ethical principles and how these principles influence behaviour in society. When examined in the context of value education and national security, moral development theory sheds light on how nurturing moral reasoning can help reduce societal ills and strengthen security.

One of the most influential moral development theorists is Lawrence Kohlberg, who proposed that individuals progress through a series of stages in their moral reasoning, grouped into three main levels: *pre-conventional*, *conventional*, and *post-conventional* (Kohlberg, 1981). These stages reflect an individual's increasing capacity to make decisions based on ethical principles rather than personal interest or fear of punishment.

- **At the pre-conventional level**, moral reasoning is based on the consequences of actions—reward or punishment. This is common among children but can also be found in adults in contexts of poor moral education.
- **The conventional level** involves conformity to societal norms and the desire to uphold laws and social order. Here, individuals recognize the value of rules in maintaining social harmony.
- **At the post-conventional level**, moral reasoning is guided by universal ethical principles such as justice, human rights, and the common good, which may transcend specific laws.

In societies facing moral decay and insecurity, such as Nigeria, many individuals fail to progress beyond the lower stages of moral reasoning, often due to a lack of exposure to value oriented education. When citizens operate predominantly at the pre-conventional level— motivated by self-interest or fear—they may engage in actions that undermine national security, such as corruption, theft, or violence, particularly when enforcement mechanisms are weak.

Value education, therefore, plays a crucial role in facilitating moral development by promoting ethical reflection, critical thinking, and empathy. By encouraging learners to examine moral dilemmas and the

consequences of their choices on others and society at large, education can help raise citizens who not only follow rules but internalize ethical standards that promote peace and justice (Narvaez, 2006).

Furthermore, integrating moral development principles into national educational curricula can empower young people to resist social vices and contribute positively to national security. Programmes that teach respect, accountability, civic responsibility, and conflict resolution can reduce tendencies towards extremism, violence, and criminality—thereby fostering a more secure and cohesive society (UNESCO, 2015).

Moral development theory provides strong support for the use of value education as a strategic tool for addressing Nigeria's national security challenges. A morally developed citizenry is less likely to engage in destructive behaviour and more likely to act in ways that enhance peace, stability, and national progress.

The Role of Value Education in Fostering Nation-Building

Value education plays a fundamental role in the broader goal of nation-building, serving as both the foundation and driving force behind the development of a morally upright, unified, and progressive society. Nation-building, in this context, entails the deliberate process of constructing a cohesive national identity, strengthening civic institutions, and fostering sociopolitical and economic stability. In countries such as Nigeria—marked by ethnic diversity, socio-political instability, and moral decline—value education emerges as a critical instrument for promoting national unity, peace, and sustainable development.

At its core, value education is concerned with instilling ethical principles, civic responsibility, and a sense of duty in individuals. It goes beyond academic instruction to nurture character, integrity, and respect for the common good. By shaping individuals' behaviour and attitudes, value education contributes directly to the cultivation of responsible citizens who are conscious of their roles in society and committed to the advancement of national interests. In multicultural societies, it fosters mutual respect, tolerance, and peaceful coexistence, all of which are essential for integrating diverse groups into a unified national identity.

Moreover, value education enhances civic engagement by educating citizens on their rights and responsibilities within a democratic framework. A population that understands the principles of justice, accountability, and transparency is less susceptible to corruption and more likely to participate meaningfully in governance. This sense of civic consciousness is vital in resisting unethical political practices and promoting leadership that is grounded in service and integrity. Through value education, individuals develop the moral compass necessary to contribute positively to the political and administrative structures of the nation.

In the realm of governance and public life, value education serves as a proactive measure against corruption and unethical behaviour. When values such as honesty, fairness, and accountability are deeply embedded in the educational system and social institutions, they shape the conduct of individuals in both public and private spheres. This ultimately strengthens institutions, promotes the rule of law, and reinforces public trust in leadership—key components of effective nation-building.

Furthermore, value education plays a stabilizing role in the face of growing insecurity and violence. In Nigeria, where national security is threatened by terrorism, banditry, kidnapping, and communal conflicts, a breakdown in moral and social values is often at the root. Educating citizens—especially the youth—on values such as empathy, non-violence, and respect for human life helps to build a culture of peace and reduces the appeal of extremist ideologies. Value education, therefore, is not just a moral imperative but a strategic tool for securing peace and social order.

In addition, sustainable development—an essential aspect of nation-building—is also supported by value education. It promotes a work ethic, environmental responsibility, and community service, all of which are necessary for long-term economic growth and social progress. Individuals who have internalized these values are more likely to contribute meaningfully to national development and to act as stewards of the nation's future.

National Security Challenges: An Overview

National security refers to the safeguarding of a nation's sovereignty, territorial integrity, and the well-being of its citizens against internal and external threats. In contemporary society, the concept of national security has expanded beyond conventional military concerns to include political, economic, social, environmental, and cyber-related dimensions. As such, the challenges confronting national security today are complex, multifaceted, and interrelated, requiring a holistic and proactive approach to mitigation.

One of the most pressing national security challenges in many developing countries, including Nigeria, is the prevalence of armed conflict and insurgency. In Nigeria, for example, groups such as Boko Haram and the Islamic State West Africa Province (ISWAP) have posed significant threats to national stability through acts of terrorism, destruction of infrastructure, and the displacement of populations. These groups exploit poverty, illiteracy, religious sentiment, and weak governance structures to radicalize and recruit members, thereby undermining state authority and national cohesion (Onuoha, 2014).

In addition to insurgency, the rise in banditry, kidnapping for ransom, and communal clashes has significantly eroded the sense of safety among citizens. Armed bandit groups operating in the North-West and parts of the North-Central regions of Nigeria have carried out mass abductions, extortion, and killings, especially in rural communities. These criminal activities disrupt economic activities, strain security agencies, and contribute to a pervasive climate of fear and instability (Ezeani, 2018).

Ethno-religious conflicts also present a formidable challenge to national security. The diversity of ethnic groups and religious affiliations, although a source of cultural richness, has often been manipulated for political and economic gain. Tensions between communities have led to violent clashes, destruction of property, and loss of lives. These conflicts, if not effectively managed, threaten the unity of the nation and hamper efforts toward nation building.

Furthermore, cyber threats have emerged as a significant dimension of national security challenges in the 21st century. With increasing reliance on digital technologies, nations face risks related to data breaches, cyber espionage, misinformation, and sabotage of critical infrastructure. In Nigeria, cybercrime is on the rise, with perpetrators engaging in online fraud, identity theft, and digital manipulation to exploit individuals and institutions. The lack of adequate cyber laws and enforcement capacity has made cyberspace a vulnerable area of national concern (Oladipo, 2020).

Political instability and weak governance also contribute to national insecurity. Corruption, lack of transparency, and poor leadership undermine public trust in institutions and fuel grievances that may lead to civil unrest. When citizens perceive the state as unjust or incapable of protecting their interests, they may resort to alternative means, including violence or support for insurgent groups.

Economic insecurity is another critical factor. High levels of unemployment, poverty, and inequality create fertile ground for crime and conflict. Youth, in particular, are easily lured into criminal enterprises or violent movements when legitimate opportunities for livelihood and advancement are lacking. In such environments, the state's ability to maintain law and order is severely compromised.

In summary, national security challenges today are not solely military or territorial but encompass a broad range of socio-economic, political, and technological issues. Addressing these challenges requires an integrated strategy that combines effective law enforcement, good governance, socio-economic development, public engagement, and ethical education. Strengthening national values and promoting social cohesion through value-based education is one of the sustainable ways to combat these security threats and foster lasting peace and stability.

Nexus Between Value Education and National Security

The relationship between value education and national security is both intricate and fundamental, particularly in societies striving to build peace, unity, and sustainable development. Value education, which focuses on instilling moral principles, civic responsibilities, and ethical behaviour in individuals, plays a crucial preventive role in addressing many of the root causes of insecurity. It is a

foundational tool for shaping responsible citizenship and fostering societal cohesion, which are essential for maintaining national stability.

At the heart of national security challenges are often issues such as corruption, ethnic and religious intolerance, youth restiveness, and social injustice. These problems frequently arise from the erosion of core values and a breakdown in moral standards. When individuals and groups disregard respect for human dignity, rule of law, tolerance, honesty, and accountability, the result is a society more prone to conflict, crime, and civil unrest. Value education addresses these deficiencies by nurturing individuals from an early age to embrace positive attitudes and socially constructive behaviours (Halstead & Taylor, 2000).

Through value education, individuals learn the importance of peace, dialogue, and nonviolence as tools for conflict resolution. In a diverse country like Nigeria, where ethno-religious divisions have often fuelled violence, instilling values of mutual respect, empathy, and cooperation can bridge divides and build a shared sense of national identity. This contributes significantly to conflict prevention and the mitigation of internal threats to security.

Moreover, value education enhances civic responsibility and commitment to the common good. Citizens who are educated to value justice, fairness, and patriotism are less likely to engage in acts that undermine the state, such as terrorism, cybercrime, or political violence. Instead, they become active participants in democratic governance, holding leaders accountable and contributing to national development. This civic engagement is vital to the resilience of any nation in the face of security threats (Obasi, 2020).

Another vital connection between value education and national security lies in its role in preventing youth radicalization. Many extremist groups recruit young people who feel alienated, disenfranchised, or disillusioned. A value-based education system offers young people a sense of purpose, belonging, and ethical grounding, thereby making them less susceptible to manipulation by violent ideologies. It fosters critical thinking and moral reasoning, enabling the youth to reject violence and embrace peaceful means of addressing grievances (UNESCO, 2015).

Furthermore, value education instils respect for laws and institutions, which is central to maintaining law and order. In societies where laws are routinely flouted and authority is undermined, insecurity flourishes. By teaching individuals, the importance of abiding by laws and respecting constituted authority, value education promotes a culture of lawfulness and social discipline.

In sum, value education is a proactive and strategic instrument for enhancing national security. It nurtures ethical citizens, promotes social harmony, discourages deviant behaviour, and strengthens national unity. As such, integrating value education into formal and informal education systems is not just a moral obligation, but a national necessity. For a country like Nigeria, with complex security challenges, the deliberate inculcation of values in the citizenry is a sustainable pathway to peace, stability, and long-term development.

Challenges to Implementing Value Education

Despite the widely acknowledged importance of value education in fostering moral development and enhancing national security, its implementation faces numerous challenges, particularly in complex and diverse societies like Nigeria. These challenges hinder the effectiveness of value education programmes and limit their impact on individuals and society at large.

One of the primary challenges is the erosion of traditional values due to rapid modernization and globalization. The influx of foreign cultures, media, and lifestyles has exposed many individuals, especially youths, to alternative value systems that sometimes conflict with indigenous ethical norms. This cultural clash often results in confusion, identity crises, and the rejection of established societal values (Adeyemi & Adeyinka, 2002). The media, for instance, frequently promotes materialism, individualism, and instant gratification, which undermines the values of patience, community, and self-discipline central to many societies.

Another significant challenge is the inadequacy of the educational system itself. Many schools lack properly trained teachers who are equipped to teach value education effectively.

Curriculum design often marginalizes moral instruction or treats it as a peripheral subject rather than a core component of education. This results in fragmented and inconsistent delivery of value education, reducing its potential influence on students' character development (Halstead & Taylor, 2000).

Socio-economic factors also pose a major obstacle. High levels of poverty, unemployment, and social inequality can overshadow value education efforts. When individuals struggle to meet basic needs, the emphasis on moral virtues such as honesty and responsibility may be deprioritized in favour of immediate survival strategies, sometimes including unethical behaviours. In such environments, societal vices like corruption, theft, and violence may become normalized despite formal education in values (Obasi, 2020).

Furthermore, political instability and governance challenges complicate the promotion of value education. When political leaders themselves engage in corrupt or unethical practices, it sends conflicting messages to the populace, undermining efforts to inculcate values such as accountability and justice. The lack of political will to prioritize and fund value education programmes often leads to inadequate resources and poor policy implementation.

Religious and ethnic diversity, while a source of strength, can also complicate value education. Differing belief systems and cultural practices may lead to disagreements about which values should be emphasized, resulting in fragmented approaches that fail to build a cohesive national ethos. Without careful and inclusive curriculum development, value education risks alienating certain groups or exacerbating divisions rather than promoting unity.

Lastly, the rapid advancement of technology and digital media presents a challenge for value education. While digital platforms offer opportunities for innovative teaching, they also expose learners to misinformation, harmful content, and cyberbullying, which can negatively influence values and behaviour. The lack of adequate digital literacy and guidance limits the ability of value education to counter these influences effectively (UNESCO, 2015).

Strategies for Strengthening Value Education for National Security

To harness the full potential of value education in enhancing national security, deliberate and comprehensive strategies must be adopted at multiple levels. These strategies should address existing challenges and create a supportive environment for the effective inculcation of positive values that underpin peace, stability, and social cohesion.

Firstly, the integration of value education into the formal curriculum at all levels of education is essential. Rather than treating values as an add-on or optional subject, schools should embed moral and civic education across disciplines to ensure consistent and reinforced learning. Curriculum developers must design culturally relevant, inclusive, and age-appropriate content that resonates with learners' experiences and promotes universal values such as honesty, respect, tolerance, and patriotism (Halstead & Taylor, 2000).

Teacher training is equally critical. Educators should be equipped not only with subject knowledge but also with the skills to deliver value education effectively. This includes training in ethical reasoning, conflict resolution, and interactive teaching methods that encourage critical thinking and moral reflection. Well-trained teachers serve as role models and facilitators who can inspire students to internalize and practise positive values (Obasi, 2020).

Community and family involvement is another key strategy. Since values are often reinforced through social interactions beyond the classroom, collaboration with parents, religious leaders, and community organizations can strengthen the message of value education. Public awareness campaigns and community-based programmes can promote shared values and create a culture of responsibility and peace. This multi-sectoral approach ensures that value education is a continuous process that transcends institutional boundaries.

Furthermore, leveraging technology and media responsibly can enhance the reach and impact of value education. Educational programmes through radio, television, social media, and online platforms can disseminate positive messages widely, particularly to out-of-school youths and remote

populations. However, this must be accompanied by digital literacy initiatives to help learners critically engage with media content and resist harmful influences (UNESCO, 2015).

Policy formulation and political commitment are also vital. Governments should enact and enforce policies that prioritize value education as a national agenda. Adequate funding, monitoring, and evaluation mechanisms must be put in place to ensure the quality and sustainability of value education initiatives. Political leaders must also embody the values they promote, as their example profoundly influences public attitudes and behaviours.

Lastly, fostering inter-ethnic and inter-religious dialogue through value education can mitigate social divisions and promote national unity. Educational programmes that celebrate diversity while emphasizing common values help build mutual understanding and reduce the likelihood of conflict. This approach is especially pertinent in pluralistic societies facing ethnic and religious tensions.

Conclusion/Suggestion

In conclusion, the intricate link between value education and national security underscores the vital role that moral and ethical instruction plays in building a stable, peaceful, and prosperous society. As this work has shown, the erosion of core values such as honesty, respect, accountability, and tolerance significantly contribute to the myriad security challenges faced by nations like Nigeria. Value education, therefore, emerges not merely as an academic pursuit but as a strategic necessity for fostering responsible citizenship, social cohesion, and national unity. By cultivating a shared sense of morality and civic responsibility, value education helps to address the root causes of insecurity, including corruption, ethnic and religious conflicts, youth restiveness, and criminality.

However, the effective implementation of value education faces significant obstacles, including cultural shifts due to globalization, inadequate educational infrastructure, socioeconomic disparities, political instability, and the pervasive influence of negative media content. These challenges must be met with deliberate, coordinated strategies that embed value education within formal curricula, strengthen teacher training, engage families and communities, utilize technology responsibly, and secure political commitment. Additionally, promoting inter-ethnic and inter-religious dialogue through education can foster national integration and mitigate tensions that threaten security.

Suggestions:

1. **Curriculum Integration:** Governments and educational authorities should prioritize the full integration of value education into all levels of formal education, ensuring that it is taught as a core component rather than an optional subject.
2. **Teacher Training:** Investment in teacher education programmes focused on moral and civic instruction is essential, equipping educators with the skills needed to effectively deliver value education.
3. **Community Engagement:** Stakeholders including families, religious institutions, and community organizations should be actively involved in reinforcing values beyond the classroom through outreach programmes and awareness campaigns.
4. **Policy and Funding:** Strong political will is required to enact supportive policies and provide adequate funding for value education initiatives. Leaders must lead by example in embodying ethical standards.
5. **Use of Media and Technology:** Educational content that promotes positive values should be disseminated widely via media and digital platforms, alongside efforts to improve digital literacy and critical thinking among youth.
6. **Promoting Unity:** Educational programmes should emphasize respect for diversity and foster dialogue among different ethnic and religious groups to build social cohesion and reduce conflict.

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EDUCATIONAL POLICY REFORMS FOR VALUE DRIVEN EDUCATION IN NIGERIA SECONDARY SCHOOLS: A PATHWAY TO SUSTAINABLE DEVELOPMENT GOAL 4 (SDG)



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Abstract

Education is not just the transferring of knowledge, it is meant to fundamentally shape characters, instill values and prepare individuals to be responsible members of the society as well enable them to make meaningful living. Therefore, educational policy reforms should be aimed at providing value based education through nurturing ethical, moral and social values in learners thereby contributing to the holistic development of students but today we hear students saying ‘_school na scam’ and ‘_who school epp’. This paper took a cursory look at the possibility of educational policy reforms for value-driven education in the Nigerian secondary schools as a path to Sustainable Development Goal 4, conceptual clarifications, challenges and solutions. The study adopted the qualitative research method because it is non-empirical in nature, hence library based. It has been observed that the educational curricula of Nigeria could not produce expected results for value based education for the actualization of SDG 4. Teachers need to be ICT compliant in order to be able to flow along with their counterparts across the world. Finally, it was recommended that Government should employ holistic approach in designing any educational policy reform so as to ensure that such policies will be able to achieve value driven education and not mere written policies. They should encourage discussions and wide consultations with all stakeholders and desist from enacting one policy on top of the other as well as focus on allowing much time for the implementation of existing policies.

Keywords: Educational policy reforms, Value Driven Education, Nigeria, Secondary Schools, Sustainable Development Goals (SDGs)

Introduction

Educational policy reforms are simply sets of guidelines or rules that aim at improving the quality of education and performance of teachers and students both in secondary schools and other levels of education in Nigeria. Educational policy reforms are systematic changes and improvements made within a country's educational framework to enhance its overall effectiveness, accessibility, and quality. In emerging economies like Nigeria, educational policy reforms in secondary schools have

historically focused on expanding access to schooling, with reforms such as the Universal Basic Education (UBE) scheme (Federal Ministry of Education, 2019). Other educational reforms policy include focus on STEM (Science, Technology, Engineering and Mathematics) and Vocational skills, 6-5-4 to 6-6-4 to 6-3-3-4 to 9-3-4 and now proposed 12-4 system. The goal has been to address literacy gaps, reduce school dropout rates, and bridge gender disparities in education. However, despite these efforts, secondary schools in Nigeria face significant challenges, including inadequate funding, insufficient infrastructure, and regional disparities, particularly between the North and South (Obi and Uchendu, 2020). The whole essence of these educational reforms seems mostly defeated as most of them do really last for a long time.

The aftermath of Nigeria's participation in the First Conference of Africa Minister of Education held in Addis Ababa in 1961 led Nigeria conducting an innovative curriculum conference in 1969 and formulated policy guidelines on standards, procedures, strategies and coordinating roles for qualitative delivery; these guidelines were in line with Addis Ababa resolutions (Olibie, et al. 2017). Ultimately, the first edition of National Policy on Education was framed in 1977. The policy was revised in the second edition in 1981, third and fourth editions in 1998 and 2004 respectively. Further revisions were made in 2007 and 2013 as the fifth and sixth editions, respectively. However, the fifth (2007) edition was a draft and the publication of the 2013(sixth) edition was yet in progress after its approval by the 59th session of National Council on Education (NCE) on 28th June, 2013.

These and other policy documents are adjunct policies and relevant not only for secondary education but also for all other sectors. Nigeria evolving society demands newer skills of its citizens and a re-definition of the concept of what constitutes an educated citizen: a self-motivated person with the ability to think, solve problems, and use higher-order intellectual skills to process information and make informed decisions (Nigerian Education Research and Development Council, NERDC, 2015). NERDC stated that the new curricula and standards seek to strike a balance between the quantity of necessary knowledge and skills on the one hand, and the acquisition of intellectual, social and citizenship dispositions on the other hand which is aimed at value driven education.

These educational policy reforms in secondary schools in Nigeria are often driven by the need to address specific challenges within the system, such as outdated curricula, inadequate teaching methodologies, or unequal access to resources and are far from value driven education. Educational policy reforms can span various areas, including the structure of school systems, teacher training, integration of technology, and the promotion of inclusive education (Olibie, Egboka & Ofojebe, 2017). The goal is to create an environment that supports the holistic development of students, preparing them to meet both local as well as global challenges and achieve the Sustainable Development Goals (4). Sustainable Development Goals (SDG 4) emphasize "inclusive and equitable quality education" as a key priority for global development (United Nations, 2015) but the ability of these to achieve value driven education is where the problem lies.

Conceptual Clarification

For a better understanding of the topic of this discourse, the main concepts of the study would be contextually clarified. The concepts are educational policy reforms, value driven education and Sustainable Development Goal 4.

Educational Policy Reforms

Educational policy reforms are conscious and systematic efforts made to bring about change in a country's educational policy so as to improve accessibility and quality. Educational policy reform is the systematic and intentional changes made in the educational system so as to address identified challenges, enhance learning outcomes and promote equitable and effective education for all students

(Okeke et al. 2024). However, in Nigeria secondary schools most of these educational policy reforms face challenges in educational quality and infrastructure thereby failing short of value driven education and the attainment of Sustainable Development Goal 4. Consequently, Adeyemi (2022) revealed that most public secondary schools in Nigeria suffer from overcrowding, insufficient teaching

material and lack of trained teachers which compromises the quality of education especially in rural areas where school attendance is very low.

Value-Driven Education

Value driven education is targeted at inculcating ethics, moral or societal values into the curricula with the intention of achieving holistic formation or development of the students. Amarnath (2022) explained that value driven education is aimed at the development of the total personality of an individual- intellectual, social, emotional, aesthetic, moral and spiritual. It includes developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. He further added that the value driven education, calls into play all human facilities- knowing, feeling and doing. The learner should not only be enabled to know the right or the good, but also to care, to feel the appropriate emotion, concern and commitment as well as exercise the will to do the right thing. In other words, value driven education should be able to develop rational critical thinking to educate the emotions, to cultivate the imagination, to strengthen will and to train the character of the learner.

Sustainable Development Goal 4

Sustainable Development Goals are global call for action to end poverty, protect the earth's environment and climate as well as ensure that people everywhere can enjoy peace and prosperity. There are many of SDGs but this paper is focused on goal 4 which is quality education. This is targeted at inclusive and equitable quality education and promotion of lifelong learning opportunities for all. It is expected that SDG 4 should by 2030 ensure that girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal 4 effective learning outcomes. The question is, how feasible by 2030? Our incessant educational policy reforms that have not really been able to achieve value driven education that promotes lifelong learning opportunities for all. The rate of unemployable graduates produced in this country is alarming, therefore, there is need to look at the educational policy reforms in secondary schools to enable that system produce students that will be useful to the society and make meaningful living.

Literature Review

Secondary education is the pivot of our educational system because it is the intermediate between the primary and tertiary levels. It is of great importance because it determines and influences, to a large extent, not only the input to our tertiary institutions but also transform individuals to be useful within the society they live. Educational policy reforms at the various levels of the education system is necessary. However, the attainment of value driven education is a challenge that keeps reoccurring. Nigeria has been unable to successfully achieve value driven education, despite spending over four years of deliberations at various levels in the process of educational policy reforms (Odukoya et al. 2018). Research revealed some of the challenges to actualization of value driven education: unequal access to educational opportunities for all citizens of the country at all levels, policy on language, frequent changes in policies, among others.

In Nigeria, educational policy reforms are often picked and dropped while in countries like US, the two tier secondary school system still operates with wonderful results and so there is nothing wrong with the 6-3-3-4 system; rather, our problem is that we simply have not embraced educational policy reforms that is aimed at value driven education and as it stands now another educational policy reform is being proposed. Solanke (2012) posited that an important loophole is that those who implement the policy are not fully involved in the policy enunciation. It is not the best for a few secondary school heads, bureaucrat and higher institutional lecturers, politicians alone to formulate policy on secondary education without carrying out national research involving a cross section of secondary school teachers. Solanke equally noted that political leadership perception of education is another problem affecting educational policy reforms of secondary schools in Nigeria and most leaders do not take educational investment as futuristic investment, as a foundation upon which the future of a

nation is built. Hence, most of the educational policy reforms are not fully embraced to know the worthwhileness before introducing another one, the rate of overhauling educational policy reforms in secondary schools has become a thing to lament about. No wonder, the UNESCO Global Education Monitoring Report (2020) highlighted concerns about the persistence of substandard education in some African nations despite efforts to improve quality.

It is evident that these educational policy reforms in Nigeria secondary schools are diversion from Sustainable Development Goals (4) which is inclusive and equitable quality education. These educational policy reforms in secondary schools are often a far cry of what it should be considering the view of ProctorEdu (2024), educational policy reform initiatives may encompass a wide range of changes, including curriculum revisions, instructional strategies, teacher training and professional development, assessment methods, school funding, and educational policies. He further pointed out that the goals of educational policy reform in Nigeria secondary schools often include raising academic standards, closing achievement gaps, fostering innovation in teaching and learning, and preparing students to meet the demands of the evolving workforce and society. Education reform efforts are driven by research data, and evidence-based practices, with the aim of continuously improving the quality and accessibility of education. Ministry of Education, India (2020) indicated that educational policy reforms must ensure quality education within an equitable and inclusive classroom environment that takes care of diverse background, different academic abilities and makes them active participants in the learning process; It must focus less on content retention and more on building critical thinking and problem-solving abilities and in the secondary school system educational policy reforms should consider making students more independent and skill equipped. However, educational policy reforms in Nigeria secondary schools are marred by lots of challenges and do not achieve value driven education. This is visible in the level of unemployment among youths which has led many of them to say audibly that *‘school na scam’* and even *‘who school epp’*. Overestimation of available resources, under estimation of cost of implementing a plan, inaccurate statistical data, incompetent staff, lack of political support, conflict, over reliance upon external assistance are challenges confronting policy implementation in Nigeria (Joe et al. 2019). Nigeria secondary schools have experienced several reviews, reforms, innovations in educational policies and programmes without achieving value driven education.

As Nigeria strives for development, educational policy reforms in Nigeria secondary schools should play a crucial role in shaping the future of both students and the nation. In today's rapidly changing global environment, the intersection of educational policy reforms and value driven education has become necessary to mitigate the problem of unemployment and idleness. Embracing educational policy reforms to design a future that balances the needs of the present is good. However, it is imperative to preserve resources for future generations through education as a cornerstone focused on attaining Sustainable Development Goals. Achieving such outcomes, however, requires a comprehensive approach to educational policy reforms, one that goes beyond simply improving infrastructure or access to schooling. It involves designing curricula that promote critical thinking, civic engagement, and resilience, while also investing in teacher training and supporting community- based initiatives that strengthen local capacity.

Sustainable Development Goals (SDGs) encompasses a set of goals and objectives aimed at ensuring inclusive and equitable quality education for all. The specific targets and objectives under SDG, as outlined by the United Nations, include: inclusive and equitable quality education, ensure equal access to technical and vocational education, eliminate gender disparities in education, ensure universal literacy and numeracy, promote lifelong learning opportunities and build and upgrade educational facilities. According to the United Nations (2020), education is considered a key driver for achieving the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 13 (Climate Action). The overall goal of Sustainable Development Goals for Saini et al. (2023) are primarily concerned with promoting sustainable growth via ensuring well-being, economic growth, environmental legislation and academic advancement which could only be achieved through a proactive governmental decision. Thus, in order to have a sustainable world, and to effectively implement other

SDGs programmes, it requires knowledge, skills, values and attitudes which can only come through well articulated and implemented educational policy reforms towards attainment of value based education.

Challenges to Educational Policy Reforms for Value Driven Education in Nigeria Secondary Schools

Out-Dated Educational Curricula: Curricula could be seen as a sequence or academic order through which a set goal of education is achieved. Curricula of education is a systematic planned of learning activities and experiences in order to achieve behavioural changes. It has been observed that the educational curricula of Nigeria could not produce expected results for value based education for the actualization of SDGs. School curricula in Nigeria are outdated which cannot be compared to curricula of education in other parts of the world. For Nigeria to be able to achieve SDGs, its educational curricula need to be updated. This was aptly supported by Agbionu et al. (2016), the educational system is dysfunctional, as graduates of many institutions cannot meet the needs of the country, wide disparities exist in educational standard and learning achievements. They further added that the system emphasizes theoretical knowledge and as such secondary school curricula need urgent review to make it relevant to achieve value based education.

None involvement of all Stakeholders: The problem is educational policy reforms in Nigeria secondary schools are often prepared with the exclusion of some major stakeholders like teachers and alumni. Furthermore, some of these educational policy reforms has not really changed or updated to meet the demands of the time, even in some cases the policies seem unrealistic. Example is the change from 9-3-4 to the proposed 12-4, was the 9-3-4 effective or active in the first place? What necessitated this proposed change to 12-4? If all stakeholders were involved there would have been a wider consultation and idle reasons harnessed.

Technological Improvement: Educational policy reforms should not be theoretical alone such that students in secondary schools can be trained on the use of modern technological devices that can meet current digital demand. Thus, there is a need for improvement in the areas of infrastructural facilities in secondary schools in Nigeria such modern educational gadgets like computers, modern instructional materials and packages. Therefore, educational policy reforms is important to be backed up with modern infrastructural facilities so as to achieve SDGs.

Solutions of Challenges to Educational Policy Reforms for Value Driven Education in Nigeria Secondary Schools

While the challenges in educational policy reforms are significant, they are not insurmountable in Nigeria secondary schools for value driven education. There are solutions that can help improve educational policy reforms aimed at value driven education so as to attain Sustainable Development Goal 4.

Curricula Revision: Educational policy reforms should be target at updating or overhauling the curriculum to reflect the skills and knowledge so as to achieve value driven education. Curricula should not dwell on traditional subjects but also teach essential problem solving skills like critical thinking, entrepreneurship among others. Educational policy reforms should be targeted at preparing students for #global challenges they will face in a rapidly changing world. It should also prepare students for the world of works all geared at value driven education so as to solve life problems.

Technology Integration: There is needs to increase fund allocation to secondary schools in Nigeria so that the study and use of modern ICT tools can be introduced in secondary schools to help bridge the gap in areas where traditional education systems are lacking. The role of technology in school is to enhance human thinking and to augment the educational process and enable them solve life problems. Furthermore, digital tools can make education more interesting, thereby enabling students to learn at the early stage so as to harness their digital skills for those that are gifted with such.

Conclusion

Educational policy reforms are essential for attaining value driven education so as to achieve Sustainable Development Goal 4. Secondary schools in Nigeria change from educational policy reform to another such policy reforms must be value driven to be able to instill in the students the skills and values needed to address economic inequality, environmental sustainability, and everyday life activity. Educational policy reforms should not merely aim at improving academic outcomes but should also focus on shaping individuals that would be able to face everyday challenges of life and be useful to the society.

It is obvious that educational policy reforms in secondary education in Nigeria face many challenges however, there is great prospect if only the expected areas of attention could be analyzed, adopted and judiciously reformed to produce better citizens. When policies that ought to be the road maps that guide the education sector of any nation are not well reformed it creates problem in the society that citizens see education as a *'scam'* because after passing through educational institutions, the education they received becomes useless to them and they see it as waste of their time.

Recommendations

1. Detailed analysis of the implications of major government policies such as promulgation of Universal Basic education (UBE) and changes in the curricula structures. They should be validated in relation to requisite resources (in the immediate, medium to long-term future) and changes in the existing policy and regulatory framework.
2. Policy makers should enact educational policy reform not to satisfy the government in power but to achieve value driven education.
3. Government should employ holistic approach in designing any educational policy reform so as to ensure that such policies will be able to achieve value driven education and not mere written policies. They should encourage discussions and wide consultations with all stakeholders and desist from enacting one policy on top of the other also focus on allowing much time for the implementation of existing policies.
4. More funds in line with UNESCO directive of at least 15 per cent to 20 or even up to 26 percent should be allocated to education, so as to increase funds made available for secondary schools in Nigeria to strengthen the system.
5. There is need for the relevant government agencies to strengthen the implementation of recent educational policies by ensuring adequate training and resources for teachers and school administrators to effectively apply these reforms in the classroom so as to achieve value driven education.

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ADMINISTRATION OF SCHOOL BUSINESS VENDORS' ACTIVITIES FOR SUSTAINABLE UNIVERSITY VALUE SYSTEM IN NIGERIA



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Abstract

Nigeria's university landscape is undergoing a significant transformation, driven by a collective mission to establish institutions that serve as premier learning hubs and exemplars of ethical and sustainable progress. A crucial aspect of this dynamic ecosystem is the community of school business vendors. Their contributions significantly enhance the daily experiences of students, staff, and visitors. However, these vendors often operate under loosely defined regulations, leading to inconsistent standards and conflicts with the university's core values. This paper addresses these issues and proposes strategies for effective vendor management. This paper delves into efficiently managing school business vendors to reinforce Nigeria's sustainable university value system. It highlights these vendors' essential roles and addresses the challenges of regulating their operations. Furthermore, it offers thoughtful strategic models to integrate their activities into institutional governance. By incorporating insights from recent developments, policy analyses, and academic viewpoints, we present actionable recommendations to align vendor practices with the broader objectives of Nigerian higher education. Our goal is to empower educational administrators, planners, and stakeholders to leverage effective vendor management to bolster institutional integrity, enhance student welfare, and promote sustainable development. Together, we can create a thriving academic environment that benefits everyone.

Keywords: School business vendors, University governance, Ethical education, Sustainable development, Nigerian universities

Introduction

Nigerian universities are evolving into vibrant socio-economic hubs beyond just learning centers (Okebukola, 2021). As these institutions grow in size and facilities, they increasingly attract diverse business vendors who provide vital services, including food, stationery, digital connectivity, healthcare, printing, and accommodation (Adebayo & Omole, 2020). These vendors are essential to the dynamic campus life, yet they often operate in informal and loosely regulated ways. This can sometimes lead to challenges related to safety standards, service quality, fiscal transparency, and accountability (Nwankwo & Ogunlade, 2021). Additionally, if vendor activities are not carefully coordinated, they may unintentionally clash with universities' academic integrity and ethical aspirations, particularly as institutions aim to embody principles of integrity, sustainability, and inclusive growth (Okojie, 2020; UNESCO, 2022).

Today, the Nigerian educational landscape is under the spotlight from various stakeholders, policymakers, students, parents, and international observers calling for greater transparency, accountability, and responsiveness from higher education institutions (Okebukola, 2021; Okojie, 2020). One crucial but often overlooked area in university governance is the management of campus business vendors, private enterprises that significantly impact students and staff by providing essential goods and services. These vendors have the potential to either enhance or challenge the core values and sustainability goals of Nigerian universities (Adebayo & Omole, 2020; Nwankwo & Ogunlade, 2021). Thus, effective vendor management must be integrated into institutional planning and ethical governance.

This paper explores how thoughtful vendor administration can align with Nigerian universities' sustainability and ethical principles. It advocates for a holistic framework that emphasizes administrative oversight, data-driven policy development, and active engagement with stakeholders. By implementing this framework, we can elevate these business vendors from peripheral roles to strategic partners. This shift can lead to a university system in Nigeria that is not only value-driven but also focused on meaningful development and positive change for all.

The Role of School Business Vendors in Nigerian Universities

School business vendors play a vital role in enriching university life in Nigeria, bringing a wealth of essential services that enhance our academic experience. From delicious food and necessary stationery to reliable telecommunications, printing services, and transportation, these vendors are invaluable partners in meeting the everyday needs of our university communities. They often provide their offerings at competitive prices and with the convenience that external vendors can't match, making them an integral part of our shared culture and social life on campus. Their contributions are not just appreciated, but they are also crucial for the smooth functioning of our academic institutions.

The support vendors provide goes beyond just catering to students; it also boosts staff productivity and ensures university departments run smoothly. For example, food vendors serve affordable meals that allow students to focus on their studies rather than worrying about where to eat. Telecommunications and ICT vendors empower us to engage in online learning and collaborate seamlessly, while health vendors and pharmacies on campus ensure that students have access to essential health services, especially in remote or under-resourced areas.

However, while these vendors significantly contribute to the campus economy, they can also present challenges that need thoughtful regulation and quality control. Many operate in somewhat ambiguous regulatory spaces, particularly in public institutions where policies may lack clarity. This can lead to issues like hygiene concerns and pricing fairness. A well-defined framework can foster positive relationships between vendors and the university community, enhancing the overall experience. In conclusion, school business vendors are at the heart of the university environment. With proper administrative support and oversight, their contributions can significantly bolster the academic mission, creating a vibrant and supportive atmosphere for everyone involved. Let's celebrate their role and continue to seek ways to improve their integration into university life.

Challenges in the Regulation of School Business Vendors

School business vendors play a vital role in enhancing the university experience for students in Nigeria, yet they face significant regulatory hurdles that we can work together to overcome. One major challenge is the lack of formal policies guiding vendor operations. The absence of clear, documented guidelines that outline who can operate as a vendor, the services they can provide, and the required licensing and standards create an uncertain environment. This paper underscores the need for formal policies to ensure a fair and safe environment for all stakeholders.

Additionally, space allocation poses a notable issue. Many campuses struggle with insufficient infrastructure to accommodate vendors while ensuring a conducive learning environment. This often leads to vendors setting up in unauthorized areas, which can cause congestion and disrupt academic activities and safety.

Financial accountability is another area that needs attention. Without standardized pricing or financial reporting systems, the potential for overpricing and exploitation arises, making it challenging for universities to evaluate vendors' economic contributions or effectively plan for their involvement. With a proactive approach and collaboration between universities and vendors, we can develop comprehensive policies, optimize space usage, and promote financial transparency. This collaborative effort will benefit students and vendors and enhance the overall academic atmosphere, making Nigerian universities even more vibrant and supportive places for learning. It's this spirit of collaboration that will pave the way for a brighter future in the management of school business vendors.

Navigating health and safety compliance is a significant challenge, especially for food vendors. Many operate in conditions that don't meet hygiene standards, which can pose risks to student health. It's essential to recognize that universities often struggle to conduct regular inspections or enforce health regulations effectively. Bridging these gaps could significantly enhance the quality of services and promote a safer campus environment (Okojie, 2020). Security is another critical area of concern. Unvetted vendors may inadvertently contribute to criminal activities on campus, including theft and unauthorized access to student residences. This highlights the necessity for thorough background checks and continuous monitoring to ensure the safety of our community.

Additionally, fostering positive vendor-student relationships is vital. When disputes arise without proper resolution mechanisms, tensions can escalate, impacting campus harmony and potentially leading to unrest. By addressing these issues proactively, we can create an environment where vendors and students thrive, enhancing the overall campus experience and preserving the institution's reputation. With thoughtful strategies and collaboration, we can cultivate a vibrant and safe campus for everyone.

Strategic Models for Embedding Vendor Administration in University Governance

To enhance governance, Nigerian universities should embrace strategic models that elevate vendors from mere service providers to vital stakeholders in the academic community. This transformation will foster collaboration, innovation, and mutual growth for a brighter educational future.

Establishment of Vendor Management Offices (VMOs)

VMOs (Vendor Management Offices) should be established as independent units under the Directorate of Student Affairs or Planning. These offices should be staffed with professionals trained in business administration, public health, and regulatory compliance. Their responsibilities include issuing licenses, conducting routine inspections, mediating disputes, and coordinating vendor training programs. Additionally, VMOs can serve as data hubs, tracking the number of vendors, the types of services offered, and levels of compliance.

Transparent Vendor Contracts and Accountability Mechanisms

Universities should create standard contracts that clearly outline vendor responsibilities, operational areas, pricing models, and penalties for violations. These contracts should be renewable annually and contingent upon performance evaluations. Institutionalizing accountability mechanisms, such as performance appraisals and stakeholder feedback loops, is essential.

Stakeholder Engagement and Participatory Governance

Engaging stakeholders is essential for successful vendor management! We can review applications, resolve disputes, and recommend policy enhancements by establishing Vendor Oversight Committees (VOCs) with student representatives, health officers, faculty, and vendor leaders. This collaborative approach fosters transparency and builds trust within our community, paving the way for a brighter future.

Capacity Building and Incentive Systems

Capacity building should be a fundamental component of the vendor administration framework. Universities should organize regular training programs covering health standards, financial literacy, customer service, and ethics. To promote compliance, universities can provide incentives such as prime location allocations, equipment subsidies, and public recognition awards for outstanding vendors.

Integration with Student Support Services

Vendor administration is essential for enhancing student support services. We can promote healthy eating habits by fostering collaboration between food vendors and health clinics. Additionally, telecommunications vendors can partner with ICT departments to improve campus connectivity. This integration enhances the quality of services and ensures that vendors have a meaningful and positive impact on the student experience.

Best Practices for Vendor Administration in Nigerian Universities

To enhance vendor administration, Nigerian universities have a valuable opportunity to implement strategies inspired by local and international best practices. By doing so, they can streamline processes, improve efficiency, and foster stronger partnerships with vendors.

1 Implementing Health, Safety, and Environmental (HSE) Standards

Collaborating with local health departments is crucial to developing comprehensive Health, Safety, and Environment (HSE) guidelines. These guidelines should clearly define hygiene standards, waste disposal methods, and emergency protocols. Regular inspections will help ensure compliance and appropriate measures should be put in place for vendors who do not meet these standards. By working together, we can create a safer environment.

2 Training and Capacity Building for Vendors

Training programs should be customized according to vendor categories. For example, food vendors should participate in food safety and nutrition workshops, while ICT vendors should receive digital literacy and data security training. These training sessions should be mandatory and linked to the renewal of their licenses.

3 Leveraging Technology for Vendor Management

Digital platforms can simplify the processes of vendor registration, complaint resolution, and performance monitoring. Students can easily rate vendor services, submit complaints, and access vendor directories by developing mobile apps. These tools promote transparency and offer real-time feedback for administrative action.

4 Benchmarking and Continuous Improvement

Universities should compare their vendor policies with those of top institutions nationally and internationally. They should conduct annual reviews to evaluate the impact of these policies and gather feedback from stakeholders. This approach ensures that vendor management adapts to emerging challenges and opportunities.

Policy Recommendations for Effective Vendor Administration

Tackling the challenges of managing school business vendors in Nigerian universities presents a unique opportunity for proactive and context-sensitive policy development. These policies should transcend mere regulation, serving as strategic guides that harmonize vendor operations with the university's objectives. Drawing from empirical research, stakeholder insights, and global best practices, our initiatives can emphasize transparency, accountability, and sustainability. By aligning with Nigeria's educational frameworks—such as the National Policy on Education, Vision 2050, and the Sustainable Development Goals (SDGs)—we can ensure that our vendor-related policies genuinely

foster the growth of our higher education sector. Let's join forces to cultivate a vibrant, ethical, and inclusive atmosphere in our universities, empowering every member of the academic community to thrive! Together, we can make a meaningful impact.

1 Formulation of Comprehensive Vendor Policies

Universities must create comprehensive vendor policies that clearly outline procedures for vendor registration, selection criteria, codes of conduct, operational guidelines, and enforcement protocols. These policies should align with the institution's mission and sustainability goals while reflecting broader national objectives (Federal Ministry of Education, 2021).

2 Institutionalizing Monitoring and Evaluation Mechanisms

To ensure consistent adherence to standards, universities should implement internal monitoring and evaluation (M&E) systems. These systems should include scheduled audits, random inspections, and student and staff feedback loops. The outcomes of M&E activities must be used to inform ongoing policy improvements (Adebayo & Omole, 2020).

3 Incorporation into University Strategic Plans

Vendor management should be integrated into university strategic planning documents as an essential institutional development and operational governance aspect. This integration goes beyond mere inclusion; it demonstrates a conscious institutional strategy to acknowledge vendors as vital contributors to the campus ecosystem. By incorporating vendor-related considerations into strategic plans, universities can allocate dedicated resources for critical infrastructure, such as sanitation facilities, fire safety systems, vendor stalls, and waste disposal mechanisms.

This approach also supports the development of digital tools for monitoring vendors, facilitating streamlined communication, and implementing efficient payment systems. Additionally, including vendor issues in strategic plans aids long-term planning, stakeholder engagement, and sustainability monitoring. This fosters a culture of continuous improvement and institutional accountability (Okebukola, 2021). Furthermore, it encourages proactive engagement with stakeholders, including students, staff, regulatory bodies, and the vendors themselves, all of whom are crucial to the success of any sustainable campus value system.

4 Collaboration with Government and Regulatory Agencies

To improve the quality of vendor operations, universities should establish strong partnerships with key governmental organizations, including the National Universities Commission (NUC), the National Agency for Food and Drug Administration and Control (NAFDAC), state education boards, local government authorities, and environmental health agencies. By creating a Memoranda of Understanding (MoUs), forming inter-agency task forces, and holding regular consultative forums, we can engage in meaningful discussions about policy updates, operational guidelines, and best practices.

These collaborative efforts can significantly enhance the capacity of university administrators. Joint inspections, licensing oversight, food safety enforcement, and shared training programs designed specifically for our academic environment will empower us to maintain the highest standards. Collaborating closely with regulatory bodies legitimizes our efforts and streamlines our initiatives, ensuring our vendor regulations align with national health, safety, and educational standards. This unified approach guarantees safe and efficient vendor operations while reinforcing the university's commitment to fostering a values-driven, student-centered, and growth-oriented learning environment. We can create a vibrant community that enriches everyone's educational experience.

5 Promotion of Inclusive and Ethical Vendor Practices

Policies should promote ethical practices by integrating anti-corruption frameworks, ensuring transparent vendor selection processes, and establishing accountability mechanisms to detect and penalize malpractice. These measures should include protections for whistleblowers and clear reporting channels to encourage compliance. Moreover, fair competition must be embedded in vendor

procurement protocols to prevent monopolistic practices and nepotism. Exceptional support should be provided to local enterprises, women-owned businesses, and marginalized groups through capacity-building workshops, access to micro-loans, and subsidized stall spaces.

Institutions can create a more inclusive commercial environment by offering preferential access and incentives to socially responsible vendors who align with university sustainability and equity goals. This approach enhances economic participation and strengthens the university's role as a driver of social change and sustainable development (UNESCO, 2022).

Conclusion

Managing school business vendors is a fundamental yet often overlooked aspect of sustainable university governance in Nigeria. These vendors are vital to everyday campus life, providing essential services like food, printing, telecommunications, and other retail offerings that support student well-being, staff productivity, and the entire operational framework of university communities. Their contributions significantly enrich the informal campus economy, creating job opportunities and fostering entrepreneurship that complements formal university activities.

However, many vendors navigate a loosely regulated landscape despite their crucial role, posing notable governance challenges. The absence of robust institutional oversight can lead to operational inefficiencies, health and safety compliance issues, and ethical concerns such as bribery and favoritism. Such shortcomings can jeopardize the integrity of the university environment and impact both student welfare and institutional reputation.

As we champion sustainable development and ethical practices in higher education governance, it becomes increasingly vital to incorporate effective vendor administration into universities' strategic and policy frameworks. By doing so, we can enhance campus life, promote accountability, and ensure a thriving community for all. Let's embrace this opportunity for positive change, fostering a supportive environment that benefits everyone involved.

This paper presents a comprehensive and practical framework for integrating vendor administration into the governance structures of Nigerian universities. At the core of this framework is establishing Vendor Management Offices (VMOs), which would act as institutional hubs for coordinating all vendor-related activities. These offices will ensure compliance with university policies and facilitate transparent interactions between vendors and university authorities.

The framework includes various stakeholders—students, staff, and external regulatory bodies—promoting a participatory approach that aligns vendor practices with institutional values and community needs. Additionally, adopting digital management tools like vendor registration portals, compliance tracking dashboards, and mobile payment systems enhances operational efficiency, reduces bureaucratic delays, and fosters data-driven decision-making. Aligning institutional policies ensures that vendor administration is regarded not as a peripheral issue but a core component of university planning and development. When these strategies are supported by well-crafted policies and strong collaborations with governmental and regulatory agencies, they can transform vendor operations from informal and fragmented commercial engagements into structured, ethically governed, and strategically valuable functions. This evolution can ultimately help maintain institutional integrity, uphold public trust, improve student welfare, and significantly contribute to the broader agenda of sustainable development within Nigeria's higher education landscape.

For educational administrators, school managers, planners, and policymakers, this presents a crucial opportunity to rethink vendor engagement in ways that reflect the core values of the university system. By establishing structured vendor administration, Nigerian universities can better position themselves as models of accountability, ethical leadership, and student-centered development aligning with national and global sustainable development goals.

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EDUCATION, RELIGION AND VALUE SYSTEM: IMPLICATION FOR NATIONAL SECURITY



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Abstract

The growing insecurity in Nigeria has reached a critical level, necessitating the involvement of all sectors, including education, in finding viable solutions. If education is truly a tool for addressing societal challenges, then tackling the issue of national security through educational means should be achievable. The increasing fear among citizens, distrust of neighbours, and frequent outbursts of violence over minor issues highlight the urgent need to revive core values through both religious and educational frameworks. In light of this, the paper explores the interconnected roles of education, religion, and value systems in relation to national security. It begins with a conceptual analysis of key terms such as education and national security, religion and national security, and value systems and national security. The paper identifies several root causes of insecurity, including the breakdown of moral values, high unemployment rates, religious extremism, the pursuit of quick wealth, and widespread mistrust. Additionally, the paper outlines the consequences of insecurity in Nigeria, which include the loss of lives and properties, reduced investment, a decline in academic advancement, and a general atmosphere of fear and instability. The conclusion drawn is that education, religion, and value systems are deeply intertwined and collectively influence national security. To address internal threats and promote long-term peace and stability, it is crucial to strengthen education, encourage religious tolerance, and uphold shared societal values. The paper concludes with practical recommendations for overcoming the security challenges facing Nigeria.

Keywords: Value system, Education, Religion, Security, Violence.

Introduction

Insecurity is a feeling of uncertainty, lack of confidence, or anxiety about oneself, a situation, or one's relationships with others. It can manifest emotionally, socially, professionally, politically, or even physically in a person, community of persons or a nation. Insecurity in a nation refers to a condition where the safety, stability, and well-being of a country and its citizens are threatened. Insecurity remains a major challenge that continues to shake the very foundation of Nigeria, posing a serious threat to the nation's unity and stability. The persistent rise of this menace has prompted calls for intervention from various stakeholders, including state governors, traditional rulers, religious leaders, and concerned citizens, urging the government at all levels (federal, state and local governments) to take decisive action. Despite these appeals, the rate of insecurity keeps escalating, with devastating consequences for the lives and properties of ordinary Nigerians. Countless lives have been lost, and properties destroyed, yet the government's repeated assurance that it is "on top of the situation" has become a hollow and politically convenient statement, often used to divert public attention. Rather than curbing the menace, the situation appears to be worsening. Each day, Nigeria faces increasing insecurity, with more individuals turning to criminal activities, driven by high expectations and desperation. This has led to a surge in violent crime, often carried out with growing sophistication and brutality.

The persistent insecurity crisis in Nigeria has given rise to additional problems to the fore such as kidnapping, attacks by herdsmen, and cattle rustling, among others. A widespread decline in moral values is evident across different sectors of society, reflected in the increasing number of citizens

involved in acts that threaten national unity and stability. Alarming, many young people once seen as the hope for Nigeria's future are now actively participating in destructive behaviors, including violence and property destruction that undermine the nation's long-term prospects. Interviews with several youths reveal motivations for engaging in criminal activities, including unemployment, manipulation by corrupt politicians, and the greed of certain religious leaders. Regardless of the specific triggers, a common driving force appears to be the intense desire for wealth and a luxurious lifestyle. This pursuit has led many young people down a path of crime, exacerbating the already fragile security situation and further eroding long-standing societal values. Some youths appear to have forsaken moral principles entirely in exchange for financial gain. Unfortunately, religious figures are also implicated, as materialism increasingly dominates human behavior. A particularly troubling example is the reported arrest of a Methodist Church reverend in Ado-Ekiti by the police for allegedly staging his own kidnapping and having accomplices demand ₦3 million from his congregation (Vanguard News, 2019). Such incidents highlight the urgent need for a national reflection and a revival of core values as a strategic response to both insecurity and the obsessive pursuit of wealth plaguing the country through education, religion and value system.

Education, religion, and value systems are influential pillars shaping the societies worldwide. This paper explores the interconnectedness of these elements and their significant implications for national security in Nigeria. As education molds individuals' minds, religious beliefs guide their moral compass, and value systems dictate societal norms, understanding their intersection is crucial for fostering stability and security. In Nigeria, the intersection of education, religion, and value systems holds significant implications for national security due to the country's diverse socio-cultural landscape and historical dynamics. In light of the interconnectedness between education, religion, and value systems, there exists a pressing need to understand the specific dynamics and their combined implications for national security. However, despite recognition of their importance, comprehensive analyses addressing the nuanced interactions and their direct influence on security outcomes, particularly within Nigerian context remain limited. Consequently, there is a gap in scholarly understanding regarding how educational, religious, and value-based influences intersect to shape societal attitudes, behaviours, and vulnerabilities, ultimately influencing the security landscape. Here are how these factors relate to Nigeria's case:

Education and National Security:

Education is the structured process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. It plays a central role in shaping individuals, communities, and nations. It is the totality of preparing individuals to function effectively in the society. It is through education that the society values are preserved, maintained and transmitted from generation to generation. According to Nelson Mandela, education remains the most important and powerful weapon which can be used to change the world. Esomonu and Ikeanumba (2021) posited that education is the systematic socialization of the younger generation by which they later learn religious and moral beliefs/values, feelings of nationalism and collective opinion of all kinds. Education in itself without value is worthless. Education is therefore considered as testing laboratory of human values. In this case, education is said to have both intrinsic and extrinsic values. Any form of education that is devoid of right or correct values, right morals and sound religious teaching in some to produce 'education sinners' that are suitably recruited as miscreants, ethnic militias, kidnappers among others (Alonge & Adanikin, 2024).

Security refers to the safeguarding of individuals and communities against potential risks that could lead to severe deprivation, harm, or death. It involves the implementation of rules, maintenance of order, and fair enforcement of protective measures to prevent unforeseen challenges. Security encompasses protection from all types of harm—whether physical, environmental, or psychological. Some scholars argue that security is not merely the absence of threats, but rather the capacity to respond swiftly and effectively to such threats. According to Alonge and Adanikin (2024), security is compromised when there is direct violence (both physical and psychological), structural violence

(systems or policies that cause suffering or death), or cultural violence (norms and practices that perpetuate discrimination, injustice, and human suffering). Omode (2023) describes security as a dynamic state, characterized by a country's ability to respond to challenges that threaten its core interests and values. Similarly, the Yugoslavian delegate to the 1986 United Nations Symposium defined national security as the condition in which fundamental national values are free from threats, individuals live without fear or uncertainty, and the nation remains safe from aggression, domination, or violations of its sovereignty, territorial integrity, independence, and right to self-determination. In their analysis, Achumba, Ighomleraho, and Akpo-Robero (2023) view security as the outcome of strategies and systems established to defend people, property, and information from hostile actions or influences. They emphasize that security is present when citizens can carry out their daily lives without fear for their safety or property. It encompasses all efforts aimed at shielding individuals, groups, businesses, and the nation from acts of sabotage and violence.

The term insecurity holds varied meanings depending on individual perspectives. It can imply a lack of safety, the presence of danger or threat, uncertainty, vulnerability, or an absence of protection (Ewetan & Urhie, 2024). According to Achumba, et al., (2023), insecurity can be understood from two main angles. First, it refers to a condition where individuals are exposed to threats or potential harm. Second, it describes a state of vulnerability accompanied by anxiety as a vague, uneasy feeling that arises in anticipation of misfortune. Ewetan (2024) emphasizes that insecurity not only involves uncertainty about future events but also the vulnerability of individuals to danger when it arises. The researcher argues that insecurity represents a disruption of peace and stability whether caused by historical grievances, religious tensions, ethnic or regional divisions, civil unrest, socio-economic challenges, or political instability, that often results in recurring conflict and widespread destruction of lives and property. These definitions reflect the current realities in Nigeria, where the prevalence of insecurity is seen as a consequence of the repeated failure of governments at different levels to address the issue effectively. According to Jonathan (2019), this failure has escalated the situation to an unprecedented and critical level. Obasanjo (2019) further noted that the security situation deteriorated rapidly under former President Buhari's administration, suggesting that the government's approach or lack thereof may have worsened tensions. There is a growing perception, based on observations, that the actions and inactions of the previous administration seemed to favor certain ethnic groups, particularly the Fulani, leading some to view the security crisis as a form of ethnic cleansing.

Educational institutions in Nigeria are instrumental in shaping the beliefs, attitudes, and worldviews of citizens. The way curriculum content is designed and the methods used in teaching can significantly influence whether students develop values such as tolerance, critical thinking, and civic engagement or, alternatively, attitudes of extremism, intolerance, and radicalization (Oyeweso, 2019). Research has shown that empowering young people and fostering resilience through quality education equips them with the necessary skills, knowledge, and opportunities to contribute meaningfully to the country's socio-economic progress. Oyeweso (2019) further noted that a well-informed and educated population is more likely to participate constructively in society and play a role in national development, while also helping to build resistance against security challenges, particularly in the Northern and Eastern regions of Nigeria. However, Nigeria's education sector faces numerous obstacles, including poor infrastructure, gaps in curriculum relevance, and unequal access especially in conflict-prone areas like the Northeast and broadly across the Northern region, which is widely regarded as being educationally disadvantaged. It has also been observed that inadequate access to quality education leaves many young people vulnerable to manipulation and recruitment by extremist organizations such as Boko Haram, which prey on their frustrations and provide ideological indoctrination as a substitute for formal education.

Religion and National Security

Religion is a structured system of beliefs, practices, and moral principles centered around the reverence of a supreme being or multiple deities. It commonly includes shared doctrines, rituals, symbols, and ethical teachings that influence the worldview and conduct of its adherents (Adigwe &

Akudolu, 2024). Ideally, religion should foster unity between humans and the divine, as well as among people themselves. Unfortunately, the opposite seems to be unfolding in contemporary times. In support of the above, Adigwe and Akudolu (2024) argued that religion, which is traditionally seen as a moral compass and a means of promoting peace and unity, has increasingly become entangled in Nigeria's insecurity challenges. Instead of serving as a stabilizing force, some religious institutions and leaders have contributed, either directly or indirectly, to the erosion of societal values. Religion holds a central place in Nigerian society, profoundly shaping people's lives (Egbefo, 2016). For many, it provides spiritual direction, insight, and personal growth through scripture, religious texts, and prayer. While the Nigerian Constitution defines the country as a secular state, ensuring freedom of religious practice, this freedom is contingent upon respecting the rights of others.

Nigeria is home to three major religions Christianity, Islam, and Traditional religion which have coexisted for generations. Historically, Nigerians lived in relative harmony without significant fear of religious or ethnic domination. However, in recent years, tensions have escalated, especially amid growing fears of attempts to "Islamize" the country a situation that has raised alarm among various groups. These concerns intensified with the violent activities of Fulani herdsmen, whose attacks on people from different religious and ethnic backgrounds became more widespread and unpredictable during the administration of former President Muhammadu Buhari. Religion remains a powerful element of personal and collective identity. While religious diversity has the potential to enrich society, it can also lead to friction and conflict when manipulated by extremist elements that use it to justify violence and promote hatred.

Nigeria is a nation marked by deep ethnic and religious diversity, with the North predominantly Muslim and the South largely Christian. This religious divide has occasionally fueled tensions and conflicts. Religious crises are not new to the country; they have been a persistent concern since shortly after independence (Falola, 2018; Mohammed, 2016). During the administration of former President Muhammadu Buhari, many observers perceived his actions as suggestive of an agenda to Islamize the nation. This perception gained traction particularly through the federal government's aggressive promotion of the Rural Grazing Area (RUGA) settlement scheme. For many, the forceful implementation of this initiative signaled a deeper, possibly hidden religious motive. The RUGA controversy, coupled with violent incidents that appeared to target specific ethnic and religious groups especially in states like Benue, Borno, Jos and some parts of the southeast fueled widespread fear and suspicion. These events contributed to growing mistrust and division between the two dominant religious communities in Nigeria, eroding the sense of national unity. In the present day, extremist groups such as Boko Haram have taken advantage of these religious divides, using them as a justification for violence. Their actions have further strained interfaith relations and significantly intensified national security threats (Adesoji, 2020; Nwolise, 2014; Mohammed, 2016).

Value System and National Security

Values refer to the principles or standards that individuals or societies consider significant or insignificant. They help shape people's preferences and guide the decisions they make in life (Ogunyemi, 2024). Values represent collective beliefs about what is deemed good, desirable, and acceptable within a community. They embody a combination of knowledge, attitudes, and skills that support the development of moral character and strengthen a sense of communal identity. Essentially, values influence behavior, lifestyle choices, and societal attitudes. In the Nigerian context, traditional value systems are increasingly being challenged by foreign and adopted values. Nigeria's value orientation is shaped by cultural heritage, religious beliefs, and socio-economic conditions, all of which influence public attitudes toward governance, justice, and social unity. Alemika and Chukwuma (2016) argue that systemic issues such as corruption, inequality, and impunity have eroded public trust in institutions and have fueled resentment among citizens. These grievances create a fertile ground for insecurity and social unrest. A notable irony in Nigerian leadership is that while citizens are urged to remain patient and make sacrifices for the nation's progress, political leaders often continue to enjoy

luxurious lifestyles without making similar sacrifices. This disconnect only deepens public distrust and could provoke further dissatisfaction, potentially leading to instability and conflict.

The rising level of insecurity in Nigeria has had a profound impact on the nation's traditional value systems, particularly those related to social relationships. Historically, Nigerians especially in the Southeast deeply valued communal living, where individuals looked out for one another and embraced the spirit of being their "brother's keeper." However, the current state of the country tells a different story. Today, people live in constant fear even of their neighbours and the once-cherished value of communal harmony has been significantly eroded. In addition, the value placed on hard work has been replaced by a culture of laziness and shortcuts. Many Nigerians no longer believe in earning wealth through diligence and effort. Instead, there is a growing acceptance of the Igbo saying "*obere oru, nnukwu ego*" (little work, big money), which reflects a mindset that favours quick wealth over honest labour. This shift in attitude has led many to engage in criminal activities such as ritual killings, cybercrime (yahoo plus or internet fraud), and kidnapping for ransom, all in pursuit of fast money.

These trends have further fueled insecurity, making it difficult for people to trust one another. Shocking and disturbing acts—such as husbands killing wives for money rituals, parents selling their children, and boyfriends murdering girlfriends for financial gain are becoming alarmingly frequent. Even sacred spaces are no longer immune, with reports of unimaginable atrocities occurring on religious altars, symbolizing the moral decay in society. The sanctity of human life appears to have lost its value, as killings occur with little or no remorse. This growing disregard for human life continues to feed the climate of fear and general insecurity across the country.

Causes of Insecurity in Nigeria

Several factors have been identified as contributing to the alarming rise in insecurity across Nigeria. While blame is often passed among the youth, government, and parents, this paper focuses on examining the underlying causes of insecurity in the country. One major factor is the high rate of unemployment, which has reached a deeply concerning level. This situation can be largely attributed to leaders who lack moral integrity, as funds intended for job creation and public welfare are frequently diverted or misused. These leaders often fall short in values such as honesty, transparency, and accountability (Alonge & Adanikin, 2024). Another critical cause is the influence of religious extremism and widespread distrust within the society. The values of tolerance and respect for differing religious beliefs have significantly deteriorated. This has created fertile ground for religious fanatics and fundamentalists, who propagate hatred and violence against those of other faiths. In the name of religious devotion, these extremists often resort to the destruction of lives and property, further worsening the security crisis in the country (Mohammed, 2016).

The extravagant lifestyles of certain individuals particularly politicians have fueled an unhealthy obsession with wealth among Nigerian youths. According to Akinola (2022), the virtue of prudence has been overshadowed by a culture of materialism and lavish living. This overwhelming desire for quick riches has led many young people to engage in heinous activities such as ritual killings, cybercrime (commonly referred to as "yahoo plus"), and kidnapping. As a result, the value of human life has significantly diminished. Killings and acts of violence are becoming disturbingly routine, with perpetrators showing little to no remorse for their victims. Compounding the situation, reckless statements by political leaders and government inaction have also played a role in exacerbating the country's insecurity. One notable example is the Federal Government's refusal to comply with court rulings, particularly in the case of the Islamic Movement of Nigeria (IMN), also known as the Shiites. The continued detention of their leader contributed to unrest, culminating in the July 22, 2019 incident in Abuja, during which an Assistant Commissioner of Police and a Channels TV journalist lost their lives, and property worth millions of naira was destroyed. This event highlights how government disregard for the rule of law can escalate tensions and deepen security challenges in the country.

Consequences of Insecurity in Nigeria

The Nigerian government's passive approach to addressing security challenges has caused significant damage across the country. Countless lives have been lost, properties worth millions of naira destroyed, and many citizens have been displaced, now living in Internally Displaced Persons (IDP) camps. One of the most serious implications of insecurity is its negative effect on the economy, particularly through the loss of investments and capital flight. Both local and foreign investors are discouraged from investing in environments plagued by insecurity, leading to economic decline. The worsening security situation has made Nigeria a less attractive destination for investment, contributing to capital flight—one of the potential factors that led to the economic recession a few years ago (Omonobi & Erunke, 2019). Another devastating consequence of insecurity is the widespread fear of the unknown, which has turned road travel into a terrifying experience. Nigerians who need to embark on road journeys often resort to prayers and fasting, not for protection from accidents, but to avoid falling victim to kidnappers and terrorists. Key routes like the Iwaraja/Efon road (Osun/Ekiti States), Ikere/Akure road, Benin/Ore road, and Abuja/Kaduna highway and some highways in the southeast are now considered high-risk areas due to frequent herdsmen attacks and kidnappings. Many travelers journey with great anxiety, uncertain of what lies ahead.

A particularly tragic incident was the killing of Dr. Chike Akunyili, husband of former NAFDAC Director-General Late Dr. Mrs. Dora Akunyili whose sudden death occurred on the September, 28, 2021 under shocking and violent circumstances, Mrs. Olakunri, daughter of Afenifere leader Pa Reuben Fasoranti, on July 12, 2019, in Kajola, Ore (Ondo State) by suspected herdsmen. This event further intensified fears and insecurity, especially in the Southwest region. More recently, on January 29, 2024, two monarchs in Ekiti State Oba Olatunde Olusola (Onimojo of Imojo) and Oba Babatunde Ogunsakin (Elesun of Esun Ekiti) were murdered by herdsmen while returning from a local government security meeting. On that same day, students from Apostolic Faith School in Emure Ekiti, along with a teacher and driver, were abducted from their school bus. Although the abductees were eventually released after a ransom was paid, the driver was killed before their release (Akpan, 2024). These alarming incidents highlight the deteriorating state of security in Nigeria and the urgent need for more effective government intervention.

The Way forward

The following suggestions are made as light to pave way for the way forward:

1. Revitalizing the nation's value system requires deliberate efforts in human resource development, strategic planning, comprehensive training, and ideological reorientation. It also involves instilling positive values in young individuals from an early age and serving as role models worthy of emulation. Fostering cultural diversity while upholding fundamental national values can enhance social unity and strengthen the nation's ability to resist external threats. Additionally, implementing inclusive policies that promote social integration can help curb marginalization and alienation, ultimately reducing the appeal of extremism and radical ideologies. A vision for a new Nigeria should be pursued; one in which a Northerner feels at home in the East, an Easterner shares meals with someone from the North, and a Westerner dines and builds relationships freely with citizens from any other region (Adesina, 2021).
2. Enhancing access to quality education, particularly in underprivileged and marginalized communities, is essential in addressing insecurity. In addition, religious education within churches and mosques can significantly contribute to reducing violence. Religious leaders such as pastors and imams should make it a responsibility to enlighten their followers about the sacredness of life and the divine consequences of taking innocent lives. Promoting interfaith dialogue and mutual understanding is also key to reducing religion-based violence. Both the government and civil society organizations have vital roles to play in facilitating such interactions and upholding religious freedom. These efforts are instrumental in countering radical ideologies and fostering social unity.

3. The government and non-governmental organizations can help address insecurity by creating widespread employment opportunities, particularly through the provision of refundable loans to both educated and uneducated youths. This support would empower young people to establish and manage their own businesses, keeping them productively engaged and reducing the likelihood of idleness or desperation that often leads to involvement in criminal activities in the pursuit of money.
4. Providing quality education equips young people with the skills, knowledge, and opportunities necessary for socio-economic progress. An educated population is more inclined to contribute positively to society, thereby supporting national development and enhancing resilience against threats like extremism and radicalization. To strengthen this, there should be increased awareness and education on managing security challenges across all levels of the education system from primary to tertiary institutions.
5. The government should make efforts to revive forest guard operations, strengthen local vigilante groups, and revisit the establishment of state police. This includes recruiting capable and competent youths, providing them with regular training in areas such as forest protection, security management, and gaining a deep understanding of their local environment. Such measures would help ensure that criminal elements have no safe havens to operate within.
6. On the global front, Nigeria should actively promote international cooperation and diplomacy to effectively address transnational security threats. Considering the interconnected nature of modern security challenges, collaboration with other nations in areas such as education, religious tolerance, and ethical governance is crucial. Additionally, there should be strict surveillance and enforcement at national borders, both land and maritime, with increased presence and support for security agencies to prevent unauthorized entry by stranded immigrants from neighboring countries.

Conclusion

In conclusion, tackling the interconnection between education, religion, and value systems as key components that re-engineer sustainable national development, shape social structures and influence national security is essential for ensuring peace and stability in Nigeria. Recognizing how these elements influence one another and adopting inclusive, value-driven strategies is vital for building societal resilience, reducing conflict, and enhancing national security in today's increasingly complex world. A holistic approach that emphasizes inclusive growth, national unity, re-engineering sustainable national development, and transparent governance is crucial to addressing the root causes of insecurity. To achieve a better Nigeria, collective efforts are required to dismantle the barriers of suspicion and eliminate the divisions that fuel internal conflict. Nigerians must let go of fear, embrace one another in unity, and foster a nation where sustainable national development is re-engineered, people are valued not by their place of origin, state of birth, or religion, but by the inherent dignity they possess as fellow citizens of a united Nigeria.

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ETHICAL STANDARDS AS CORRELATES OF EFFECTIVE SUPERVISION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN SECONDARY SCHOOLS OF OWERRI ZONE I, IMO STATE.



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Abstract

The study investigated ethical standards as correlates of effective supervision for sustainable national development in secondary schools in Owerri Zone 1 of Imo State. Three null hypothesis tested at 0.05 level of significance guided the study. The population of the study comprised of all the teachers in Owerri Zone 1 totaling 2,328. A sample size of 200 teachers was drawn using the purposive and cluster sampling techniques. The instrument for data collection was a researcher developed questionnaire titled —Ethical Standards of Supervision Effectiveness (ESSSE). The instrument was validated by two specialists from the faculty of education Imo State University. Data obtained were analyzed using Pearson product moment correlation. The results showed that a significant relationship exist between ethical standards and supervision effectiveness. Based on the findings it was recommended that unethical conducts of supervisors should be avoided to gain the trust, confidence and respect of teachers during supervision.

Keywords: Ethical Standards, Supervision, Sustainable Development.

Introduction

Ethical school supervision characterized by honesty, fairness and integrity is crucial for sustainable national development by promoting quality education and fostering ethical leadership. Education is a vital instrument for change and for achieving national goals and aspiration. System of education in any country are structured and restructured to meet up with current societal demands. Policies are made in line with national goals and for any policy to work, supervision is imperative for adequate implementation. Supervision is the art of improving the teacher's skills and management with the aim of improving the teaching and learning process (Alike & Adoga, 2017). Supervision is also a way of overseeing the activities of teachers, advising, guiding to ensure the application of appropriate teaching skills and instructional materials that will enhance learning and at the same time achieve educational objectives (Ohamobi & Onyekazi, 2021). It connotes helping the teachers in classroom organization, and management, pedagogical development, curriculum development, selecting appropriate instructional materials, communication skills that will help in realization of school aims and objectives. Supervision when adequately undertaken, will improve standard, quality education, better academic performance of students and dedication of teachers. For Okafor, Egbe, Ngene & Eji (2024) supervision is an essential mechanism for improving educational quality, fostering accountability among administrators and educators and ensuring the welfare of students. This involves working with

teachers and educators in a collegial, collaborative relationship to revitalize our educational system, so as to meet up with the challenges globally and for sustainable national development.

National development is a national growth in all endeavors, political cultural, economic, social and otherwise. Sustainable development is development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. It is a framework for progress that balances economic growth, social well –being and environmental protection. Sustainable national development is the capability of a particular nation or country to achieve comprehensive improvement or refinement in all ramifications and its existence (economic, political, cultural, religious etc) and set, maintain and continue at that level for a long time. Oyewole & Osalusi, (2016) they posit that supervision is vital in the actualization of sustainable education standards. They maintained that for education effectively develop human capital, it becomes highly imperative to embark on regular and effective supervision. It is quite unfortunate as observed by Oyewole et al (2016) that teachers are being ‘_Snooperised’ in the process of ensuring quality education in schools as this type of supervision was characterized with bossiness, threat and lack of human relations. Ayodele and Oyewole (2014) noted that the modern day approach of supervision is more clinical in nature as teachers need to be helped to improve on their job performance through corrections and personal guidance where necessary. The idea of modern day supervision places much emphasis on the behaviours of the supervisors in the process of interacting with the teachers. It is a clear departure from the punitive measure that are embedded in the old traditional supervision while the modern approach focuses on corrective/rehabilitative measures in a cordial relationship that will totally erase symptoms of suspicion for any kind of witch – hunting on the part of the teachers. This is rather a diagnostic approach that involves the teachers’ abilities, preparation and creating enabling environment that will keep the teachers to improve on the quality of instruction. This modern approach will ensure quality control through mutual interactive behaviours between the supervisor and the supervisee in sustaining the standard of education in our schools hence ethical standards of supervision must be upheld for a sustainable national development.

Ethics is a branch of philosophy which deals with the morality of human actions or the norms of proper course of action for man (Kanu 2018). It studies right and wrong actions in human behaviours. It is a method by which we categorize our values and pursue them. Ethics is very nature of man because it is our means of deciding a course of action without which our actions would be meaningless and aimless (John – Nelson, Ihunwo & Ohanyiri, 2015). To the extent that we pursue rational ethical standards, we will be able to correctly organize our goals and actions to accomplish our most pressing values. We act normally in order to realize full human well – being in the order of a created nature, that is, ethics establishes grounds for good relationship with others and God.

Ethics in education refers to the implementation of moral principles within the educational context guiding behaviour, teaching approaches and policy making. Ethical standards are guidelines, principles and values that guide educators conducts and behaviours to maintain fairness, integrity and professionalism. It can influence supervisors’ interactions with students, teachers, parents and colleagues and the wider educational community. Ethical standards in supervision therefore ensures that an effective supervision should provide leadership with extra knowledge and supervision skills; promote co – operative educational efforts in a friendly atmosphere; provide co – ordination, direction and guidance to teachers activities; improve instruction in the teaching learning process; help in the achievement of appropriate educational aims and objectives; stimulate continuous growth of teachers and development of pupils and stimulate and develop creative qualities in teachers (Jamal, 2023). Supervisors must be role models, adhering to a code of conduct and ensuring that all school staff and students are treated with respect and dignity. This includes fair assessment of students, transparent communication and a commitment to providing a conducive learning environment. Ethical standards in school supervision are crucial for fostering a positive learning environment and promoting sustainable national developments. These standards ensure that supervision is fair, equitable focused on the achievement of educational goals. In school supervision, ethical conduct is crucial for maintaining a fair, respectful and productive environment. Supervision must uphold principles of fairness, transparency, confidentiality and professional integrity when evaluating teachers, providing feedback

and making decisions. Ethical codes guide supervisors in ensuring equitable treatment, avoiding bias and prioritizing the well being of students and staff.

Zulfu (2011) maintains that ethical responsibilities of supervision is to help the supervisee ethically reflect on their practice from both internal and external perspectives and to consider the way in which their practice from both internal and external perspectives and to consider the way in which their practice matches up against both their internal values and the external ethical values and framework of the nested systems. A strong ethical framework gives both supervisors and supervisee the security to explore, learn and make mistakes without fear of retribution. Studies have shown that good ethical standard is an integral part of a profession (Matthew and Obiasili 2022). Ethical standards in supervision such as respect for others, respect for sanctity of human life, honesty, respect for rule of law and order, morality, hard work, sharing self-discipline, non-violence, and mutual cooperation should be upheld for effective supervision in schools. Okafor et al (2022) highlights the key principles of ethical standards of supervision as fairness and equity, transparency and communication, professional integrity, respect and confidentiality, accountability and advocacy for students. Supervisors have a responsibility to advocate for the well – being and educational needs of students. This includes ensuring that teachers are equipped with the skills and resources they need to support student learning and development. The importance of ethical standards in supervision cannot be overstated. It is fundamental in creating a positive learning environment, developing morally responsible individual, maintaining the integrity of the educational system. The works of Ohamobi & Onyekazi (2021), Zulfu (2016), Juliawali & Maizura (2023), Arark & Satri (2022) and Janal (2023) have shown a relationship between observing ethical standards in school supervision for sustainable national development. They assert that the key ethical standards in school supervision vital for sustaining national development include ensuring student safety and well-being, upholding professional standards, fostering a collaborative and supportive environment, promoting fairness and equity and prioritizing lifelong learning and development. Good human relationship is indispensable for good supervision, which according to context of this study has to do with ethical conducts and supervision effectiveness. Therefore, the supervisor which could be either the principal (internal supervisor) or supervisors from the school board (external supervisor) could only be effective if there are cordial relations with the teachers. Thus, the supervisor must learn the best way to use his fellow human being. He must learn that friendliness begets friendliness and conversely hostility begets hostility. Furthermore, the school supervisor must realize that every human being in the school has got his needs, interest and peculiar backgrounds and will certainly act and interact in accordance with this attributes. So the supervisor observing ethical standards in terms of courtesy, mutual confidence, respect, open mindedness and sincerity can work wonders in promoting effective school supervision.

It is against the background that the researchers want to investigate ethical standards as correlates of effective supervision for sustainable national development in secondary schools in Imo State.

Statement of problem

School supervision serves as a strategic tool for shaping behavior and fostering improvement within schools. Through effective supervision teachers are encouraged to reflect on their instructional practices, receive constructive feedback and access tailored professional development opportunities.

There has been an outcry by teachers that supervision is synonymous to witch hunting. Supervisors see themselves as lords, bullies, nag and fall short of ethical standards in the discharge of their duties. Their negative attitude has shown devastating effect on the attainment of educational objectives. Teaching and learning are affected; teachers run away from supervisors and are afraid of being supervised. The researchers therefore want to ascertain if ethical standards has any influence in teachers behavior in the discharge of their duties. The study seeks to investigate ethical standards as correlates of effective supervision for sustainable national development in secondary schools in Imo State.

Purpose of the study

The main purpose of the study was to investigate how ethical standards affect effective supervision for sustainable national development in secondary schools in Owerri Zone I of Imo State. Specifically, the purpose of the study was to find out:

If ethical standards enhance supervision effectiveness for sustainable national development.

If strategies employed in maintaining ethical standards of supervisors affect supervision effectiveness.

If supervisors unethical conduct affects supervision effectiveness.

Research Hypothesis

Ho₁: Ethical standards have no significant relationship with supervision effectiveness.

Ho₂: Strategies employed in maintaining ethical standards of supervisors does not significantly relate with supervisor effectiveness.

Ho₃: Supervisors unethical conducts have no significant relationship with supervision effectiveness.

Method

The study adopted the correlational design. The population of the study consist of all the teachers in Owerri Zone I totaling 2,828. A sample size of 200 teachers was involved in the study using purposive and cluster sampling technique. The instrument used for collecting data for the study was a questionnaire titled —Ethical standards of supervision effectiveness questionnaire (ESSSEQ). The questionnaire was divided into two (2) sections A and B. section A sought for demographic data and section B elicited data on ethical standards of supervision and supervision effectiveness. The validity and reliability of the instruments was ascertained through consultation within specialists in educational management and measurement and evaluation departments, all in the faculty of education Imo State. Pearson (r) statistics was used for the data analysis.

Results

Hypothesis one:

Ethical standards have no significant relationship with supervision effectiveness.

Table one: Pearson product moment correlation between ethical standards and supervision effectiveness.

Variables	N= 200		
	Ex	Ex ²	Exy
r – value			
0.53	Ey	Ey ²	74253
Ethical standards(x)	2324	6684	

Significant at 0.5, critical r- value = -138 and df = 198

The analysis in table I reveals that the calculated r – value of 0.53 is greater than the critical r – value of .138 at 0.05 level of significance and 198 degree of freedom. This result led to the rejection of the null hypothesis which shows that significant relationship exists between ethical standards and supervision effectiveness.

Hypothesis two

Strategies employed in maintaining ethical standards of supervisors does not significantly relate with supervision effectiveness. Table 2: Pearson product moment correlation between strategies of maintain ethical standard between strategies of maintaining ethic standards and supervisors and supervisors effectiveness.

Variables	N= 200		
E x	Ex ²	Exy	r- value
Ey	Ey ²	85216	0.60

Strategies for making ethical standard (x) 3560 5124
Supervision at 0.05, critical r-value = 138 and df = 198

The analysis in table 2 reveals that the null hypothesis was rejected to flow that a significant relationship exist between strategies employed in maintaining ethical standards of supervisors and significant and 198 degree of freedom and 138 critical r-value.

Hypothesis three

Supervisors' unethical conduct has no significant relationship with supervision effectiveness.

Table 3: Pearson product moment correlation between unethical and supervision effectiveness.

N200

Ex	Ex ²	E _{xy}	r value
Ey	Ey ²	12562	*0.57
Supervision effectiveness (y)	3148		2788
Significant at 0.05, critical r-value = 138 and f =			198

The analysis in table 3 reveals that the calculated r – value of 0.57 is greater than the critical r – value of 138 at 0.05 level of significant and 198 degree of freedom. This result prompted the rejection of the null hypothesis, meaning that a significant relationship exist between supervisors unethical conduct and supervision effectiveness.

Discussion of findings

The findings of hypothesis one revealed that there is a significant relationship between ethical standards and supervision effectiveness. The implication of this findings is obvious based on the fact that ethical standards foster a positive learning environment by ensuring that supervision is fair, equitable and gaining the trust and confidence of the supervisee. Without appropriate ethical conduct, the supervisor will not achieve the level of effectiveness in the supervision of teachers. This result is in line with the findings of Zulfu (2016) and Mathew and Obiesili (2022) that ethical standards in supervision help to achieve effectiveness during supervision in schools. They assert that it creates a positive learning environment for sustaining national development. Standards of supervisors relate with supervision effectiveness. The findings is in agreement with Arar and Salh (2022) and Jaral (2023) strategies such as professional development, regular reflection and assessment, creating a culture of trust helps supervisors to carry out their supervision effectively. Jaral (2023) maintains that supervisors who employ these strategies gains teachers trust and confidence thereby making them respond positively to them.

The result of the study further records that a significant relationship exists between unethical conduct of supervisors and supervision effectiveness. This finding is in line with Ayodele and Oyewole (2014) Juliawati and Maizura (2023) and Ohamobi and Onyekazi (2021). Supervision according to them involves working with teachers and other educators in a collegial, collaborative relationship. Unethical conducts damage relationships, affecting the trust and respect between supervisors and teachers leading to strained working relationships and a negative school climate. When teachers feel unfairly treated or that their concerns are not being addressed it can lead to decreased job satisfaction, reduced productivity and increased turnover.

Conclusion

The conclusion that can be drawn from this study is that ethical standards affects supervision effectiveness. The strategies employed by supervisors in maintaining ethical standards significantly affect supervision effectiveness. Thus unethical conducts by supervisors affect supervision effectiveness.

Recommendation

Ethical standards should be upheld by supervision during supervision of teachers.
Workshops and seminars should be constantly organized for supervisors.

Strategies and key principles of ethical standards should be observed by supervisors in the course of carrying out their duties.

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ETHICAL VALUES IN SCHOOL ADMINISTRATION IN NIGERIA: ISSUES AND CHALLENGES FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

This study examines the significance of ethical values in school administration in Nigeria for Sustainable National Development. The study highlights issues and challenges facing school administrators in upholding ethical values for sustainable national development in Nigeria. The paper emphasizes the importance of ethical leadership, transparency, integrity and accountability in promoting a positive school culture and ensuring quality education. The study also identifies key issues, such as resources constraints, cultural and societal, school climate corruption, favoritism, and lack of accountability and neglects the need for training and support to enhance administrators' ethical decision-making that promotes organization goals and objectives. Future research should focus on developing transparent, fair, and inclusive ethical leadership training that align with supporting achievement of educational goals in Nigeria.

Keywords: *Ethical Values, Ethical leadership, Issues, Challenges, school administrator*

Introduction

Ethics is generally refers to the principles of morality and conduct that guide how individuals make decisions and interact with others. Ethics as a systematic study is concerned with the nature of good and bad, right and wrong, justice and injustice, duty and obligation (Mbagwu, 2018). It is a branch of philosophy that explores right and wrong, good and bad, and the reasoning behind moral judgments (Branston, 2025). Ethics helps individuals determine what is morally acceptable and guides them in making right choices that align with their values and societal norms. Ethics deals with the guidelines or rules of conduct by which we aim to live, work and socialize.

Ethical values have a fundamental role to play in education in Nigeria for sustainable development in shaping the moral compass of individuals and fostering responsible citizens towards accomplishment of educational goals. Incorporation of ethical principles into school administration, educational institutions can empower school administrators to make informed decisions, contribute positively to society, and lead fulfilling lives (Nishantha, 2023). Ethical values are fundamental to effective school administration for promoting a culture of integrity, transparency, and accountability for the better administrative environment.

School administrators are very crucial for the successful and effective management of a school in Nigeria for sustainable development. The Federal Republic of Nigeria stated in the National Policy of Education (NPE,2014) document that the goals of education is to produce highly motivated, conscientious and efficient administrators at all levels of our educational system; encourage further the spirit of enquiry and creativity in administrators; help administrators to fit into social life of the community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and enhance administrators - teachers' commitment to the academic profession (Elbanna,(2023). However, to carry out these roles efficiently, it means that all administrators must be professionally trained and inculcated with the ethical values and code of conduct of the administrative profession, no profession can stand without clearly defined the ethics.

According to TRCN (2013) administration deals with the molding of character of humanity based on a set of solid, tested and proven ethical framework that guarantees the very best atmosphere and trust in the administrative process. In order for effective management of schools, administrators must maintain good working ethics and high moral standards to achieve its objectives and goals school system. In Nigeria, school administrators face numerous challenges in upholding ethical values which including among others, resource constraints, inadequate training, corruption, favoritism, and lack of accountability. This study aims to discuss the issues and challenges of ethical values in Nigerian school administration, emphasizing the importance of ethical leadership in promoting quality education.

Concept of ethical values

Ethical comes from the Greek ethos "moral character" and describes a person or behavior as right in the moral sense - truthful, fair, and honest. Also the word is used for people who follow the moral standards of their profession (Vocabulary.com, 2025). Ethical values guide the way that administration is done - what is considered acceptable or desirable behaviour, above and beyond compliance with laws and regulations. Ethical values are refers to as principles and beliefs that guide individuals and organizations in making decisions and evaluating actions as morally right or wrong. Ethical values serve as the foundation for ethical behavior, helping to shape personal character and promote social cohesion in school. Ethical values can stem from various sources, such as cultural, religious, philosophical, or personal beliefs. While the specific ethical values held by individuals and groups may differ, some common themes include honesty, fairness, responsibility, respect, and compassion. By adhering to ethical values, administrators can navigate complex moral dilemmas, maintain their integrity, and foster positive relationships with colleagues in the course of goals accomplishment. Nishantha (2023) noted that ethical values serve as a guiding force for individuals to make decisions that align with their principles and beliefs. They enable individuals understand the consequences of their actions and provide a framework for ethical decision-making. Kocaba & Karaköse (2009) noted that when ethical values are integrated into an individual's life, they promote a sense of accountability and responsibility, encouraging them to act in the best interests of themselves and others in ensuring that organizational goals are being achieved.

Ethical behaviour therefore occurs when one acts with equity, fairness and impartiality and respects the rights of others, or simply put, when one does what is morally right. According to Manuel, Claire, Thomas and Michael (2012), implementation of ethical values referred to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.

Ethical Values in School Administration in Nigeria

In Nigerian school administration, ethical values such as integrity, fairness, respect, etc, for individual rights are crucial. These values are also emphasized in the national ethics outlined in the Nigerian Constitution, including discipline, integrity, and dignity of labor, social justice, and religious tolerance. Effective school administrators should demonstrate these values in their interactions with students, teachers, parents, and the community at large, fostering a positive, conducive and equitable learning environment for national development.

According to Well & Emerole (2023) ethical values in school administration refer to principles and beliefs that guide school leaders' decision-making and actions, ensuring fairness, integrity, and accountability within the school community. These values are crucial for fostering a positive school culture and promoting ethical behavior among all stakeholders, including students, teachers, and staff. The application of ethical values to school administration refers to the practical implementation of moral principles and standards in various aspects school system, including personal and professional settings. Ethical Values in School Administration guide decision-making, behavior, and interactions with others, promoting conducive environment for teaching and learning as highlighted below:

Integrity in School Administration

Integrity is a fundamental value in school administration that encompasses honesty, transparency, and consistency in actions and decisions. School administrators with integrity are likely act with honesty, truthful in communication with students, staff, and the community. The administrator with integrity demonstrates transparency, maintain consistency, and apply rules, policies, and procedures fairly and consistently in discharging his /her duties. Administrators take responsibility by acknowledging and learn from mistakes.

Fairness and justice in school administration

Fairness and justice are essential principles in school administration, ensuring that students, staff, and the community are treated with equality and respect. Fairness and inclusivity in leadership require leaders who treat all staff equally and prioritize fairness foster a sense of unity and teammate spirit among them. This strengthens relationships and ensures that all individuals feel valued thence enhances overall collaboration and trust. Begley & Johansson (2008) maintain that ethical leadership, including fairness and respect, is directly linked to fostering a supportive and inclusive environment in educational settings. However, School administrators who take into consideration fairness and justice his/her administration should ensure rules and policies are applied equally to all students and staff, treat individuals with respect in the sense that value diversity, inclusivity, and show empathy are promoted, make informed decisions based n evidence, facts, and clear criteria, provide opportunities for feedback thereby encouraging open communication and consider diverse perspectives.

Responsibility and accountability in school administration

Accountable leadership holds oneself and others accountable for actions, decisions, and outcomes. Responsibility and accountability are crucial aspects of school administration, ensuring that administrators are answerable for their actions, decisions, and outcomes. School administrators should be responsibility. He /she ensures ethical Leadership in school system by providing direction, guidance, and support to students, teachers, and staff can leads to better academic and personal outcomes, making informed ethical decisions that benefit students and the school community, managing resources effectively to support student learning and well-being, prioritizing student safety, well-being, and academic success, providing clear explanations for decisions and actions, regularly evaluating and assessing policies, programmes, and practices, identifying areas for improvement and implement changes where necessary.

Respect and Empathy in School Administration

Ensuring respect and empathy in school administration by school administrators foster a positive and supportive environment for students, staff, and the community to achieve their goals. School administrators who demonstrate respect and empathy, recognize and appreciate individual differences, cultures, and perspectives, hear and understand concerns, needs, and ideas from students, staff, and parents, show compassion thereby demonstrate care and understanding for students and staff facing challenges and creating an environment where everyone feels welcome, valued, and supported hence fostering a positive work environment, boosting staff morale and job satisfaction. By prioritizing respect and empathy, school administrators can create a supportive and inclusive environment, ultimately benefiting students, staff, and the broader community.

Professionalism and Confidentiality in School Administration

Adhering to professional standards, engaging in ongoing professional development, and demonstrating a commitment to lifelong learning are necessary in ensuring effective school administration. Professionalism and confidentiality play a key role in school administration, ensuring that administrators maintain a high level of integrity, respect, and trust. Professionalism in School administration portrays demonstration of knowledge, skills, and expertise in educational leadership, acting with honesty, fairness, and ethics in all interactions with stakeholders, treating students, staff, and

the community with dignity and respect, taking responsibility for actions, decisions, and outcomes. On the other hand, confidentiality is maintained by protecting sensitive information about students, staff, and the community by holding private meetings to discuss sensitive issues, ensuring that personal information is not disclosed without consent, maintaining accurate and secure records, adhering to relevant laws and regulations fostering strong, respectful relationships with stakeholders. By prioritizing professionalism and confidentiality, school administrators can maintain a high level of trust, respect, and integrity, ultimately benefiting students, staff, and the broader community.

Needs For Ethical Values In School Administration

Ethical leadership is a management concept that signifies the leaders who integrate ethics in their personal lives and their roles as organisational managers (Orunbon, Ifenaike, & Adeleke, 2022). Ethical values play a crucial role in school administration, guiding decision-making, behavior, and interactions with students, staff, and the community. Ethical values guide the way that school system is done in terms of what is considered acceptable or desirable behaviour, above and beyond compliance with laws and regulations. It may be that the school's values are implicit rather than explicit (Branston, 2025). The values inform the education organisation's ethics policy. This sets out the organisation's commitment to high ethical standards and how this will be governed, implemented and monitored (Sakiman & Yasin, 2023). Here are some ways ethical values are promoting school administration for sustainable national development.

Promotion and Maintenance of Rules and Regulations

A good and well managed educational system reforms the people who in turn reform the entire society by upholding the ethics of the system. The most important responsibility of any administrator is to have an ethical perception of school administration. School administrators typically work in different educational institutions; they are responsible for overseeing administrative tasks in educational institutions by making sure that the organization runs according to the expected rules and regulations.

Creation of Positive and Productive Learning and Work Environment

A good working environment creates a safe, supportive, and respectful atmosphere for students and staff. By embracing ethical values, school administrators can create a positive and productive learning environment that benefits students, teachers, and the broader community. Ethical values, such as honesty, integrity, and respect for others, are essential for building strong relationships, creating a sense of purpose, and living a meaningful life.

Helping in Making informed Decision

Transparent decision-making involves stakeholders in decision-making processes and providing clear explanations for decisions. Ethical values serve as a guiding force for school administrators to make decisions that align with their principles and beliefs. They help school administrators understand the consequences of their actions and provide a framework for ethical decision-making. When ethical values are integrated into an administrator's life, they promote a sense of accountability and responsibility, encouraging them to act in the best interests of themselves and others. The importance of ethical values cannot be overemphasized, according to Kocaba and Karaköse (2009) ethical values are principles guiding human behavior, emphasizing morality, fairness, and responsibility. They shape individual and organizational conduct, influence decision-making in school organization.

Issues and Challenges of Ethical Values in School Administration

Pijanowski (2022) stated that ethics in educational leadership is concerns understanding the rules, understanding how your actions affect other people and the system as a whole. There are a number of ethical issues challenges in education that can be addressed and ameliorated. Stakeholders in school administration are often associated very closely with such ethical issues in schools because of

their direct involvement, while others may be a as result of how the education system is being organized. Some issues and challenges are identified and discussed below:

- **Resource Constraints:** Limited resources can lead to difficult decisions, testing administrators' commitment to ethical values. This can directly hinder school administrators' ability to promote ethical values in Nigerian schools, impacting their effectiveness in implementing programs and policies, hindering the ability of school administrators to maintain ethical values by limiting their capacity to implement and enforce ethical standards, provide necessary support for staff and students, and to create a positive learning environment. Consequently, leads to a decline in ethical behavior within the school community. Adequate funding allows for professional development programs for teachers and staff on ethical conduct, conflict resolution, and student discipline. Without sufficient resources, these programs may be underfunded, understaffed, or completely absent, leading to a lack of training and support for maintaining ethical values (Bashir & Dalhatu 2014). More so, inadequate funding can result in dilapidated infrastructure, lack of essential resources and a generally less positive school environment. This can create a breeding ground for unethical behavior, as students and staff may feel disempowered and frustrated. Inadequate funding may force school administrators to rely on external funding sources, which can come with strings attached and potentially conflict with the school's ethical values. This can create an environment where the school's priorities are compromised, leading to a decline in ethical behavior (Nwangwu (2017).
- **School Climate:** A negative or disrespectful school climate can undermine ethical values associated with lack of respect for students, teachers, and administrators showing an environment where ethical principles are not prioritized. School climate profoundly influences how administrators apply ethical values (Nwangwu, 2017). Positive school climate is characterized by mutual respect, trust, and a shared sense of purpose, fosters a culture where ethical behavior is naturally encouraged and expected. Conversely, a negative school climate, marked by conflict, disrespect, and a lack of trust, can make it challenging for administrators to uphold ethical values and can even lead to unethical decisions Nwangwu, 2017). Positive school climate facilitates ethical decision-making, administrators are more likely to make ethical decisions with the support of colleagues, students, and parents. It encourages transparency and accountability where decisions are made openly and everyone is held accountable for their actions, fostering ethical practices. Unfriendly environment creates pressure to compromise ethics which can create a sense of pressure to compromise ethical values to achieve short-term goals or satisfy external demands, mistrust and conflict, making it difficult for administrators to work collaboratively and uphold ethical standards. School climate is not just an environmental factor but a powerful force that shapes the ethical decisions and actions of school administrators.
- **Ethical dilemmas:** Ethical dilemmas often involve conflicting values and competing interests, making it difficult to determine a clear "right" or "wrong" course of action. This complexity can challenge administrators' preconceived notions about morality and encourage them to consider a wider range of perspectives. In some cases, ethical dilemmas can expose inconsistencies or contradictions within existing ethical frameworks. This can lead administrators to question the absolute nature of certain moral rules and develop a more nuanced understanding of ethics. In a situation of ethical dilemmas administrators can be encourage to reflect on their own values and beliefs. They may realize that their personal values are not always aligned with the values of others, or that their own understanding of ethics is incomplete. Ethical dilemmas also provide a structured way for administrators to practice ethical decision-making. They can learn to identify the relevant ethical issues, analyze the situation, consider the consequences of their choices, and develop strategies for resolving the dilemma. **Corruption and Nepotism:** Corruption and nepotism significantly undermine the promotion of ethical values in schools. By prioritizing personal gain or connections over

merit and integrity, these practices erode trust, lower academic standards. Unfair practices in hiring, promotion, and resource allocation undermine trust and fairness in school system (Nwankwo, 2016). This can lead to a decline in the quality of education, as resources are mismanaged, qualified individuals are overlooked, and unethical behavior is tolerated.. Corruption and nepotism create an environment of mistrust between students, teachers, and administrators, making it difficult to foster a culture of honesty and ethical conduct. When appointments and promotions are based on favoritism rather than merit, unqualified or under-qualified individuals may be placed in positions of authority, leading to a decline in the quality of teaching and learning (Arome & Rabiou (2017). Corruption can lead to the misappropriation of funds intended for educational resources, resulting in inadequate infrastructure, poor-quality materials, and a lack of necessary support for students and teachers. When administrators engage in corrupt practices, it sends a message that such behavior is acceptable, making it harder to instill ethical values in students. Corruption and nepotism can tarnish the reputation of the school and the entire education system, leading to a loss of public confidence and support (Isabu, 2024). When teachers and students feel that merit and hard work are not valued, it can lead to a lack of motivation and a decline in academic performance. Corruption and nepotism constitute a problem to national development by exacerbate social inequalities by limiting opportunities for those who lack the right connections, further undermining the principles of fairness and equal opportunity.

- **Lack of Accountability:** The issue of lack of accountability presents significant challenges for school administrators in fostering ethical values in school system. The manifestation of this unethical behavior can be observed in disregard for rules, lack of transparency, and inconsistent enforcement of school policies. Without accountability, rules and policies may be applied inconsistently thereby creating a sense of unfairness and undermining the legitimacy of ethical guidelines. When administrators are not accountable, they may be less transparent about their decisions and actions. This lack of transparency can breed suspicion and resentment, making it harder to build a culture of ethical awareness and responsibility in the school (Dangara, 2016). Hence, such acts may be perpetuated thereby discourage those who want to uphold ethical standards (Ineye-Briggs, 2025). At times, lack of accountability may be linked to inadequate training and support for administrators in understanding and implementing ethical guidelines. If administrators are not equipped with the knowledge and resources to promote ethical values, they may struggle to do so effectively (Dangara, 2016).
- **Favoritism and Bias:** Favoritism and bias can significantly hinder school administrators' efforts to promote ethical values in several ways: Favoritism and bias can lead to unfair treatment of students, teachers, and staff, creating a culture of inequality. It can result in unequal access to opportunities, resources, and support. Favoritism and bias can erode trust in school administrators and the education system. Students, teachers, and staff may perceive that decisions are made based on personal relationships or biases rather than merit or need. This can negatively affect student learning where of inequitable education is permitted, invariably can lead to unequal educational experiences and outcomes, demoralization and disengaging from schooling (Rasheed, 2016). In addressing the above challenge there is need to establish clear policies and procedures that promote fairness and equity. Unfair treatment of students and staff based on personal relationships or biases creates a toxic school environment.
- **Inadequate Training:** According to Begley & Johansson (2008) insufficient training and support for administrators in ethical decision-making and conflict resolution can lead to poor governance and ethical dilemmas. Lack of training for school administrators can significantly hinder the promotion of ethical values within a school system. Without proper training, administrators may struggle to recognize, address, and prevent unethical behavior, potentially leading to a culture of low ethical standards and even contributing to a hostile environment. Inadequate understanding of ethical principles (Sakima & Yasin, 2023). Nevertheless, professional development and training in ethics are crucial for school administrators. These

programs can equip them with the knowledge, skills, and awareness necessary to foster a positive, ethical, and effective learning environment for all.

- **Cultural and Societal Influences:** Cultural norms and societal expectations can influence administrators' ethical decision-making, sometimes conflicting with professional values. Culturally, parents and the wider community play a crucial role in shaping a child's understanding of ethics and values of their immediate environment. Situations where parents and community members fail to value ethical behavior or actively promote it, it can be no issue for schools to establish a strong ethical culture. Sometimes students and families may perceive school policies and practices as unfair, biased, or discriminatory, leading to distrust and undermining ethical behavior. This can create a sense of injustice and resentment, making it harder to instill ethical values and promote a positive school climate. In addressing the issues administrators should Cultivate cultural sensitivity by actively seeking to understand the diverse cultural backgrounds within the school community, including their values, beliefs, and practices (Kocaba, & Karaköse, 2009).
- **Lack of Clear Policies:** Unclear policies and procedures can create ambiguity, making it challenging for administrators to uphold ethical values school system. A lack of clear ethical policies in schools creates several challenges for administrators in promoting ethical values. Without defined guidelines, it becomes difficult to establish clear expectations, hold individuals accountable, and ensure consistency in addressing ethical issues. This can lead to ambiguity, confusion, and ultimately, undermines the school's efforts to foster a culture of integrity. Without defined policies, communication to students, staff, and parents what constitutes ethical behavior in various situations will be challenging. Lack of clear guidelines makes it difficult to handle situations involving unethical behavior among students, staff and community at large, such as cheating or discrimination. Administrators may struggle to determine the appropriate course of action, leading to inconsistent responses and a perception of unfairness.

Conclusion

This study highlights the critical role that ethical leadership plays in shaping the educational system and contributing to sustainable national development. The issues and challenges discussed underscore the need for school administrators to prioritize ethical values such as integrity, transparency, accountability, and fairness in their decision-making and actions. Ethical leadership is essential for promoting a positive school culture, academic excellence, and sustainable national development. School administrators in Nigeria face various challenges, including financial constraints, corruption and nepotism, favoritism and bias, inadequate training, and lack of clear policies, which can undermine ethical values.

Suggestions

The following suggestions are proffer to tackle the issues and challenges of ethical values in school administration in Nigeria for Sustainable national development.

- The stakeholders in education should endeavour to establish clear policies and procedures that promote transparency, accountability, and fairness.
- Every school administrator needs to be aware of issues challenging their profession and receive adequate training to able to tackle them in their duties and responsibilities.
- The stakeholders in education should encourage a culture of integrity, where ethical behavior is valued and rewarded.
- Government address issues of corruption and nepotism by promulgating more strict punishment for offenders and be ready to implement them without favouritism and nepotism and also create a safe and supportive environment for whistleblowers to report corrupt practices without fear of retaliation.

- School administrator should prevent favoritism and bias to promote a culture of ethical values that ensure fairness and equity, and provide a positive learning environment for all.
- Government should endeavour to foster a supportive learning environment that encourages respectful communication, empathy, and constructive conflict resolution.
- Government Policy reforms are necessary to promote ethical values and address the challenges faced by school administrators.
- Government in addressing the financial constraint requires a commitment to providing adequate funding and resources to support the school's ethical mission.

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ADMINISTRATORS' ETHICAL LEADERSHIP STRATEGIES AND EFFECTIVE ADMINISTRATION OF PUBLIC UNIVERSITIES IN RIVERS STATE



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Abstract

The study examined administrators' ethical strategies and effective administration in public Universities in Rivers State. Three research questions and three hypotheses guided the study. The study adopted a correlation research design. The area of the study was Rivers State. The population of the study consisted of 1,286 administrators in three Universities in Rivers State, which comprises of Rivers State University (RSU), University of Port Harcourt (UNIPORT) and Ignatius Ajuru University of Education (IAUE). Taro Yamane formula was used to determine the sample size used for the study. Sample size of 305 administrators from the three Universities were drawn from the population using stratified sampling technique. Two structured instruments titled "Administrators' Ethical Leadership Strategies Questionnaire (AELSQ)" and "Effective Administration in Public Universities Questionnaire (EAPUQ)" were used to elicit data from the respondents. The instrument was validated by two experts in the field of Measurement and Evaluation in Rivers State University. The reliability of the instrument was determined using Cronbach Alpha method. The reliability of the instrument gave a Cronbach Alpha index of 0.77, 0.73 and 0.83 which was considered reliable. The Pearson's Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings of the study revealed that, there is strong positive relationship between administrator's role modelling strategy, administrators' ethical policy enforcement strategy, administrator's transparency strategy and effective administration in public Universities in Rivers State. Based on the findings, it was recommended among others that, university administrators should demonstrate ethical leadership by maintaining high moral standards, professionalism, and integrity in all decision-making processes.

Keywords: Administrators, Ethical Leadership, Strategies, Effective Administration

Introduction

Public universities serve as pivotal institutions in the advancement of knowledge, societal development and the cultivation of future leaders. In Rivers State, Nigeria, these universities face a myriad of challenges, including financial constraints, infrastructural deficits and a rapidly changing educational landscape. Central to addressing these challenges is the ethical framework within which university administrators operate. Ethical strategies are not merely guidelines for conduct; they shape the very culture of an institution, influencing decision-making processes, stakeholder relationships, and ultimately, educational outcomes.

Recent studies have highlighted the critical role of ethical leadership in enhancing institutional effectiveness. For instance, a study by Oduro, Agyemang and Asare (2022) emphasized that ethical leadership fosters an environment of trust and accountability, which is essential for effective

governance in educational settings. Furthermore, Alabi (2023) argues that administrators who prioritize ethical considerations in their decision-making processes are more likely to achieve Sustainable Development Goals within their institutions. These findings underline the necessity of integrating ethical strategies into the administrative practices of public universities, particularly in regions where corruption and mismanagement have been prevalent.

Ethical leadership in administration is essential for fostering integrity and trust within organizations. Administrators employ various ethical strategies to guide their decision-making and actions, ensuring that they uphold the values of their institutions (Johnson & Smith, 2023). These strategies not only influence organizational culture but also affect stakeholder perceptions and outcomes. Recent studies emphasize the importance of ethical frameworks in administration, highlighting how effective ethical strategies contribute to positive organizational performance and stakeholder relationships (Brown, Treviño & Harrison, 2022; Johnson & Smith, 2023).

In the administration of public universities, ethical leadership plays a crucial role in ensuring transparency, accountability, and overall institutional effectiveness. Ethical leadership in university administration involves decision-making based on integrity, fairness, and the commitment to uphold ethical standards in all aspects of governance. Administrators who adhere to ethical leadership principles foster a culture of trust, respect, and professionalism among faculty, staff, and students. Brown and Treviño (2021), ethical leadership enhance institutional credibility, improves staff and student morale, and promotes adherence to regulatory frameworks that guide the operations of higher institutions. In Rivers State, where public universities play a significant role in higher education development, the adoption of ethical leadership strategies is essential for maintaining quality education, reducing corruption, and ensuring that policies are implemented for the benefit of all stakeholders.

Administrators' ethical leadership strategies encompass leading by example, promoting transparency, enforcing ethical conduct, ensuring inclusivity, and making ethically sound decisions that align with institutional goals. Ethical leaders influence institutional effectiveness by discouraging favouritism, academic fraud, financial mismanagement, and administrative inefficiencies (Treviño, Weaver, & Reynolds, 2022). When administrators model ethical behaviour, they inspire faculty and students to uphold ethical values, which translates to a more disciplined and effective academic environment. Public universities in Rivers State have faced challenges related to mismanagement, corruption, and leadership inefficiencies, which have affected students' academic performance and overall institutional progress. Addressing these challenges requires a strategic focus on ethical leadership practices that prioritize fairness, accountability, and the well-being of all university stakeholders.

Ethical leadership among administrators' is essential for fostering transparency, integrity, and accountability within organizations, especially in educational institutions, government agencies, and corporate settings. Administrators who implement ethical leadership strategies help to create a culture of fairness, respect, and professionalism, ultimately enhancing institutional efficiency and productivity. Below are types of ethical leadership strategies that administrators can adopt:

- i. **Leading by Example (Moral Role Modelling):** Administrators who demonstrate ethical behaviour through their actions set the tone for ethical conduct within their institutions. Brown and Treviño (2021) emphasize that leaders who act with honesty, fairness, and accountability inspire employees, faculty, and students to uphold similar values. By consistently making morally sound decisions, administrators reinforce ethical expectations, discourage corruption, and promote a culture of trust and respect. Example: A university administrator who transparently handles promotions and admissions fosters an environment where merit and integrity thrive.
- ii. **Establishing and Communicating Clear Ethical Policies:** A well-defined ethical framework provides guidelines on acceptable behaviour and decision-making within an institution. Administrators must develop codes of conduct, anti-corruption policies, and ethical guidelines to ensure compliance with organizational values (Treviño, Weaver, & Reynolds, 2022). Ethical policies should be clearly communicated to all stakeholders through training programs,

institutional handbooks, and periodic reinforcement. Example: A school principal implementing a zero-tolerance policy on bribery and favouritism in grading students ensures fairness and academic integrity.

- iii. **Promoting Transparency and Accountability:** Ethical administrators‘ prioritize open communication, fairness in decision-making, and accountability in financial and administrative processes. When employees and students trust that leadership decisions are based on merit and fairness, institutional credibility is strengthened (O‘Fallon & Butterfield, 2020). Transparency also discourages unethical behaviours such as embezzlement, favouritism, and academic fraud. Example: A university vice-chancellor who makes the institution’s financial reports publicly available demonstrates transparency, building confidence among students and staff.
- iv. **Encouraging Ethical Decision-Making:** Ethical administrators ensure that policies and decisions align with ethical principles such as fairness, justice, and integrity. They promote ethical reasoning by considering both the short- and long-term consequences of their decisions. Ferrell and Fraedrich (2021) suggest that administrators should apply ethical frameworks like consequentialism (focus on outcomes), deontology (following rules), and virtue ethics (moral character) when making decisions. Example: A school administrator who refuses to manipulate students‘ grades for political or financial gain upholds ethical decision-making.
- v. **Enforcing Ethical Conduct through Disciplinary Measures:** Ethical leadership requires that administrators hold individuals accountable for their actions by enforcing disciplinary measures for unethical behaviours. Kaptein (2022), leaders must implement whistle-blower protection policies to encourage the reporting of corruption, harassment, and other misconducts. Ethical enforcement ensures that violations are addressed fairly and consistently. Example: A university administrator who ensures that faculty members engaging in sexual harassment face disciplinary action reinforces ethical standards.
- vi. **Fostering an Inclusive and Respectful Work Environment:** An ethical administrators‘ values diversity, fairness, and respect for all stakeholders, regardless of gender, religion, or social background. Institutions that foster inclusivity experience higher engagement, reduced conflicts, and improved performance (Mayer, Kuenzi, & Greenbaum, 2020). Ethical administrators promote policies that support equal opportunities in hiring, promotions, and academic participation. Example: A university chancellor who implements policies that prevent discrimination in staff recruitment and student admissions promotes inclusivity.
- vii. **Investing in Ethical Training and Professional Development:** Ethical leadership is strengthened through continuous education, training programs, and awareness campaigns. Administrators should organize ethics workshops, leadership training, and mentorship programs to instil ethical values among faculty, staff, and students (Treviño & Brown, 2021). These initiatives help build moral awareness and ethical reasoning skills among all stakeholders. Example: A school administrator who mandates annual ethics training for teachers and students ensures that ethical leadership remains a core value in the institution.

Effective administration in public universities depends on the implementation of strong ethical leadership strategies that support policy enforcement, fair decision-making, and stakeholder engagement. Kaptein (2022) emphasizes that institutions led by ethical administrators experience higher academic integrity, improved governance structures, and stronger institutional reputation. Ethical leadership ensures that university policies are student-centered, faculty members are treated fairly, and financial resources are utilized transparently. In Rivers State, public universities can significantly

improve their service delivery by embracing ethical leadership strategies that prioritize quality education, inclusivity, and sustainable institutional growth. Therefore, administrators must continuously reinforce ethical values, provide training on ethical governance, and establish policies that discourage unethical behaviour in order to foster an academic environment that promotes excellence, integrity, and accountability.

Statement of the Problem

The effective administration of public universities in Rivers State is increasingly challenged by issues of corruption, mismanagement, lack of transparency, and poor ethical leadership. Many university administrators fail to adopt ethical leadership strategies, leading to a decline in academic integrity, financial accountability, and institutional efficiency (Brown & Treviño, 2021). The absence of clear ethical policies and accountability mechanisms has resulted in cases of nepotism, misallocation of resources, and administrative inefficiencies, negatively impacting the quality of education and research output. Without strong ethical leadership, universities struggle to uphold their mission of delivering quality education, fostering innovation, and maintaining global academic standards.

Furthermore, the lack of transparency in decision-making, financial management, and staff recruitment has contributed to poor governance structures, limiting the universities' ability to function effectively. Ethical leadership is essential for ensuring fairness in promotions, faculty development, and student support services (Kaptein, 2022). However, in many public universities in Rivers State, there is a gap between administrative policies and ethical leadership practices, leading to dissatisfaction among faculty, students, and stakeholders. The failure to adopt student-centered policies, uphold academic honesty, and integrate inclusive leadership strategies has hindered institutional growth and development.

If these ethical leadership gaps are not addressed, public universities in Rivers State risk continued academic decline, poor research output, and loss of credibility. There is an urgent need for ethical leadership strategies that promote accountability, fairness, and institutional effectiveness to enhance staff morale, student performance, and overall university administration. It is for these reasons the researcher carried out the study to find out; What is the relationship between administrators' ethical leadership strategies and effective administration of Public Universities in Rivers State? and to proffer solutions to the stated problems.

Purpose of the Study

The purpose of the study was to examine Administrators' Ethical Leadership Strategies and Effective Administration of Public Universities in Rivers State. The specific objectives of this study are to:

1. Determine the relationship between Administrators' role modeling strategy and Effective Administration in Public Universities in Rivers State.
2. Examine the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State.
3. Ascertain the relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State.

Research Questions

The following research questions guided the study:

1. What is the relationship between Administrators' role modeling strategy and Effective Administration in Public Universities in Rivers State?
2. What is the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State?
3. What is the relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance;

1. There is no significant relationship between Administrators' role modeling strategy and Effective Administration in Public Universities in Rivers State.
2. There is no significant relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State.
3. There is no significant relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State.

Methodology

The study adopted a correlation research design. The area of the study was Rivers State. The population of the study consisted of 1,286 administrators in three universities in Rivers State, which consists of Rivers State University (RSU), University of Port Harcourt (UNIPORT) and Ignatius Ajuru University of Education (IAUE). Taro Yamane formula was used to determine the sample size used for the study. Sample size of 305 administrators from the three Universities were drawn from the population using stratified sampling technique. Two structured instruments titled "Administrators' Ethical Leadership Strategies Questionnaire (AELSQ)" and "Effective Administration in Public Universities Questionnaire (EAPUQ)" were used to elicit data from the respondents. Responses to the questionnaire items were structured on a four-point summated rating scale of: Strongly Agreed (SA) – 4points, agreed (A) – 3points, disagreed (D) – 2points and Strongly Disagree (SD) – 1points. The instrument was validated by two experts in the field of Measurement and Evaluation in Rivers State University.

The reliability of the instrument was determined using Cronbach Alpha method. The reliability of the instrument gave a Cronbach Alpha index of 0.77, 0.73 and 0.83 which was considered reliable. The Pearson's Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypotheses at 0.05 level of significance. This was further tested by transforming the coefficient of correlation r to t in order to establish the significance or other wise of the r -value. The classification of r value magnitude used for decision making according to Mahdavi (2012) is stated as follows;

- i. + 0.30. A weak uphill (positive) relationship
- ii. + 0.50. A moderate uphill (positive) relationship
- iii. + 0.70. A strong uphill (positive) relationship
- iv. Exactly + 1. A perfect uphill (positive) relationship
- v. Exactly – 1. A perfect downhill (negative) relationship
- vi. – 0.70. A strong downhill (negative) relationship
- vii. – 0.50. A moderate downhill (negative) relationship
- viii. – 0.30. A weak downhill (negative) relationship
- ix. 0. No relationship

Results

Research Question 1: What is the relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State?

Table 1: PPMC Analysis on Relationship between Administrators' Role Modelling Strategy and Effective Administration in Public Universities in Rivers State

Variables			N	$\sum x$ $\sum y$	$\sum x^2$ $\sum x^2$	$\sum xy$	r-value	Decision
Administrators‘ Strategy	Role	Modelling	305	5459	84724			
					93615	913830	0.73	Positive (strong)
Effective Universities	Administration	in Public	305	6120				

Source: Field survey (2024)

The information in Table 1 shows the relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State. When university administrators' model ethical behaviour, they set a standard for integrity, honesty, and fairness, encouraging faculty, staff, and students to adopt similar values. Ethical role modelling builds trust among students, faculty, and external stakeholders, fostering a positive reputation for the university. Administrators who lead by example inspire faculty and staff to take responsibility for their actions, ensuring transparency in decision-making and governance. Ethical role modeling creates a positive work and learning environment, leading to higher job satisfaction among staff and improved student motivation. When administrators uphold ethical standards, they discourage malpractices such as bribery, favoritism, and embezzlement, ensuring proper allocation of resources and funds. The calculated r-value 0.73 shows an uphill (strong positive) relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State. This implies that Administrators' role modelling strategy is related to Effective Administration in Public Universities. In other words, this is the type of relationship in which an increase in one variable leads to the increase in another variable.

Research Question 2: What is the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State?

Table 2: PPMC Analysis on Relationship between Administrators' Ethical Policy Enforcement Strategy and Effective Administration in Public Universities in Rivers State

Variables				N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Administrators' Ethical Policy Enforcement Strategy			305	6314	85304				
					98564	948378	0.80	Positive (strong)	
Effective Administration in Public Universities			305	7406					

Source: Field survey (2024)

The information in Table 2 shows the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State. Enforcing ethical policies ensures that administrators, faculty, and students uphold honesty, transparency, and accountability, fostering a corruption-free university environment. Strict enforcement of ethical policies prevents financial mismanagement, bribery, and favouritism, ensuring that university funds and

resources are utilized efficiently for academic and infrastructural development. Ethical policy enforcement discourages plagiarism, exam malpractice, and academic dishonesty, leading to credible research outputs and a reputable learning environment. Strong ethical policies ensure that students and staff receive equal opportunities without discrimination based on gender, ethnicity, or political affiliations, promoting diversity and inclusivity. Ethical policy enforcement promotes responsible leadership, ensuring that university management adheres to best practices in administration, faculty appointments, and student welfare. The calculated r-value 0.80 shows an uphill (strong positive) relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State. This implies that Administrators' ethical policy enforcement strategy is related to Effective Administration in Public Universities in Rivers State.

Research Question 3: What is the relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State.

Table 3: PPMC Analysis on Relationship between Administrators' Transparency Strategy and Effective Administration in Public Universities in Rivers State

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Administrators' transparency strategy	305	5150	73518	821505	0.85	Positive (strong)
Effective Administration in Public Universities	305	5590	75548			

Source: Field survey (2024)

The information in Table 3 shows the relationship Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. Transparency in university administration fosters trust among students, faculty, staff, and external stakeholders, enhancing the university's credibility and reputation. Transparent governance discourages financial mismanagement, embezzlement, and favouritism, ensuring fair allocation of resources and ethical leadership. When administrators uphold transparency, it reinforces strict academic policies, reducing plagiarism, examination malpractice, and falsification of research data. Transparency ensures that policy-making, budgeting, and administrative decisions are inclusive and evidence-based, reducing biases and promoting fair leadership. Public universities with transparent policies encourage faculty, staff, and students to take responsibility for their actions, fostering a culture of honesty and accountability. The calculated r-value 0.85 shows an uphill (strong positive) relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. This implies that Administrators transparency strategy is elated to Effective Administration in Public Universities in Rivers State. In other words, this is the type of relationship in which an increase in one variable leads to the increase in another variable.

Test of Hypotheses

H₀₁: There is no significant relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State.

Table 4: Significant Relationship between Administrators' Role Modelling Strategy and Effective Administration in Public Universities in Rivers State

	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	Df	r-cal	t-cal	t-crit	Decision
Administrators' Role Modelling Strategy.	305	5459	84724						
Effective Administration in Public Universities.	305	6120	93615	913826	303	0.73	10.67	1.96	H ₀₂ Rejected

* Significance at 0.05 (2024)

Source: Field Survey

In Table 4, the t-transformed (calculated) value of 10.67 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that Administrators' role modelling strategy is related to Effective Administration in Public Universities in Rivers State, as such the positive relationship between Administrators' role modelling strategy and Effective Administration in Public Universities is significant.

H₀₂: There is no significant relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State.

Table 5: Significant Relationship between Administrators' Ethical Policy Enforcement Strategy and Effective Administration in Public Universities in Rivers State

	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	Df	r-cal	t-cal	t-crit	Decision
Administrators' Ethical Policy Enforcement Strategy.	305	6314	85304						
Effective Administration in Public Universities.	305	7406	98564	948378	303	0.80	13.57	1.96	H ₀₂ Rejected

* Significance at 0.05

Source: Field Survey (2024)

In Table 5, the t-transformed (calculated) value of 13.57 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that Administrators' ethical policy enforcement strategy is related to Effective Administration in Public Universities in Rivers State. To confirm the significant relationship, a t-transformation of the computed r-value was done and the result is as presented above with $t\text{-cal} = 13.57 > t\text{-crit} = 1.96$.

H₀₃: There is no significant relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State.

Table 6: Significant Relationship between Administrators' Transparency Strategy and Effective Administration in Public Universities in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	Df	r-cal	t-cal	t-crit	Decision
Transparency Strategy.	305	5150	73518						
				821505	303	0.85	15.63	1.96	H ₀₃ Rejected
Effective Administration in Public Universities.	305	5590	75548						

* Significance at 0.05

Source: Field survey (2024)

In Table 6, the t-transformed (calculated) value of 15.63 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that Administrators' transparency strategy is related to Effective Administration in Public Universities in Rivers State. To confirm the significant relationship, a t-transformation of the computed r-value was done and the result is as presented above with t-cal = 15.63 > t-crit = 1.96.

Discussion of Findings

The findings of research question one revealed that there is a high and relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State. The calculated r-value 0.73 shows an uphill (strong positive) relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State. This implies that Administrators' role modelling strategy is related to Effective Administration in Public Universities in Rivers State. In hypotheses four, the t-transformed (calculated) value of 10.67 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The findings of the study is in agreement with the assertions of Brown and Treviño (2021) which emphasize that leaders who act with honesty, fairness, and accountability inspire employees, faculty, and students to uphold similar values. By consistently making morally sound decisions, administrators reinforce ethical expectations, discourage corruption, and promote a culture of trust and respect.

Research question two shows the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State. The calculated r-value 0.80 shows an uphill strong positive relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State. In corresponding hypothesis two, the t-transformed (calculated) value of 13.57 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. This is in agreement with Kaptein (2022) who argued that, leaders must implement whistle-blower protection policies to encourage the reporting of corruption, harassment, and other misconducts. Ethical enforcement ensures that violations are addressed fairly and consistently.

Research question three shows the relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. The calculated r-value 0.85 shows an uphill (strong positive) relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. The calculated r-value 0.85 shows an uphill (strong positive) relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. The corresponding hypothesis three, the t-transformed (calculated) value of 15.63 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The finding of the study is in agreement with submission of O'Fallon and Butterfield (2020) who argued that, Transparency discourages unethical behaviours such as embezzlement, favouritism, and academic fraud. Ethical administrators prioritize open communication, fairness in decision-making, and accountability in financial and administrative processes. When employees and students trust that leadership decisions are based on merit and fairness, institutional credibility is strengthened.

Conclusion

Based on the findings of the study, the researcher concludes that; There is strong positive relationship between Administrators' role modelling strategy, Administrators' ethical policy enforcement strategy, Administrators transparency strategy and Effective Administration in Public Universities in Rivers State. Administrators' ethical leadership strategies are fundamental to the effective administration of public universities. Ethical leadership fosters transparency, accountability, and fairness in decision-making processes, ensuring that universities operate with integrity and professionalism. By implementing ethical policies, enforcing standards of conduct, and promoting inclusivity, administrators can create an environment that supports academic excellence, faculty productivity, and student success. Ethical leadership also plays a crucial role in minimizing corruption, favouritism, and unethical practices, thereby strengthening institutional credibility and stakeholder confidence.

Recommendations

Based on the findings of the study, the following recommendations were made;

Strengthening Administrators' Role Modelling Strategy:

1. University administrators should demonstrate ethical leadership by maintaining high moral standards, professionalism, and integrity in all decision-making processes.
2. Administrators should serve as role models by promoting accountability, fairness, and respect for institutional policies, thereby fostering an ethical culture among staff and students.

Enhancing Ethical Policy Enforcement Strategy:

3. Universities should establish and enforce comprehensive ethical policies that clearly define acceptable behaviour, responsibilities, and disciplinary measures for violations.
4. Independent ethics and compliance committees should be created to oversee the implementation of ethical policies and ensure impartial handling of misconduct cases.

Improving Transparency Strategy in University Administration:

5. University administrators should embrace open governance by making administrative decisions, financial records, and institutional policies publicly accessible to stakeholders.
6. Regular stakeholder engagement meetings, such as town halls and public forums, should be conducted to promote inclusivity and participatory decision-making. \

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FACTORS INFLUENCING ETHICAL STANDARDS OF SUPERVISORS IN SUPERVISION OF INSTRUCTION IN PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE, NIGERIA.



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Abstract

The study examined factors influencing ethical standards of supervisors of instruction in public secondary school in Anambra State Nigeria. Two research questions were answered in the study. The study adopted a descriptive research design. The population comprised 1,200 public secondary school teachers in Anambra State. Using a proportionate sampling technique, 120 teachers were sampled as respondents. This represented 10% of the population. A 23-item questionnaire, constructed by the researchers, titled —Factors Influencing Ethical Standards of Supervisors Questionnaire (FIESSQ) was used as the instrument for data collection. It was validated by three experts in education. The test of reliability of the instrument yielded a co-efficient of 0.88 and 0.84. Mean scores and Standard Deviation were used to answer the research question. Major findings of the study included that exploitative relationship, favouritism, discrimination, scapegoating, intolerance, derogatory treatment, conflict of interest, etc, were the factors that influence ethical standards of supervisors of instruction in Anambra State. The findings also revealed that fostering positive learning environment, setting clear guidelines, prompt response to issues, clear communication channels, well defined expectations, training programmes, amongst others, constituted ways by which supervisors can improve ethical standards in supervision of instruction in the state. Based on the findings, the researchers recommended that both the Federal and the State government should provide ethical training programmes to educate supervisors in ethical principles, in order to promote ethical conducts, Government should establish clear guidelines and policies on ethical conducts for supervisors with full implementation, to ensure that supervisors understand their responsibilities and expectations. It was also recommended that the education system should conduct regular evaluation of supervisors' performance and establish disciplinary procedures for ethical violation. Based on the findings, the researchers, finally concluded that there are factors that influence ethical standards of supervisors in supervision of instruction in public secondary schools in Anambra State and that these detrimental factors cannot be neglected. Ethical standards, being an important aspect of school, needs serious concentration. Hence proper approach is fundamental to the change because a good measure of ethics in supervisory practices will contribute to the achievement of a more just and sustainable national goal of education in the country.

Keywords: Factors, Influence, Ethics, Ethical Standards, Supervisors, Supervision, Instruction, Public Schools.

Introduction

Supervision in education ordinarily refers to improvement of the total teaching and learning situation and conditions that affect them. It is a social function designed to improve instruction by working with the teachers who are working with the learners. It is more so defined as an act of a superior person overseeing the work of the subordinate working at the lower level. The overseeing means directing, guiding, advising and helping the subordinates in performance, with the purpose of achieving established goals. Key supervisory roles include educating, coaching, sponsoring, counseling, improving, refreshing, encouraging and motivating the supervisee. In this context, principle effectiveness of supervision include supervisors identification of needs and strength-focusing of the supervisees, while the main goal is to improve their confidence and critical thinking, as they seek support and feedback for growth and development in their professional teaching.

It is important to remember that schools have never been islands as they ward off the effects of trends emerging with humane nature of man. It is equally important to understand that school are now subjects to the impacts of global changes to which the stakeholder require rapid local response. Supervision has been far from the novel concept. The reality is that its methodology and techniques have gone a long way from the past several decades and is still making several headways. Hence modern supervision as opposed to inspection in education, has become a concept where ethical standards of supervisors should trend higher, to promote professional growth of teachers' ability to effectively and efficiently teach in classroom setting for sustainable national development in education.

The term ethics is fashionable and is seen in almost every profession. The word is simply defined as the science of right and wrong, the science of moral judgment and conduct. It is a concept about moral values and rules. Ethics in education, especially in school, deals with moral principles that guide behaviours within the educational environment. Ethical standards in education reflects making decision that follows appropriate conducts and respect to others in the teaching learning situations. In school supervision, ethical standards are fundamental in guiding teachers. These standards ensure fairness, protection, accountability of teachers and their wellbeing, ultimately fostering positive and ethical teaching and learning. Supervisors ethical leadership is of great importance regarding growth and development of education. Some moral norms for right conducts are common to human kind as they transcend and constitute common morality such as not to: harm, suffer or punish the innocent; to be truthful, obey the law in nurturing the young. Thus, it is important to link ethical standards to supervision of instruction in Public secondary schools.

The Problem

Problems of supervision of instruction can be dimensional. Several of them plague the supervisors, hindering the ability to effectively render their supervisory duties. Dozens of articles and chapters had been written on supervision of instruction and its subsidiaries, but very scanty of them, if not none, treated the practice of ethics as a component for achieving instructional supervision efficiency and effectiveness. Many related literatures in the study revealed the gap of ethical consideration as an area of one of the serious factors affecting efficiency in supervision of instruction. Many of the previous research works have not touched the area of ethical standards that are required to enhance supervisory services in schools. Factors like insufficient funding, lack of resources, resistance of teachers, excessive workload of the supervisors, and the likes, were common in the findings of most previous researchers such as Adesina (2001), Kamido (2006), Olatuye (2006), Eya et al (2012), Anuna (2024) and Danladi et al (2019), among numerous others. None of the aforementioned studies were found to relay the ethics of research involving human object as a factor in achieving successful supervision of instruction in schools. None were concerned with the principles of respect of persons, beneficence and justice. This showed that many former researchers have not delved into most of the critical ethical issues in supervision of instruction. Comments that did follow their findings failed to observe the ethical principle as a constituent to achieving successful instructional supervision. Even in some theoretical frameworks in the field by such authors as Okoli (2006), Throne (2020), Onele et al (2016) and others. The concept that reflects the ethics issues or debate about disability and feasibility of ethics

were yet to gain discussions, in as much as no book of reading in exhaustive. To strengthen this gap of omissions, a study By Izham et al (2024) found that till date, teachers have not been really satisfied with the instructional supervisory services carried out in schools. The entire school organization in the country Nigeria and the public secondary Schools in Anambra State seemed not to be exempted in the face of this ugly situation of the supervisory services practiced by supervisors. According to Gordean et al (2001) ethical issues are part of everyday life, therefore, are integrated and intertwined with professionalism. Anytime one compromises ethics, one damages the organization's reputation. In this present time, education managers have started to feel more pressure on their arms when ethical complex situation arise. Moreso, in the recent years, ethics is becoming a popular topic in many professional fields and education stands at the cross of the road. In order to continually maintain good instructional supervision, there is need to incorporate ethical standards. Hence a systematic approach to ethical issues that may influence supervisors in supervision of instruction in th public secondary schools in Anambra State need to be investigated. Addressing the ethical delima in the supervision of instruction in public secondary school in Anambra State is what this Paper sets out to do.

Purpose of the study

The purpose of the study was to access ethical standards in supervision of instruction in the public secondary schools in Anambra State. Specifically, the study aimed at:

1. Finding the common factors influencing supervisors ethical standards in supervision of instruction in the public secondary schools in Anambra State, Nigeria.
2. Proffering solution to resolving the factors as problems influencing supervisors' ethical standards in supervision of instruction in public secondary schools in Anambra State, Nigeria.
3. Integrating ethical Standards while carrying out instructional supervision in public secondary schools in Anambra State.
4. Establishing and maintaining high ethical standards for supervisors of instruction in public secondary schools in Anambra State.

Research Questions

1. What are the factors influencing supervisors ethical standards in instructional supervisory practices in the Public Secondary Schools in Anambra State?
2. How can the ethical Standards of the supervisors of instruction in the Public Secondary School in Anambra State be Improved?

Literature

Markkular (2023) posited that well founded ethical standard prescribes what human ought to do usually in terms of right, obligations, fairness and its benefit to the internal and external perspective. Code of conduct for instructional supervision (2021) highlighted that ethical supervision shares crucial information, transparent communication, and clear explanation of what is expected of the supervisees. According to Kokaba and Karakosa (2004) ethical codes expected of school supervisors included due care, confidentiality, fostering positive relationship, building trust and help to develop the supervisees' skills to achieve learning objectives. Similarly, Kutahya(2009) noted that the first ethical responsibility of supervisors is to: have ethical perception of instructional supervion, reflect on the practices and behave ethically while doing the job. Moreover, Gidado (2022) also observed that supervisors have ethical responsibilities beyond enforcing educational policies and obeying laws. Instead, it priotises teachers' and student's wellbeing, ensuring a safe and equitable learning environment for all. Nevertheless, ethical standards are not static; they should be reviewed and updated regularly, to reflect the evolving need of school supervision.

Methodology

This is a descriptive survey research. 120 teachers were selected from 1,200 teachers in the public secondary schools in the State.

The instrument for data collection was a self designed structure questionnaire titled —Factors Influencing Ethical Standards of Supervisors Questionnaire (FISSQ). The instrument had two sections A-B. Section A contained 12 questions on supervisors attitude towards supervision of instruction, while Section B has 11 items that sought information on how supervisors can improve their ethical standards in supervision of instruction. All the items were structured on a 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), weighted 4,3,2,1 respectively. The face validation of the instrument was determined by three experts in the faculty of education, Chukwuemeka Odumegwu Ojukwu University, Igbaram, Anambra State. The questionnaire reliability was ascertained through a pilot study. The data collected were analysed using Cronbach Alpha Reliability Method, which yielded coefficient values of 0.88. The reliability analysis on the obtained data yielded a score of 0.85 for internal consistency which was considered adequate for the study. Out of 120 questionnaire administered, 110 were duly filled and returned. This represented 95% retrieval rate.

The data generated from the questionnaire were analysed using Mean ($\bar{M}$) and Standard Deviation (SD). The Mean value was used to answer the research questions and the Standard Deviation was used to ascertain the homogeneity or otherwise, of respondents' ratings. The items with Mean score between 2.50 and above were Agree, whereas those with Mean score below 2.50 were Disagree.

Results

Research question 1

s/n	Factors Influencing Ethical Standards of Supervisors in Supervision of Instruction Include:	Rating		
		M	SD	Remark
1	Exploitative relationship with the supervisees; either financially, emotionally or in any other way.	3.36	0.87	Agree
2	Favouritism: partiality/bias/being unfair, unjust or subjective in evaluation.	3.24	0.78	Agree
3	Non transparent communication in sharing crucial information and giving supervisees an opportunity to be heard.	3.20	0.83	Agree
4	Discrimination against vulnerable supervisees	3.22	0.85	Agree
5	Upholding power structure at the detriment of valuable considerations.	3.33	0.83	Agree
6	Shifting responsibilities unto the supervisees instead of addressing the problem.	3.45	0.90	Agree
7	Assigning blames to supervisees for things not done well.	3.12	0.79	Agree
8	Scapgoating supervisees for self sustaining competence	3.22	0.82	Agree
9	Intolerance of supervisees' views, opinions and ideas.	3.35	0.78	Agree
10	Derogatory treatment of supervisees by not recognizing their values, worth and dignity.	3.41	0.89	Agree
11	Disclosure of personal information of the supervisee.	3.07	0.74	Agree
12	Conflict of interests.	3.32	0.85	Agree
Cluster Mean		3.26		Agree

What are the factors influencing Supervisors ethical standards in instructional supervisory practices in public secondary schools in Anambra State?

Table 1:

Respondents' Mean rating on Factors Influencing Ethical Standards of Supervisors in Supervision of Instruction in Public Secondary Schools in Anambra State.

s/n	Factors Influencing Ethical Standards of Supervisors in Supervision of Instruction Include:	Rating		
		M	SD	Remark
1	Exploitative relationship with the supervisees; either financially, emotionally or in any other way.	3.36	0.87	Agree
2	Favouritism: partiality/bias/being unfair, unjust or subjective in evaluation.	3.24	0.78	Agree
3	Non transparent communication in sharing crucial information and giving supervisees an opportunity to be heard.	3.20	0.83	Agree
4	Discrimination against vulnerable supervisees	3.22	0.85	Agree
5	Upholding power structure at the detriment of valuable considerations.	3.33	0.83	Agree
6	Shifting responsibilities unto the supervisees instead of addressing the problem.	3.45	0.90	Agree
7	Assigning blames to supervisees for things not done well.	3.12	0.79	Agree
8	Scapgoating supervisees for self sustaining competence	3.22	0.82	Agree
9	Intolerance of supervisees' views, opinions and ideas.	3.35	0.78	Agree
10	Derogatory treatment of supervisees by not recognizing their values, worth and dignity.	3.41	0.89	Agree
11	Disclosure of personal information of the supervisee.	3.07	0.74	Agree
12	Conflict of interests.	3.32	0.85	Agree
Cluster Mean		3.26		Agree

Table 1 highlighted the Mean responses of the respondents on the factors influencing supervisors' instructional supervision in public secondary schools. The results showed that the whole items fall within the Mean ranging between 3.07 and 3.45 with standard deviations ranging between 0.74 and 0.90. This revealed that the listed items constituted factors influencing ethical standards of supervisors of instruction in public secondary schools in Anambra State.

The Cluster Mean of 3.26 revealed that exploitative relationship, favouritism, non-transparent communication, discrimination, power structure, shifting responsibilities, assigning blames to supervisees, scapegoating, intolerance derogatory treatment, disclosure of personal information of supervisees and conflict of interests constituted supervisors' attitudes that influence their ethical standard in supervision of instruction in public secondary schools in Anambra State, Nigeria.

Research question 2

How would the ethical standard of supervisors of instruction in public secondary schools in Anambra State be improved?

Table 2: Respondents' Mean rating on how ethical standards of Supervisors of instruction in Public Secondary Schools in Anambra State can be improved.

S/N	Ethical standards of supervisors of instruction can be improved by;	Rating		
		M	SD	Remark
1	Fostering positive learning environment by addressing potential conflicts proactively.	3.30	0.87	Agree
2	Creating comprehensive and well clear instructions and discussing them with supervisee.	3.22	0.85	Agree
3	Providing clean guidance for the supervisees.	3.43	0.91	Agree
4	Responding quickly to questions and clarification of issues.	3.48	0.92	Agree
5	Establishing clear communication channels to facilitate fair hearing.	3.12	0.76	Agree
6	Avoidance of dual relationship in supervision (Intimacy).	3.17	0.84	Agree
7	Specifying well defined expectations from the supervisees.	3.24	0.70	Agree
8	Undergoing training programmes for effective mentoring and acquisition of current trends in supervisory practices.	3.33	0.86	Agree
9	Clarification of boundary problems for better relationship with supervisees.	3.35	0.89	Agree
10	Commitment to ethical practices.	3.22	0.86	Agree
11	Being a good role model	3.11	0.80	Agree
	Cluster Mean	3.24	0.87	Agree

Data in Table 2 showed the Mean responses on how ethical standard of supervisors of instruction in public secondary schools in Anambra State could be improved. All the items achieved Mean ratings between 3.12 – 3.48 with standard deviation ranging between 0.70–0.92. This means that all the listed items were the ways through which ethical standards of supervisors of instruction in the public Secondary Schools in Anambra State could be improved. The Cluster Mean of 3.24 indicated that the supervisors ethical standards could be improved by fostering positive learning environment through addressing potential conflicts proactively, creating comprehensive plans to set clear instructions and discussing openly with supervisees, providing clear guidelines for the supervisees, responding quickly to questions and clarification of issues, establishing clear communication channels to facilitate fair hearings, avoidance of dual relationships, specifying well defined expectations from supervisees, undergoing training programmes for effective mentoring and acquisition of current trends in supervisory practices, clarification of boundary problems for better relationship with supervisees and commitment to ethical practices.

Discussion

Results of Research question one established that supervisors' poor attitudes are the factors that influence their ethical standards in supervision of instruction in the public secondary schools in Anambra State. This result is in line with the studies of Bevere (2023), Szamet (2024) and Carey and Peck (2022), who discovered that such attitudes of unfair treatment of any kind, non recognition of values, dignity and worth of persons, among others, constituted poor ethical standards of supervisors in school supervision. Similarly, discrimination, favouritism, violating professional standards and so on were highlighted in the similar studies of Manley (2018), Breach et al (2012) and Chris (2021). Even the studies of Khan (2024) and Claudio (2019) listed: compromising professional judgment, conflict of interest, etc, as factors of unethical behaviour committed by school supervisors. The result also aligned with Wisco (2023) and Alexander (2024) who found that supervisors' ethical standards are lowered with poor interaction and strained relationship. These poor attitudes are characterized by tension, discomfort and breakdown in effective communication between individuals, often due to unresolved conflicts or unmet expectations.

The second finding of this study indicated that supervisors' ethical standards could be improved through some meaningful ways. The findings agree with Chrysos (2025) in a study on how to improve ethical leadership skill, where he discovered that the ingredients included making decisions based on values, providing ethical training, clear communication and instruction, impartiality in dealing with supervisory matters, transparency, and lots of others. In the same vein, Thorne (2020), writing on Ethical Issues in Supervision, identified that avoidance of dual relationship by way of intimacy with the supervisee, clarifying boundaries in supervisees relationship, specifying expectations and clear guidance, etc, go a long way to improve supervisors' ethical standards in their job.

Conclusion

Based on the findings of the study, the researchers draw the conclusion that there are factors that influence ethical standards of supervisor in supervision of instruction in secondary schools, therefore these determinatal factors can not be neglected. Ethical standards is important aspect in schools that needs serious concentration. A proper approach is fundamental to change the supervisors' perceptions which can influence their attitudes towards supervision of instruction. A good measure of ethics in supervision of instruction will get the supervisors committed to upholding the highest ethical standards that will contribute to the achievement of a more just and sustainable nation goal of education in the country.

Recommendations

The researchers make the following recommendations based on the findings: -

1. The Federal and State Government should provide ethics training programmes that aim to educate supervisors and other stakeholders in school on ethical principles, values and guidelines, to enhance awareness of ethical ideal and promote ethical conduct.
2. Government should establish a clear guideline and policies on ethical conduct for supervisors as well as making full implementation to ensure that supervisors understand their responsibilities and expectations.
3. The education system should conduct regular evaluation of supervisors' performance and establish disciplinary procedures for ethical violations.

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INFLUENCE OF PRINCIPALS' AWARENESS OF DIGITAL LITERACY ETHICS ON ADMINISTRATIVE EFFECTIVENESS OF SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA



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Abstract

The study investigated influence of principals' awareness of digital literacy ethics on administrative effectiveness of secondary schools in Cross River State, Nigeria. Two research objectives with corresponding research questions and null hypotheses guided the study. The study employed descriptive survey research design. The sample for the study consisted 299 principals, selected through census sampling. A researcher-developed questionnaire titled Digital Literacy Ethics and Administrative Effectiveness Questionnaire (DLEAEQ), was used for data collection. The instrument was validated by experts in the Faculty of Education, University of Calabar and tested for reliability using split-half method and a coefficient of 0.81 was realised. The data collected was analyzed using frequency counts, mean scores, and standard deviation for research questions, while Chi-square goodness of fit was used for testing all the null hypotheses at 0.05 level of significance. The study found that principals' awareness of cybersecurity and data privacy had influence on administrative effectiveness of secondary schools in Cross River State. The study concluded that principals' awareness of digital literacy ethics significantly influences administrative effectiveness of secondary schools in Cross River State, Nigeria. Based on the findings, recommendations were made, among others, that the principals should increase their capacity in managing cybersecurity in their places of work in order to contribute to administrative effectiveness for sustainable national development.

Keywords: Awareness, Digital Literacy, Ethics, Administrative Effectiveness

Introduction

Information and data are vital for every administrator, manager or principal if they must perform their tasks effectively and efficiently. With the coming of the digital age, there has been a dramatic increase in the volume of such information sources, which have become more frequently accessible in digital formats. The need to have digital literacy has therefore, become more obvious. The capacity to present and produce content within the digital environment is considered a vital qualification for the twenty-first-century (Kaeophanuek, et al. 2018). Digital literacy is a subset of skills under the broad ICT literacy scope. Digital literacy skills are regarded as very vital in connecting to the world of knowledge and information. According to Sadiku, et al. (2016), it has been referred to as internet literacy, information literacy, cyber literacy, computer literacy, and so on. Kim and Yang (2016) viewed internet literacy as the ability to access, understand, and produce information [from the

worldwide web]. Atmojo, et al. (2022) see digital literacy as the knowledge and skills required on using digital media like as Google, YouTube, e-books, as well as communication tools such as cell phones and laptops to find, evaluate, use, create, and use information correctly, wisely, intelligently, carefully, precisely, and lawfully. In essence, from these various definitions, digital literacy is an essential skill, broader than computer literacy.

Literacy as a concept has equally evolved over the years. As computers and digital technology came into existence, literacy also took on new or wider definitions. Literacy in form of digital technology, voice, image, data or packaging, and storing of all kinds of messages with coding came with the development of computer technologies and communication devices (Ayhan, 2017). Digital literacy is a process that reposes on knowledge literacy, internet literacy, and web literacy. At the same time, digital literacy also finds its own place as being a systematic obligation. Developing technology and massified structures necessitate digital literacy (Allen, 2016).

Management of information in form of digital literacy is also a very significant part of an administrator's tasks in collaboration with government's efforts. For instance, to reduce the digital divide and enhance technological inclusion, various digital literacy programs such as the National Information Technology Development Agency (NITDA) have been introduced with the purpose, among others, to equip vulnerable populations with essential digital skills to navigate the internet and improve employment prospects.

However, it is the concern of educational managers and teachers that there should be ethical use of these technologies because, associated with this expanded possibility comes additional risks such as cyberbullying, identity theft and online harassment (Ukpong, 2023), as well as knowledge gaps in form of a digital divide, and other challenges. By fostering digital literacy and promoting cyber ethics, educational institutions can become responsible, informed, and capable of navigating the challenges and opportunities of the digital world. Scholars such as Hakimi et al. (2021) also acknowledged that the digital shift raises ethical concerns and challenges to several stakeholders in the education subsector. Educational institutions as one of the institutions that prepare students to confront and overcome existing challenges in the 21st century have an important role in developing students' digital literacy skills (Atmojo, et al., 2022). Therefore, it was advised that educators increase their awareness and proficiency in accordance with standards, particularly those pertaining to digital literacy (Spante, et al. 2018). In states such as Cross River State, Nigeria, awareness of these ethical applications of digital literacy in schools for administrative effectiveness raises concerns.

Ethics as a specialised term, is concerned about the norms of human moral behaviour. Ethics is defined as the practical sciences of morality of human conduct (Biswal, 2016). Ethics in school encompasses the domain of behaviour that is exhibited by schools to distinguish between right and wrong. However, with the evolution of the internet and digital world, the lines between virtual and physical world become blurred. Nevertheless, it is becoming increasingly expedient to understand digital and cyber ethics even as students become more digitally literate. Cyber ethics refers to the moral principles that guide behaviour in the digital world. Broad spectrum of issues are covered under cyber ethics, including respecting intellectual property, avoiding plagiarism, protecting personal information, and behaving responsibly on social media. Samaranayake (2024) affirmed that the ethical practices in a digital environment include responsibility, transparency, accountability, and the integration of higher order thinking skill. The anonymity provided by the internet can sometimes lead to behaviours that would not be acceptable in the physical world. For instance, cyberbullying, hacking, and the spread of misinformation are just a few examples of unethical behaviours that can have serious consequences. The need to instil and manage cyber ethics in schools as part of their digital literacy education becomes expedient.

Scholars such as Polis (2023) examined the ethical implications of cybersecurity, including issues like privacy, data protection, and security, while evaluating the current state of ethical principles in the field of cybersecurity. The author averred that ethical principles play a crucial role in guiding individuals to act responsibly and thoughtfully as they offer guidance on treating others with respect and engaging in actions that benefit all parties. Formosa, et al. (2021) created a set of principles

framework for CSE that is based on beneficence, non-maleficence, autonomy, justice, and explicability. Beneficence: Cybersecurity technologies should be used to benefit humans, promote human wellbeing, and make our lives better overall; non-maleficence: Cybersecurity technologies should not be used to intentionally harm humans or to make our lives worse overall; autonomy: Cybersecurity technologies should be used in ways that respect human autonomy. Humans should be able to make informed decisions for themselves about how that technology is used in their lives; justice: Cybersecurity technologies should be used to promote fairness, equality, and impartiality. It should not be used to unfairly discriminate, undermine solidarity, or prevent equal access; explicability: Cybersecurity technologies should be used in ways that are intelligible, transparent, and comprehensible, and it should also be clear who is accountable and responsible for its use (Formosa et al., 2021).

Other principles or ethics of cybersecurity include respect for privacy and confidentiality; responsibility for harm; fairness and impartiality; honesty and transparency; vulnerability disclosure; responsibility for security; responsibility for training; responsibility for continuing education; respect for intellectual property; and responsibility for ethical decision-making (Macnish & van der Ham, 2020). Data privacy is also a concern in digital literacy. Data privacy can be seen as the right of individuals to maintain confidentiality and control over their personal information (Rath & Kumar, 2021). The protection of data that can identify an individual, such as name, address, phone number, financial information, medical history, and so on are some of the concerns of data privacy (Sukenti, 2023); (Salamah, 2023) and (Hermansyah, 2023). Thus, principals of secondary schools, including those in Cross Rivers State, Nigeria can leverage on them to engender their ability to effectively administer their schools.

Administrative effectiveness is a broad term that connotes attainment of set goals as well as cost saving measures. Wokoma (2023) sees administrative effectiveness as the extent to which organizations achieve their objectives with minimum expenditure of time and money. In addition, the extent to which the goals of secondary education are being met can be used as a measure of principals' overall administrative effectiveness. Wokoma (2023) identified some of the main characteristics of administrative effectiveness to include effective decision making, effective communication, delegation of duties, disciplinary ability, motivation, a good public relation, effective supervision, and evaluation and so on. School Principals occupy the highest position in a secondary school subsystem. The principal, as the person at the pinnacle of affairs in secondary school occupies a pivotal position. According to Oyewole et al. (2020), the principal is the person expected to interpret policies, execute instructional programmes, see to staff development and ensure adequate and proper management of the school. They are required to carry out various tasks in form of planning, organising, directing, staffing, coordinating, reporting, and budgeting. Most of these tasks have evolved both in volume and complexity. The complexity and volume of such tasks can be tackled with the innovative tools and capabilities embedded in digital literacy.

However, studies have shown that there is low level of awareness among educationists in sub-Saharan Africa in ICT-related skills (Amuche & Iyekekpolo, 2014). Jongsermtrakoon and Nasongkhla (2015) also affirmed that, among educators, the concept of digital literacy, and the concept of the awareness in information ethics, which described ethical use of others with regard to information privacy, accuracy, property and accessibility are the must-have skills in the use of Open Education Resources (OER), but such skills are lacking. Awareness by principals is a concern to researchers because ethical awareness is one of the five dimensions of digital literacy. Kumari (2024) stated that under digital citizenship, understanding one's rights and responsibilities as a digital citizen, including ethical behavior, online safety, respect for intellectual property, and awareness of privacy issues are among the five broad indicators.

Various scholars have carried out studies to establish the influence of digital literacy as well as ethical awareness of digital literacy among workers and the academic community. Atmojo et al (2022) evaluated the level of digital literacy among teachers in the Central Java Indonesian classroom. It was a descriptive qualitative case study involving 6 teachers at elementary school in Surakarta as the subjects which were chosen through purposive sampling by using digital literacy framework based on the Instant

Digital Competence Assessment (IDCA) perspective. It classifies digital literacy into three dimensions, namely technology, cognitive, and ethics. The results showed that the digital literacy level of classroom teachers is in the very low in most categories.

Altinsoy and Boyraz (2024) examined secondary school students' perceptions of moral values in the digital environments (MVDE) and digital literacy (DL). The study used a quantitative methodology and correlational survey design encompassing 250 participants. Results show that participants' perceptions of DL are mostly high, while their perceptions of MVDE are mostly intermediate. The study concluded that DL and MVDE help people become effective and better citizens in the digital world, much like moral values do in real life. Kumari (2024) carried out a study on Digital Literacy and its role in 21st Century Education, encompassing skills such as information literacy, media literacy, and digital citizenship. The study concludes that fostering digital literacy equips learners with essential competencies to thrive in a digitally connected world, enhancing their academic success and preparing them for future professional endeavours.

Putra, et al. (2023) carried out a study on the effect of digital literacy and transformational leadership on employee performance in the department of Population and Civil Registration of the City of Padang. The authors used a saturated sample technique, which meant that the entire population is used as a sample 74 people. Structural Equation Modelling (SEM) was used for data analysis. The results of the study show that indirectly digital literacy affects employee performance through mediation of innovative work behaviour.

Amidst proliferation of internet and digital platforms in the educational space, there arises the need for more functional mechanisms to regulate the way and manner users interact and apply such technologies. Despite the existence of policy documents prescribing best practices and possible repercussion for violations, creating more awareness may be the most practicable place to begin from. Heads of schools, therefore, are seen as significant stakeholders in the process of enforcing such policies on digital literacy. It therefore becomes expedient to how much awareness school heads possess, vis-à-vis the attainment of administrative effectiveness. This is the focus of this paper.

Statement of the Problem

The need to increase awareness of digital literacy ethics in educational systems cannot be overemphasized due to the many real-life and theoretical advantages associated with it. Ethical concerns continue to arise when learners and workers are exposed to innovations such as digital literacy, and administrators such as principals of secondary schools must provide leadership and management on how such literacy can be safely applied. There are observed cases of students and staff being exposed to cyberbullying, pornographic material, plagiarism, data privacy breaches, and several other instances of unethical use of digital literacy. The extent to which principals are aware of the ethical considerations pertaining these offshoots of digital innovations in the school system have become concerning.

Despite existing guidelines on the proper use of internet and information resources, reports still abound about unethical uses, which compromise safety, wellbeing, academic integrity and intellectual property in the school system. If the aspirations of sustainable national development must be achieved, principals' awareness of digital literacy ethics may need to be interrogated to ascertain how well they are poised to manage ethical uses of digital literacy. The researchers therefore deemed it wise to conduct a study on influence of principals' awareness of digital literacy ethics on administrative effectiveness of secondary schools using principals of public secondary schools in Cross River, Nigeria.

Purpose of the Study

The main purpose of the study was to investigate influence of principals' awareness of digital literacy ethics on administrative effectiveness of secondary schools in Cross River State, Nigeria. Specifically, the study sought to:

- i. Examine the influence of principals' awareness of cybersecurity ethics on administrative effectiveness of secondary schools in Cross River State, Nigeria.

- ii. Ascertain the influence of principals' awareness of data privacy ethics on administrative effectiveness of secondary schools in Cross River State, Nigeria.

Research Questions

The following research questions guided the study:

- iii. What is the influence of principals' awareness of cybersecurity ethics on administrative effectiveness of secondary schools in Cross River State?
- iv. What is the influence of principals' awareness of data privacy ethics on administrative effectiveness of secondary schools in Cross River State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant influence of principals' awareness of cybersecurity ethics on administrative effectiveness of secondary schools in Cross River State?
2. There is no significant influence of principals' awareness of data privacy ethics on administrative effectiveness of secondary schools in Cross River State?

Methodology

Descriptive survey design was adopted for this study. The population of the study was 299 principals of secondary schools in Cross River State, Nigeria (Department of Planning, Research and Statistics, Cross River State Ministry of Education (CRSMoE), 2025). The entire population was used because of the manageable size, hence there was no sampling. The instrument for data collection was a questionnaire titled *Digital Literacy Ethics and Administrative Effectiveness Questionnaire (DLEAEQ)*. The instrument was developed by the researchers, validated by experts in the Faculty of Education, University of Calabar and tested for reliability using split-half method. A coefficient of 0.81 was realised, which was esteemed to be reliable.

The instrument was designed on a four-point rating scale of Strongly agreed (SA), Agreed (A), Disagreed (D), and Strongly disagreed (SD). They were scored 4, 3, 2 and 1 respectively in two clusters of five items each. Using four research assistants who were adequately briefed on the modalities of the research, the researchers administered and collected the completed questionnaires from the respondents using the direct delivery method. Data generated from the study were analysed using both descriptive and inferential statistics. Descriptive statistics of mean and standard deviation were used to answer the research questions. 2.50 was set as the criterion mean for the research questions, while inferential statistics of chi-square goodness of fit was used to test null hypotheses at 0.05 level of significance. Chi-square goodness of fit tested frequency of responses on the influence of principals' awareness of cybersecurity ethics on administrative effectiveness, and influence of principals' awareness of data privacy ethics on administrative effectiveness. The decision rule was that if chi square calculated was greater than chi square tabulated, reject null hypothesis. Also, if p value is less than 0.05, reject null hypothesis.

Results and Discussions

Research Question 1: What is the influence of principals' awareness of cybersecurity ethics on administrative effectiveness of secondary schools in Cross River State?

Table 1: Mean Ratings of Respondents on Influence of Principals' Awareness of Cybersecurity Ethics on Administrative Effectiveness of Secondary Schools in Cross River State.

S/N	ITEM	N	Mean	Std. Dev.	Decision
1	respect for privacy and confidentiality while handling digital information can lead to administrative effectiveness	297	2.53	0.74	Agree
2	taking responsibility for training of persons how to comply to digital security issues can enhance administrative effectiveness	297	2.67	0.69	Agree
3	Digital literacy which observes respect for intellectual property helps in achieving administrative effectiveness	297	2.75	0.68	Agree
4	Using Cybersecurity technologies in ways that respect human autonomy guarantees administrative effectiveness	297	2.66	0.82	Agree
5	Administrative effectiveness can be achieved if principals take responsibility for ethical decision-making such as giving precedence over any potential financial or other benefits when making decisions	297	3.25	0.93	Agree
Cluster Mean and SD			2.77	0.73	Agree

Analysis of data as presented in Table 1 above shows the influence of principals' awareness of cybersecurity ethics on administrative effectiveness of secondary schools in Cross River State. Data analysis revealed that principals are aware that respect for privacy and confidentiality while handling digital information can lead to administrative effectiveness (2.53; SD = 0.74); Respondents also agreed to the remaining four of the items with mean scores ranging from 2.66 – 3.25, which are above the benchmark of 2.50. The table also revealed close Standard Deviation values ranging from .68 – .93, showing that the respondents were homogeneous in their responses. The grand mean of this cluster is 2.77 and SD = .73, indicating that, most principals are aware that observing cybersecurity ethics influences administrative effectiveness, amongst other things.

Research Question 2: What is the influence of principals' awareness of data privacy on administrative effectiveness of secondary schools in Cross River State?

Table 3: Mean Ratings of Respondents on Influence of Principals' Awareness of Data Privacy Ethics on Administrative Effectiveness of Secondary Schools in Cross River State.

S/N	ITEM	N	Mean	Std. Dev.	Decision
6	obtaining, collecting, or analysing data from persons through lawful, legitimate and fair means is necessary for administrative effectiveness	297	2.84	0.87	Agree
7	Requests or proposals for data access should be tailored to a specific purpose in order to enhance administrative effectiveness	297	2.68	0.95	Agree
8	Administrative effectiveness can be achieved if principals ensure data management throughout the data lifecycle and prevent any unauthorized use, disclosure or breach of personal data.	297	2.60	0.86	Agree

9	Validating data for accuracy, relevancy, sufficiency, integrity, completeness, usability, validity and coherence, and being up to date influences administrative effectiveness.	297	2.78	0.78	Agree
10	Being open, transparent (in a clear and non-technical language), and accountable about the existence, nature, anticipated period of retention and purpose of data use influences administrative effectiveness.	297	3.41	0.84	Agree
Cluster Mean and SD			2.86	0.88	Agree

Table 3 shows the influence of principals' awareness of data privacy ethics on administrative effectiveness of secondary schools in Cross River State. Analysis revealed that obtaining, collecting, or analysing data from persons through lawful, legitimate and fair means is necessary for administrative effectiveness ($x = 2.84$; $SD = 0.87$). Respondents also agreed to the remaining four of the items, with mean scores ranging from 2.60 – 3.41, which are above the benchmark of 2.50. Standard Deviation values were also very close, ranging from .68 – .93 showing that there was homogeneity in the responses. The cluster mean of 2.86 and $SD = .88$, suggests high level of awareness that data privacy ethics can influence administrative effectiveness of secondary schools.

Hypotheses Testing

Hypothesis One: There is no significant influence of principals' awareness of cybersecurity ethics on administrative effectiveness of secondary schools in Cross River State

Table 2: Chi-square Test on Influence of Principals' Awareness of Cybersecurity Ethics on Administrative Effectiveness of Secondary Schools in Cross River State.

Awareness of cybersecurity ethics	Observed N	Expected N	Residual
Disagree	113	148.5	-97.5
Agree	184	148.5	97.5
Total	297		

Test Statistics

	Awareness of cybersecurity ethics
Chi-Square	27.332 ^a
Df	1
Asymp. Sig	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 148.5.

Table 2 showing Chi square goodness of fit test to determine respondents' perception on influence of principals' awareness of cybersecurity ethics on administrative effectiveness of secondary schools followed the general population. Distribution of respondents significantly differed from that of the general population, since the expected frequencies were 148.5 for each distribution but 113 (disagreed) and 184 (agreed) were observed from the responses. Thus, $\chi^2 (df = 1, N = 297) = 27.332$, $p = < .001$. The calculated value of the Chi square is 27.322, and this value is significantly greater than the table value of chi square of 3.841 at $N=297$, $df=1$. Therefore, the null hypothesis suggesting no significant influence of principals' awareness of cybersecurity ethics on administrative effectiveness of secondary schools was rejected.

Hypothesis Two: There is no significant influence of principals' awareness of data privacy ethics on administrative effectiveness of secondary schools in Cross River State

Table 4: Chi-square Test on Influence of Principals' Awareness of Data Privacy Ethics on Administrative Effectiveness of Secondary Schools in Cross River State.

Awareness of data privacy ethics			
	Observed N	Expected N	Residual
Disagree	98	148.5	-135.5
Agree	199	148.5	135.5
Total	297		

Test Statistics

	Awareness of data privacy ethics
Chi-Square	42.521 ^a
Df	1
Asymp. Sig.....	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 148.5.

Table 4 showing Chi square goodness of fit test to determine respondents' perception on the variables followed the general population. The observed and expected frequencies for each response group are presented. Distribution of respondents significantly differed from that of the general population, since the expected frequencies were 148.5 for each distribution, but 98 (disagreed) and 199 (agreed) were observed from the responses. Thus, χ^2 ($df = 1$, $N = 297$) = 42.521, $p = < .001$. The calculated value of the Chi square is 42.521, which is significantly greater than the table value of chi square of 3.841 at $N=297$, $df=1$. Therefore, the null hypothesis suggesting no significant influence of principals' awareness of data privacy ethics on administrative effectiveness of secondary schools was rejected.

Discussion of Findings

Findings on the influence of principals' awareness of cybersecurity ethics on administrative effectiveness in secondary schools shows that principals' awareness of cybersecurity ethics has significant influence on administrative effectiveness in secondary schools. This finding agrees with that of Altinsoy and Boyraz (2024), who examined secondary school students' perceptions of moral values in the digital environments (MVDE) and digital literacy (DL), and found that DL and MVDE help people become effective and better citizens in the digital world. This finding also corroborates the views of Polis (2023) whose study on the ethical implications of cybersecurity, including issues like privacy, data protection, and security, concluded that cybersecurity ethical principles play a crucial role in guiding individuals to act responsibly and thoughtfully as they offer guidance on treating others with respect and engaging in actions that benefit all parties.

Also, findings on influence of principals' awareness of data privacy ethics on administrative effectiveness in secondary schools shows that principals' awareness of data privacy ethics has significant influence on administrative effectiveness in secondary schools. This supports the findings made by Putra et al. (2023) who investigated the effect of digital literacy and transformational leadership on employee performance and found that digital literacy affects employee performance through mediation of innovative work behaviour.

Conclusion

The study set out to examine the Influence of Principals' Awareness of Digital Literacy Ethics on Administrative Effectiveness of Secondary Schools in Cross River State, Nigeria. Based on the

findings of the study, the study concludes that principals' awareness of digital literacy ethics has influence on administrative effectiveness of secondary schools in Cross River State, Nigeria. The implication of this is that, awareness of ethical practices in all aspects of educational practices have a strong way of enhancing the effectiveness, as well as way and manner school heads can improve on their administration.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. More awareness should be created among principals of secondary schools on the need for complying with digital literacy and cybersecurity ethics as a strategy to enhance administrative effectiveness in secondary schools.
2. Principals of secondary schools should constantly update their knowledge on ethical use of digital literacy in form of data privacy regulations in order to enhance their rating on administrative effectiveness.

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SUSTAINABLE FUNDING MODEL FOR EFFECTIVE MANAGEMENT OF STATE OWNED UNIVERSITIES IN SOUTH-SOUTH GEO-POLITICAL ZONE, NIGERIA



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Abstract

This study examined sustainable funding model for effective management of state-owned universities in south-south geopolitical zone, Nigeria. To achieve this purpose, two research hypotheses were posed to guide the study. Literature was reviewed according to the variables of the study. The population of the study comprised of all management staff of state owned universities in the study area. Census sampling technique was adopted for the study. A structure questionnaire was used for data collection. Simple regression analysis was used for data analysis, the result of the analysis revealed that diversification of Revenue Sources and Public-Private Partnerships (PPPs in the school system significantly influence effective management of state owned universities in the study area. It was recommended that School administrators should diversify school revenue based to reduce over dependence on government subvention for effective management of the university. Administrators of universities should ensure that there is continuous partnership and collaboration with private organization to support the universities in area of need.

Keyword: Sustainable Funding Model, Effective Management, State-owned Universities.

Introduction

Over the years there had been called from stakeholders in education for proper funding of universities in Nigeria especially state-owned universities, as a result of the proliferation of state-owned universities, often without adequate planning and funding. This trend has led to concerns about the quality of education, infrastructure and the sustainability of the university system. State owned universities in South-South Nigeria, faces persistent funding challenges, including over-reliance on government subvention which has hampered effective management of state universities in the region, some of these universities struggled to pay salaries of staff, faced inadequate office accommodation for staff, unconducive learning environment for students, the university end up producing half-bake

graduates that cannot compete with their peers at the global stage, shortage of qualified academic staff and related to political interference. These factors contribute to a suboptimal learning environment and hinder the universities' ability to produce graduates equipped to meet the demand of the nation (Akpam & Abana, 2024).

Agba (2024) is of the view that for state universities to function maximally and produce quality graduates vice-chancellors must step up their leadership skills by providing innovative leadership that would take the universities from depending on traditional approaches of funding universities with only government subvention to a more dynamic and sustainable means. State governments often underfund their universities, leading to shortages in resources, poor infrastructure maintenance, and difficulties in attracting and retaining qualified staff. The monthly subvention provided by state governments may not be sufficient to cover the universities' operational costs, including salaries, research, and infrastructure development. Many state universities lack adequate classrooms, laboratories, libraries, and accommodation facilities. This poor infrastructure negatively impacts the quality of teaching and research, and creates an un conducive learning environment for students.

Bright (2019) states that there is a significant shortage of qualified academic staff in many state universities, this shortage can lead to increased workloads for existing staff, reduced research output, and a decline in the quality of teaching. Political influence in the appointment of key university officials and in the day-to-day running of the institutions can compromise academic freedom and institutional autonomy. This interference can also lead to the appointment of unqualified individuals to leadership positions, further impacting the university's performance. The "brain drain" phenomenon, where skilled academics and professionals leave the country for better opportunities abroad, is a major concern for state universities. This exodus of talent further exacerbates the shortage of qualified staff and negatively impacts the quality of education and research.

Frequent strikes by university staff unions, often triggered by issues related to funding, salaries, and working conditions, disrupt the academic calendar and negatively impact students' learning. Corruption and mismanagement of funds allocated to universities can lead to a diversion of resources away from essential academic activities, further exacerbating the challenges. Limited funding and inadequate facilities often hinder research activities in state universities. This lack of research output can limit the universities' contribution to national development and their ability to attract external funding. Addressing these challenges requires a multi-faceted approach involving increased government funding, improve infrastructure, better staff welfare, reduced political interference, and a commitment to transparency and accountability in university administration (Okebukola, 2016).

Literature Review

According to Ali (2024) stated that developing a sustainable funding model for the management of state-owned universities in south-south require a multifaceted approach that balances government support, private sector involvement and internally generated revenue (IGR).

1. Government Commitment: Increased budgetary allocation, State governments should prioritize education by increasing the percentage of their annual budget allocated to university education, aligning with UNESCO's recommended 15-20% of total government expenditure. Education trust funds, create or expand state-level education trust funds focused on supporting public universities through infrastructure development, scholarships, and research grants.

2. Diversification of Revenue Sources: Tuition fees, introduce moderate tuition fees while providing scholarships and loans for indigent students to ensure affordability. Endowment funds, establish endowment funds, encouraging alumni, philanthropists, and corporate entities to contribute. Research grants, partner with international organizations and NGOs to secure grants for research and innovation. Commercial ventures, universities should invest in revenue-generating ventures, such as real estate, agriculture, consulting services, and production units for goods and services.

3. Public-Private Partnerships (PPPs): Infrastructure development, engage private sector players in building and maintaining university facilities under PPP agreements. Corporate sponsorships,

Partner with companies for scholarships, research funding, and workforce development programs. University-industry Collaboration, create partnerships with industries for internships, funded research, and technology development.

4. Internally Generated Revenue (IGR): Specialized Programs, Offer professional and executive education programs tailored to industry needs. Distance learning and e-learning platforms, develop online courses to attract a broader audience, both locally and internationally. Consultancy Services: Establish consultancy arms to provide expertise to government and private sector clients. Leverage university assets, commercialize unused land for agriculture or real estate, and utilize facilities for events and conferences.

5. Alumni Engagement: Alumni donations, actively engage alumni networks to contribute financially and materially to their alma mater. Naming Rights, offer naming rights for lecture halls, libraries, or buildings as incentives for significant alumni contributions.

6. Accountability and Transparency: Efficient resource management, ensure accountability in the use of funds to build trust with stakeholders. Performance monitoring, regularly assess the financial health and impact of funding strategies to make necessary adjustments.

7. Legislation and Policy Support: Legal frameworks, enact laws that mandate funding commitments from state governments and encourage private sector support. Tax incentives, provide tax breaks to organizations and individuals who contribute to the development of state universities.

8. Community and Regional Development Programs: Partnerships with Local Communities, engage host communities in projects that benefit both the university and the community, such as vocational training centers and joint agricultural ventures. Regional cooperation, encourage state universities in the South-South to collaborate in resource sharing, joint research projects, and regional development initiatives.

9. International Collaborations: Partner with foreign universities and organizations to access grants, training opportunities, and capacity-building programs. Seek donations and support from the Nigerian diaspora, particularly those from the South-South region. By implementing a blend of these strategies, state universities in the South-South geopolitical zone can achieve sustainable funding and provide quality education that supports regional and national development.

Moreover, Okebukola (2016) emphasizes the importance of aligning financing mechanisms with broader sustainable development goals. This requires a focus on developing sustainable funding models that priorities long-term investments in education and research, as well as strategies that promote social inclusion and environmental sustainability. Nigeria, as a developing nation, is currently experiencing a surge in university student enrolment. This rise in enrolment necessitates a proportional increase in funding, which, unfortunately, is not being met. The allocation of funds does not rise to meet the heightened demand caused by the increase in enrolment. Both parents and students are apprehensive about any new initiatives in the management of tertiary institutions, fearing that this might lead to the increase in tuition fees. Despite the regular government subventions (allocations) to universities, higher institutions, particularly universities, still struggle to meet their minimal 10% internal fund generation quota. These challenges persist, and adequate financing is crucial to address them (Oladiran, 2015).

Regrettably, tertiary education in Nigeria has not been accorded the anticipated level of prominence in terms of funding, as evidenced by the recurrent inadequacy of allocated funds to government agencies responsible for universities (Lawanson & Umar 2020). Therefore, the objective of this study is to propose sustainable funding model to policymakers, educators, and stakeholders seeking to enhance effective management of state owned universities in south-south through innovative financing within the scope of higher education. According to Ekunke (2023) opined that in the realm of state owned universities, the concept of a sustainable funding model is paramount for ensuring longterm viability and impact. A sustainable funding model is not merely about securing financial resources; it encompasses a strategic approach to generating revenue that aligns with the university mission, vision and values. This model allows universities to operate independently, reducing reliance on government subvention.

By diversifying income sources and creating a robust financial foundation, universities can better weather economic fluctuations and maintain their programs and services. A sustainable funding model also emphasizes the importance of community engagement and stakeholder involvement. It encourages universities to build relationships with their stakeholders, fostering a sense of shared responsibility for the universities success. This collaborative approach not only enhances trust but also opens up new avenues for funding. By understanding the needs and aspirations of the society, universities can tailor their programs to create value, thereby attracting support from various sectors. Ultimately, a sustainable funding model is about creating a resilient organization that can adapt to changing circumstances while remaining true to its mission (Egbe, 2019).

Ekpoh & Okpa (2017) stated that to establish a sustainable funding model, universities must identify and cultivate diverse revenue streams. Relying on a single source of income can be risky, especially in times of economic uncertainty. Therefore, universities should explore various avenues for generating revenue, including social enterprises, fee-for-service models, and membership programs. For instance, a universities focused on environmental conservation might launch a social enterprise that sells eco-friendly products, with profits reinvested into their conservation efforts. This not only generates income but also raises awareness about their mission. Additionally, universities can tap into corporate sponsorships and partnerships as a means of diversifying their funding sources. Many organizations are eager to support universities that align with their corporate social responsibility (CSR) goals. By creating mutually beneficial partnerships, universities can secure financial support while providing companies with opportunities for community engagement and positive brand association. Furthermore, exploring grant opportunities from foundations and government agencies can also contribute to a more stable financial footing. By actively seeking out diverse revenue streams, universities can create a more resilient funding model that supports their long-term objectives. Strategic partnerships and alliances are essential components of a sustainable funding model for universities. Collaborating with other organizations, businesses, and community stakeholders can amplify a university impact while providing access to additional resources and expertise.

Nkpung (2018) opined that in today's digital age, leveraging technology and innovation is crucial for effective fundraising strategies. universities can utilize various online platforms to reach potential donors and engage supporters in new ways. Crowdfunding campaigns have gained popularity as a means of raising funds for specific projects or initiatives. By sharing compelling stories and utilizing social media to spread the word, universities can mobilize grassroots support and tap into a wider audience. For example, a universities focused on disaster relief might launch a crowdfunding campaign during a crisis, allowing individuals from around the world to contribute quickly and easily. Additionally, technology can enhance donor engagement through personalized communication and data analytics. By utilizing stakeholders relationship management (SRM) systems, universities can track donor interactions and preferences, allowing for tailored outreach efforts. This personalized approach not only strengthens relationships with existing donors but also increases the likelihood of repeat contributions. Furthermore, innovative fundraising events such as virtual galas or online auctions can attract participants who may not be able to attend in-person events. By embracing technology and innovation, universities can create dynamic fundraising strategies that resonate with modern audiences.

Purpose of the study

The purpose of the study is to determine the influence of sustainable funding model on effective management of state-owned universities in south-south geo-political zone of Nigeria, Nigeria. Specifically the study sought to

1. Determine the influence of diversification of Revenue Sources on effective management of state-owned universities in south-south geo-political zone of Nigeria.
2. Determine the influence of Public-Private Partnerships (PPPs) on effective management of state-owned universities in south-south geo-political zone of Nigeria.

Hypothesis:

1. There is no significant influence of diversification of Revenue Sources on effective management of state-owned universities in south-south geo-political zone of Nigeria.
2. There is no significant influence of Public-Private Partnerships (PPPs) on effective management of state-owned universities in south-south geo-political zone of Nigeria.

Methodology

The study made used of survey research design. Survey is used by the researcher to gain a greater understanding about individuals or group perspectives to the concept. The population of this study comprised all management staff of state owned universities in south-south geo-political zone of Nigeria. The information from state universities of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and River State revealed that there are 226 management staff. The target population for the study is two hundred and twenty six (226) management staff for the 2024/2025 academic session (Registry Department, 2025). There was no sampling in this study as such census was rather employed. A census study is when the entire population of study is small and manageable, and as such, data were gathered on every member of the population. The numbers of respondents (management staff) were small and so every management staff was involved in the study. Each management staff provided information for his/her university.

A questionnaire titled —Sustainable Funding Model and Effective Management of State Owned Universities was used for data collation and was validated by three research experts in measurement and evaluation in the Department Educational Foundation, University of Cross River State. It was tested for reliability using Cronbach Alpha reliability method, the Cronbach Coefficient obtained were .71 and .73 which indicated high reliability of the research instrument.

3. Presentation of Results

This section presents the results of data analysis obtained in the study based on each hypothesis as well as their interpretation. The hypotheses are tested at .05 level of significance.

Null Hypothesis 1: There is no significant influence of diversification of Revenue Sources on effective management of state-owned universities in south-south geo-political zone of Nigeria. The independent variable of this hypothesis was diversification of Revenue Sources while the dependent variable was effective management of state-owned universities in south-south geo-political zone. Simple linear regression statistics was used in testing the hypothesis and the results are presented in Table 1.

Table 1

Summary of data and simple linear regression analysis of the influence of diversification of Revenue Sources on effective management of state-owned universities in south-south geo-political zone.

Sources on effective management of state-owned universities in south-south geopolitical zone.					
R	R Square			Adjusted R Square	Std. Error of the Estimate
.092	.008	.006		7.79911	
Model	Sum of squares	DF	Mean Square	F	Sig
Regression	262.361	1	262.361	4.313	.038*
Residual	30899.632	226	60.826		
Total	31161.992	226			

a. Predictors: (Constant): Diversification of Revenue Sources

b. Dependent Variable: Effective Management

The simple regression analysis in Table 1 on the influence of diversification of Revenue Sources on effective management in of state-owned universities in south-south geo-political zone produced an adjusted R^2 of .006. This implies that 6.0 percent of the variance can be predicted from the independent variable (diversification of Revenue Sources) in predicting p of effective management of state-owned. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was

F = 4.313 having a p-value .038 with 1 and 226 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore implies that diversification of Revenue Sources significantly predicted effective management of state-owned universities in the study area by 6.0 percent. The result therefore implies that there was a significant influence of diversification of Revenue Sources on effective management of state-owned universities in south-south geo-political zone.

Null Hypothesis 2: There is no significant influence of public-private partnerships (PPPs) on effective management of state-owned universities in south-south geo-political zone. The independent variable of this hypothesis was public-private partnerships while the dependent variable was effective management. Simple regression statistics was used in testing the hypothesis and the results are presented in Table 2.

Table 2

Summary of data and simple regression analysis on the influence of public-private partnerships (PPPs) on effective management of state-owned universities in south-south geo-political zone.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.094	.009	.007	7.79747

Model	Sum of squares	DF	Mean Square	F	Sig
Regression	275.283	1	275.283	4.528	.034*
Residual	30886.709	226	60.801		
Total	31161.992	226			

a. Predictors: (Constant): public-private partnerships (PPPs)

b. Dependent Variable: Effectiveness Management.

The simple regression analysis in Table 2 on the influence of public-private partnerships (PPPs) on predicting effective management of state-owned universities in south-south geo-political zone produced an adjusted R² of .007. This implies that 7.0 percent of the variance can be predicted from the independent variable (public-private partnerships (PPPs)) in predicting effective management. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 4.528 having a p-value .034 with 1 and 226 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore implies that public-private partnerships (PPPs) significantly predicted effective management of state-owned universities in south-south geo-political zone by 7.0 percent. The result therefore implies that there was a significant influence of public-private partnerships on effective management.

Discussion of findings

This section is devoted to the discussion of findings obtained in the study. The discussion was done according to each of the stated hypothesis.

Diversification of revenue sources and effective management

This research hypothesis which addresses the influence of diversification of Revenue Sources on effective management of state-owned universities in south-south geo-political Zone revealed that there is a significant influence of diversification of Revenue Sources on effective management of state-owned universities in the study area. The finding of this study is in agreement with Ekpoh & Okpa (2017) who noted that to establish a sustainable funding model, universities must identify and cultivate diverse revenue streams. Relying on a single source of income can be risky, especially in times of economic uncertainty. Therefore, universities should explore various avenues for generating revenue, including social enterprises, fee-for-service models, and membership programs. For instance, a universities focused on environmental conservation might launch a social enterprise that sells eco-friendly products, with profits reinvested into their conservation efforts. This not only generates income but also raises awareness about their mission. Additionally, universities can tap into corporate sponsorships and partnerships as a means of diversifying their funding sources.

Ekunke (2023) supported the finding that many organizations are eager to support universities that align with their corporate social responsibility (CSR) goals. By creating mutually beneficial partnerships, universities can secure financial support while providing companies with opportunities for community engagement and positive brand association. Furthermore, exploring grant opportunities from foundations and government agencies can also contribute to a more stable financial footing. By actively seeking out diverse revenue streams, universities can create a more resilient funding model that supports their long-term objectives. Strategic partnerships and alliances are essential components of a sustainable funding model for universities. Collaborating with other organizations, businesses, and community stakeholders can amplify a university impact while providing access to additional resources and expertise.

Public-private partnerships (PPPs) and effective management

The findings obtained from analysis and testing of hypothesis two which addresses the influence of public-private partnerships (PPPs) on effective management of state-owned universities revealed that the null hypothesis was rejected. This implies that there is a significant influence of public-private partnerships on effective management of state-owned universities in the study area. The finding of this study could be linked to the fact that public-private partnerships provides a platform for universities to generate more revenue that would help achieve the goals of teaching and learning. It has been observed that the public-private partnerships is still very low among universities within the study area. So many universities do not have sufficient money to embark on programmes that would increase revenue for the universities. The absence of public-private partnerships has continued to contribute ineffective management of the school system.

The finding of this study agrees with that of Agba (2024) who reported that for state universities to function maximally and produce quality graduates vice-chancellors must step up their leadership skills by providing innovative leadership that would take the universities from depending on traditional approach of funding universities with only government subvention to a more dynamic and sustainable means. State governments often underfund their universities, leading to shortages in resources, poor infrastructure maintenance, and difficulties in attracting and retaining qualified staff. The monthly subvention provided by state governments may not be sufficient to cover the universities' operational costs, including salaries, research, and infrastructure development. Many state universities lack adequate classrooms, laboratories, libraries, and accommodation facilities. This poor infrastructure negatively impacts the quality of teaching and research, and creates an un conducive learning environment for students.

Conclusion

Based on the results of the findings obtained from analysis of data and testing of hypotheses in the study revealed that there was a significant influence of diversification of Revenue Sources and public-private partnerships on effective management of state-owned-universities in the study area. It can be concluded that sustainable funding model significantly influence effective management state-owned-universities in the study area in terms of management and service delivery.

Recommendations

Based on the findings of the study the following recommendations were made:

1. School administrators should diversify school revenue based to reduce over dependence on government subvention for effective management of the university.
2. Administrators of universities should ensure that there is continuous partnership and collaboration with private organization to support the universities in area of need.

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INTEGRATION OF AI ETHICS IN SECONDARY SCHOOL MANAGEMENT FOR SUSTAINABLE DEVELOPMENT IN ANAMBRA STATE



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Abstract

The increasing integration of artificial intelligence (AI) in education management presents significant ethical implications, particularly in secondary schools where decision-makers appear not to have sufficient grounding in AI ethics. In Anambra State, Nigeria, AI tools such as biometric attendance, digital performance dashboards, and surveillance systems are subtly shaping school operations. However, many school leaders are not equipped to address ethical concerns related to data privacy, algorithmic bias, consent, and accountability. This study investigates the necessity of integrating AI ethics into secondary school management as a strategic response to the ethical gap and to promote sustainable development. The objective is to assess how ethical literacy among school administrators can enhance responsible technology use in alignment with the Sustainable Development Goals (SDGs), especially Goals 4, 9, and 16. Adopting a desktop research design, the study draws on extensive literature, expert insights, and documented challenges in Anambra State to examine current AI usage, ethical gaps, and the potential of stakeholder collaboration in policy, training, and practice. Findings revealed that while AI is present in school management, its ethical oversight is weak, with issues like uninformed consent, data misuse, and reliance on vendors persisting. The study concluded that integrating AI ethics is essential for building inclusive, fair, and future-ready school systems. It recommended structured training, ethical toolkits, policy reforms, and peer learning networks as scalable interventions. This integration not only safeguards educational stakeholders but also positions Anambra as a leader in ethical digital transformation.

Keywords: Artificial Intelligence; Artificial Intelligence ethics; Secondary school management; Sustainable development; Anambra State,.

Introduction

AI ethics refers to the principles and practices guiding the responsible development and use of artificial intelligence with core values such as fairness, accountability, transparency, privacy, and inclusiveness (Okonkwo, 2024). In the context of secondary school management, integrating AI ethics means ensuring that school leaders can critically assess the implications of AI-powered tools used in their schools. From facial recognition systems to digital grading platforms, each deployment raises ethical questions around consent, data security, bias, and equity (Nwoye et al., 2024). School leaders ought to move beyond passive adoption and engage actively with these ethical considerations to protect the rights and dignity of students, teachers, and communities (Arya, 2024).

Artificial Intelligence (AI) has become an unmistakable force in shaping the future of education management. From streamlining administrative tasks to influencing data-driven decisions, its presence in secondary school systems even in developing contexts like Anambra state is steadily growing. Administrators in secondary schools interact with AI tools both directly and indirectly. Chime et al., (2025) submitted that these tools are commonly used for tasks such as attendance tracking, staff scheduling, data analytics for student performance prediction, and the use of surveillance systems to monitor school environments. Decisions about these AI systems often involve the collection and processing of sensitive data, making it imperative for decision-makers to understand the ethical considerations involved (Al-Omari, 2024). While students are not active players in school management, the choices school administrators make regarding AI adoption have direct implications on students' privacy, safety, and learning experiences (Ayeni & Orhewere, 2021). For example, the uncritical use of facial recognition technologies can lead to surveillance overreach, while reliance on biased algorithms in student assessments can result in unfair outcomes. As schools embrace these technologies, an important but often overlooked question arises: Are our education leaders ethically prepared for this shift? AI, while promising in its efficiency, raises significant ethical concerns: data privacy, fairness, surveillance, algorithmic bias, and accountability (Ihekweazu et al 2024), to name a few. Hence, a foundation in AI ethics enables school leaders to avoid such pitfalls and make decisions that are equitable and aligned with human rights.

It is within this context that the integration of AI ethics into secondary school management becomes imperative. This is not a conversation about teaching AI coding or robotics to students. Rather, it is a strategic intervention aimed at unveiling the relevance of AI ethics to provide insights to school managers, principals, and education officers with the ethical literacy required to make informed decisions about the technologies they introduce into school systems. More importantly, it is a forward-thinking response to the global call for sustainable development, particularly as defined in the Sustainable Development Goals (SDGs). Goals 4 (Quality Education), 9 (Industry, Innovation, and Infrastructure), and 16 (Peace, Justice, and Strong Institutions) all highlight the importance of just, inclusive, and future-ready institutions. These are goals which AI ethics directly supports to ensure sustainable development in Nigeria in general and Anambra state specifically.

Anambra State, known for its competitive education culture and vibrant youth population, stands at a crossroads. The state is increasingly exposed to educational technologies, yet school leadership structures seem not to be very grounded in navigating the ethical landscape of AI. This paper therefore makes a case for integrating AI ethics into the management structures of secondary schools in Anambra State, not just as a technological upgrade, but as a strategic pillar for sustainable development.

Conceptual Clarifications

Artificial Intelligence

Artificial Intelligence (AI) has emerged as a dynamic force capable of reshaping social interactions, particularly in education. According to Alagbe et al., (2023), AI is the ability of machines or computers to replicate human cognitive abilities, including learning from experience, recognizing objects, understanding and responding to language, making decisions, and solving problems. These abilities enable AI to perform tasks typically associated with humans, such as welcoming hotel guests or driving a car. Ogunode et al., (2023) further described AI as programs designed to exhibit human-like intelligence, structured in forms of computer, robot, or other machines to aid in provision of any kind of service or tasks to improve social economic and political development of the society.

AI is increasingly being used in secondary school management to automate administrative tasks such as attendance tracking, scheduling, grading, and communication (Nnamani, 2025). Facial recognition and biometric systems ensure accurate attendance records, while AI-powered scheduling tools optimize timetables based on various constraints (Williamson & Piattoeva, 2022). With the use of these AI devices, school managers can maintain records and schedule timetables effectively. Again, AI-powered grading systems reduce the workload for teachers by providing quick and accurate evaluations, and chatbots enhance communication by handling routine inquiries. In addition to automation, AI

supports decision-making through predictive analytics that identify at-risk students early and optimize resource allocation. These applications help school administrators make data-driven decisions, improve efficiency, and enhance overall educational outcomes (Zawacki-Richter et al., 2019)

Artificial Intelligence Ethics

Artificial Intelligence (AI) ought to be used ethically. AI ethics is a field that aims to help guide the development of AI according to responsible practices to secure and maintain human flourishing and to prevent the impingement of human rights (Hagendorff, 2022; Lauer, 2021; Wiese et al., 2025). It refers to the responsible development and application of AI, including principles such as fairness, accountability, transparency, privacy, and inclusiveness (Okonkwo, 2024). In the context of school management, this means ensuring that school leaders understand the ethical implications of deploying AI-powered tools for administrative and academic purposes. As school systems adopt AI-enabled technologies, from automated attendance trackers and digital performance monitoring systems to facial recognition for security, questions of data privacy, algorithmic bias, and informed consent is critical. There ought to be policies that govern the use of AI. AI ethics policies can be implemented either through internal corporate codes of conduct or through government-led legal and regulatory frameworks, which are essential for addressing issues like bias, data misuse, and environmental impacts (Anamoji, 2024). In Nigeria generally, despite initiatives like the establishment of the National Centre for Artificial Intelligence and Robotics (NCAIR), the absence of a comprehensive AI ethics and regulatory framework continues to hinder responsible AI deployment (Akindele & Adewuyi, 2023). An effective AI ethics policy in Nigeria must address key pillars such as lawfulness, ethicality, robustness, explainability, data governance, and social well-being to align with international standards (Anamoji, 2024). To remain ethically grounded and globally competitive, Anambra state must prioritize the development of a human-centric AI framework that incorporates privacy, transparency, accountability, and fair representation in algorithmic systems.

Secondary School Management

Secondary schools are schools that provide education that advance the skills and knowledge acquired by learners at basic level. Adinna and Okafor (2023) posited that secondary schools act as the gateway to tertiary education and essentially provides greater number of lower level manpower needed for proper economic growth and national development. They provide education that offers learning opportunities for students to develop their talents, explore their potentials and develop necessary life skills that gives them a chance of bright future. The overall success of secondary education is influenced by the secondary school management. Secondary school management is the deployment, control and optimum use of all the available resources to attain predetermined goals and objectives of secondary education. Okonkwo (2024) defined secondary school management as a social or interactional process involving a sequence of coordinated events such as planning, organizing, coordinating and controlling of human and material resources to achieve desired outcomes in the fastest and most efficient ways in secondary schools. In the same vein, Ikediugwu and Ibezim (2023); Ndalu (2025); Okafor et al., (2025) described secondary school management as the process of planning, organizing, directing, and controlling the activities and resources within secondary education to achieve the desired educational goals and objectives. Okafor et al., (2025) explained that the rationale for secondary school management to ensure discipline, effective implementation of curriculum, rational resource allocation, cordial relationship among members of school community, timely dissemination of information, accurate record keeping, periodic sporting activities, prudent use of facilities and funds of educational organizations.

Sustainable Development

Sustainable development was first officially defined in the 1987 Brundtland Report as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It encompasses three interconnected pillars: ecological, economic, and social

sustainability. Each of these pillars are vital to maintaining balance between human development and environmental preservation. According to Patrick et al., (2019), Education for Sustainable Development (ESD) plays a pivotal role in equipping individuals with the knowledge, skills, and values necessary to foster sustainability at all levels of society. The contribution of higher education institutions in promoting sustainability is particularly critical in a globalized and interdependent world (Chou & Wan, 2025). Moreover, key attributes of sustainable development include the promotion of regional self-sufficiency, efficient resource use, environmental restoration, and support for clean technologies, all aimed at improving quality of life without degrading natural systems (Tenorio & Tenorio, 2024). Thus, sustainable development is not merely an environmental concern but a multidimensional framework that seeks to ensure long-term human and ecological well-being.

Current state of AI in Secondary School Management in Anambra state

The current state of AI integration in secondary school management in Anambra State reveals a growing yet uneven adoption. Chime et al., (2025) evidenced that principals in public secondary schools reported that AI-based surveillance systems have significantly improved real-time monitoring, rapid incident detection, and overall responsiveness to security threats. However, Okafor et al., (2025) noted that principals apply obsolete and conventional methods of management of public secondary schools in Anambra State, Nigeria. In the same vein, Okafor and Anyanwu (2025) noted that there is a lack of visible AI-driven managerial and instructional practices in public secondary schools in Anambra State. This implies that AI use in secondary schools management is still uneven. Ayeni and Orhewere (2021) submitted that financial constraints and a shortage of trained personnel in schools continue to hinder full-scale adoption. These challenges suggest that while AI holds transformative potential for educational management in Anambra State, its implementation remains stratified and largely dependent on certain enablers such as funding, digital infrastructure, and human capital.

The Need for Integrating AI Ethics into Secondary School Management

The integration of AI tools into secondary school systems is no longer a futuristic concept; it is already unfolding in subtle but significant ways. From biometric attendance registers and digital report cards to AI-driven school surveillance systems and performance dashboards, secondary schools in Anambra State are beginning to adopt technology to improve operational efficiency. While these technologies offer promise, they are not neutral (Chen et al., 2020). Every AI tool used in managing schools carries with it ethical implications that school administrators must confront, whether they are aware of them or not. Vashistha and Harikrishnan (2025) submitted that the integration of AI ethics into education is crucial for preparing future professionals and researchers to navigate the complex ethical landscape associated with AI. The key concern here is that technology in the hands of untrained or ethically uninformed managers can lead to unintended consequences. For instance, using AI tools to monitor student performance without understanding how algorithms are designed could inadvertently reinforce bias disadvantaging students from certain backgrounds or learning profiles (Ihekweazu et al., 2024). Similarly, collecting large volumes of student data without clear protocols for consent, storage, and access poses risks to privacy and child protection. Yet many school leaders deploy such systems without asking the critical questions: Is this tool fair? Is it accountable? Who benefits or loses from its use? These are not technical questions alone, they are ethical ones.

The problem is further compounded by the fact that secondary school administrators often do not see themselves as players in the AI space. Many still associate AI with complex robotics or Silicon Valley innovation, not realizing that every digital decision-making tool they adopt, from automated grading software to surveillance systems, qualifies as AI in practice. Without the conceptual grounding that AI ethics provides, these school leaders become passive users of technology, relying on vendors or private consultants to make choices on their behalf (Chen et al., 2020). This is not only disempowering but also dangerous in the long term.

AI ethics, therefore, is not a luxury, it is a necessity for those who manage the educational future of our children. It provides school managers with the analytical frameworks to assess the appropriateness,

fairness, and societal implications of technology choices (Okwara et al., 2024). It enables them to weigh efficiency against equity, data against dignity, and innovation against inclusion. Eden et al., (2024) warned that those who use AI must adhere to strict data protection regulations and ethical guidelines to safeguard student privacy and prevent unauthorized access, use, or disclosure of sensitive personal information. More importantly, it ensures that technology serves education, not the other way around. In a state like Anambra, where education is both a cultural priority and a tool for upward mobility, ethical leadership in the deployment of AI tools is critical to preserving the integrity of the school system and protecting the rights of students and teachers alike.

Key Stakeholders in Supporting AI Ethics Integration in School Management

Delivering AI ethics in secondary school management must be treated not as a peripheral activity but as a core strategic function, anchored within a multi-stakeholder framework. No single institution has the capacity or mandate to execute it in isolation. Rather, it requires the coordinated involvement of state actors, academic institutions, professional bodies, and private-sector partners. Each stakeholder brings unique expertise, resources, and influence needed to make AI ethics a functional and sustainable part of education governance in Anambra State.

First, the Ministry of Education, both at the federal and state levels, holds the primary responsibility of setting the policy tone and creating the structural frameworks necessary for the integration of AI ethics. This includes approving curriculum reforms for school leadership training programs, setting implementation guidelines, and allocating budgetary support (Williamson & Piattoeva, 2022). Without policy direction from the top, even the best-designed initiatives often fail to gain traction at the school level.

Next, teacher training institutions and colleges of education must revise their educational leadership and ICT curricula to accommodate modules that explicitly address AI and ethics. These institutions already produce the personnel who take up school management roles. If AI ethics is embedded early in their professional training, future school managers will be better equipped to navigate technological complexities with ethical foresight (Eden et al., 2024).

The role of ICT departments and education technology coordinators in schools is also critical. These professionals are often tasked with selecting and implementing AI-powered tools within schools. They must be trained not just in the technical deployment of systems but also in understanding the ethical implications of their choices, how data is collected, who controls it, and what unintended consequences may arise (Mandinach & Gummer, 2021). Their involvement in AI capacity-building for ethical AI use will ensure that ethical considerations are not separated from practical implementation.

In addition, external stakeholders such as EdTech companies, Universities and research institutes and professional education associations should act as mobilizers and advocates. Through their platforms, they can promote awareness, lobby for ethical standards in education policy, and offer peer-learning opportunities that demystify AI for school leaders (Munoko, et al. 2020; Abulibdeh, et al., 2024). Their endorsement can lend credibility to training efforts and drive grassroots participation.

How AI Ethics Education Should Be Provided

For AI ethics to take root and thrive within secondary school management structures, it must be delivered in practical, accessible, and scalable ways. This is not a one-off sensitization exercise; it must become an embedded component of how educational leaders are trained, supported, and evaluated. The focus should be on demystifying AI, contextualizing ethics, and building a culture of responsible technology use across schools in Anambra State. Below are some of the ways AI ethics should be provided:

- Through capacity-building workshops and seminars targeted at principals, vice-principals, school ICT coordinators, and education supervisors (Hakimi et al., 2024). These workshops should go beyond theory, offering real-world case studies on ethical dilemmas in school technology use, such as student data breaches, biased decision-making in digital assessments,

or surveillance overreach. Delivered during non-academic periods or through zonal clusters, such trainings should be interactive, practical, and locally relevant.

- Embedding AI ethics into pre-service and in-service training programs for school administrators (Falemu & Akinwumi, 2024). Colleges of education and teacher training institutions must revise their educational management and ICT curricula to include modules that explore the intersection of ethics, leadership, and technology. If school leaders are trained from the outset to ask ethical questions when adopting tools or setting digital policies, they are more likely to become proactive custodians of responsible innovation.
- Developing clear policy guidelines and simplified toolkits that school managers can refer to during implementation (Anamoji, 2024). These should include checklists for evaluating AI tools, templates for obtaining digital consent from students and parents, and scenarios that challenge administrators to apply ethical reasoning. Having tangible reference materials reduces reliance on external consultants and builds confidence in day-to-day decision-making.
- Pilot projects should be launched in selected secondary schools to test and refine models for ethical AI integration. These schools would serve as learning labs, supported by mentors, technical experts, and evaluation teams. Lessons learned from these pilots can guide wider implementation, help anticipate resistance, and provide real evidence of what works.
- Creation of peer learning networks or communities of practice among school administrators. These networks can foster dialogue, experience-sharing, and collaborative problem-solving on emerging AI and ethics challenges. When school leaders learn from each other in context-specific terms, the learning tends to be deeper and more durable.
- Partnerships with teacher unions and education associations can be leveraged to host public forums, town hall dialogues, and school-based ethics clubs (Kanu et al., 2024). These platforms can amplify awareness and reinforce the message that AI ethics is not a distant academic concern, it is a frontline leadership issue that directly impacts trust, equity, and the future of education in the state.

In essence, providing AI ethics should be multi-modal, policy-aligned, and deeply grounded in the everyday realities of school management. It is not enough to build awareness; the system must build capacity, confidence, and institutional commitment to ethical technology leadership.

Relevance of AI Ethics Integration in Secondary School Management to Sustainable Development in Anambra State

The integration of AI ethics in secondary school management is not simply a technical adjustment, it is a strategic step toward sustainable development. In a state like Anambra, where education is deeply valued as a vehicle for socioeconomic advancement, this initiative sits at the intersection of innovation, equity, and responsible governance. When school leaders are equipped to make ethical decisions about the technologies they adopt, the entire education system becomes more resilient, inclusive, and future-ready.

From a global policy perspective, this aligns strongly with the United Nations Sustainable Development Goals (SDGs), which Nigeria has committed to. Goal 4 (Quality Education) calls for inclusive, equitable, and relevant education for all, a vision that is undermined when AI tools, implemented without ethical oversight, reinforce existing inequalities or violate student rights. Ethical AI use ensures that digital systems serve all learners fairly, particularly those who are often marginalized in policy and practice - rural students, girls, learners with disabilities, and those from economically disadvantaged homes (Larsson & Heintz, 2020).

Goal 9 (Industry, Innovation, and Infrastructure) encourages countries to build resilient infrastructure and foster innovation responsibly. In the education sector, this translates to building schools and school systems that can integrate digital technologies without compromising ethical standards. School managers, as the key actors in day-to-day decisions, must be equipped to assess new tools not just for efficiency, but also for long-term value, inclusivity, and ethical soundness (Nayebare, 2019).

Perhaps most critically, Goal 16 (Peace, Justice, and Strong Institutions) underlines the importance of accountable and transparent institutions. Schools are among the most formative institutions in society. When they adopt technologies without ethical safeguards, they risk compromising trust between schools and families, teachers and students, leaders and communities. Conversely, when AI ethics becomes part of school governance, it strengthens institutional credibility and cultivates a culture of integrity and digital responsibility among future citizens.

In the specific context of Anambra State, this integration is timely and necessary. The state is already demonstrating digital momentum, for example, the programmes launched by the state governor through the Solution Innovation District (SID). The SID is a community that train, incubate and mentor the digital tribe, startups and entrepreneurs to provide services and innovative solutions out of Anambra State (Solution Innovation District (SID), 2024). It ensure increasing student exposure to digital tools, rising use of technology in private and mission schools, and growing interest in tech entrepreneurship among youths. But this digital momentum must be guided. If AI tools are adopted in schools without a framework for ethical governance, the risks of misuse, inequity, and data abuse multiply. Ethical literacy among school leaders ensures that digital transformation does not come at the cost of human dignity.

Moreover, integrating AI ethics positions Anambra as a leader in sub-national education reform. It allows the state to serve as a model for how forward-thinking states in Nigeria can approach digital education with strategic balance, embracing innovation while protecting what matters most: fairness, transparency, and student wellbeing.

In essence, ethical competence in AI is not optional for sustainable development, it is essential. It ensures that technological progress in schools reinforces, rather than undermines, the moral and social goals of education in Anambra State and beyond.

Implementation Challenges

While the case for integrating AI ethics into secondary school management is compelling, its implementation is fraught with practical challenges. These are not abstract barriers but deeply entrenched realities that must be acknowledged and addressed if any reform is to succeed. Ignoring them would mean designing an intervention divorced from the system it seeks to improve. Some of them are:

9. Low awareness and limited understanding of AI and ethics among school managers (Abdullahi et al., 2024). Many principals and education officers in Anambra State, seem not to have adequate exposure to the workings of artificial intelligence, let alone the ethical questions surrounding its use. AI is often perceived as a distant, elite concern, something for tech experts or foreign contexts, not something directly affecting how a school is run. This mindset creates an early barrier: if school leaders do not see AI tools as part of their operational ecosystem, they will not see the need to learn about their ethical implications.
10. Lack of structured training opportunities. Tella (2020) and Harisanty et al., (2024) buttressed this by submitting that AI is still gaining its footing in Nigeria. The professional development programs for school administrators in Nigeria largely focus on routine administrative matters, budgeting, record keeping, and academic planning, with little attention to digital leadership or ethical technology management. In many cases, ethics is reduced to vague moral instruction rather than being treated as a strategic leadership competence tied to real-world decisions involving data, surveillance, access, and fairness.
11. Infrastructure poses another significant hurdle (Aina et al., 2023; Nwoye et al., 2024). In several public and rural schools in Anambra State, basic digital infrastructure is still lacking. Talking about AI and digital tools in such contexts can seem premature when many schools struggle with electricity, internet access, or even functional ICT laboratories. This digital divide threatens to widen inequalities between schools that can afford to engage with AI ethics meaningfully and those that remain structurally excluded from digital conversations altogether.

12. Policy inertia and bureaucratic bottlenecks. While the Ministry of Education may express openness to digital reform, turning such interest into concrete policy actions, especially those that involve curriculum revision, certification, or budget allocation, often moves at a frustratingly slow pace. Without strong political will and clearly defined implementation roadmaps, AI ethics risks being buried under more politically urgent or familiar education issues.
13. Resistance to change, particularly among long-serving school managers (Davis et al., 2020). For some, introducing new ethical frameworks around technology feels like an added burden, or worse, a threat to established practices. This is especially true in environments where decision-making is often top-down, and where external monitoring of digital practices could be seen as intrusive or punitive. Without proper sensitization, what is intended as empowerment may be interpreted as surveillance of the managers themselves.
14. Resource constraints, both financial, human, and technical. Training school managers at scale, developing locally relevant content, recruiting experts, setting up pilot projects, and maintaining follow-up mechanisms all require funding and coordination (Alamro & Schofield, 2020; Abayomi et al., 2021). In the absence of donor interest or a dedicated budget line from the state, such efforts may begin with enthusiasm but fade due to unsustainable planning.

Conclusion

As artificial intelligence becomes increasingly woven into the fabric of education systems, the question is no longer whether schools in Anambra State will interact with AI, but whether they will do so ethically and responsibly. The choices school leaders make today about data, automation, surveillance, and predictive systems will shape not just how schools function, but how justice, equity, and human dignity are preserved in a digital era.

This paper has argued that integrating AI ethics into secondary school management is not merely desirable, but urgent. It is a strategic investment in the integrity, credibility, and future-readiness of our education system. Far from being a Western or elitist preoccupation, AI ethics is a practical leadership necessity, particularly in states like Anambra where education serves as both a cultural cornerstone and a development engine. The success of such integration, however, will depend not just on policy declarations, but on action - intentional, inclusive, and sustained. From updating training curricula and launching pilot projects to creating peer learning platforms and mobilizing cross-sector partnerships, the road ahead is clear, but it must be walked with commitment and competence.

Recommendations

The following are recommended.

1. The Ministry of Education at both state and federal levels should revise the framework for school leadership training to include AI ethics as a compulsory module. This training should not be optional or theoretical. It should be built into the orientation and continuous professional development for principals, vice-principals, ICT coordinators, and zonal education officers. Training sessions should blend ethical principles with case-based scenarios that reflect real-life school management situations involving digital technologies.
2. School leaders need concrete tools, not just abstract ethical lectures. A state-led task force (possibly in collaboration with universities or NGOs) should develop simplified guidelines, checklists, and model policies for ethical AI adoption in schools. These toolkits can include templates for data protection, informed consent protocols, and ethical evaluation of EdTech products.
3. School administrators should be encouraged to form clusters or communities where they can share experiences, discuss dilemmas, and co-develop ethical responses to AI use. This peer dynamic fosters accountability, innovation, and collective problem-solving.
4. The government should seek collaboration with EdTech companies, corporate social responsibility arms of private firms, and donor agencies to finance and co-support ethical AI

governance. These partnerships can help with funding, technical expertise, and innovation, provided clear ethical boundaries and regulatory oversight are maintained.

5. Professional teacher unions, education boards, and PTA networks should be mobilized to raise awareness about the value of AI ethics. When ethical consciousness permeates the wider school community, it reinforces the pressure and incentive for school leaders to act responsibly in their tech choices.

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ENFORCEMENT OF LAW, ETHICS AND VALUES IN THE ADMINISTRATION OF SECONDARY SCHOOLS SUSTAINABILITY IN OGOJA EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA



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Abstract

The purpose of this study was to examine enforcement of law, ethics and values in the administration of secondary schools in Ogoja education zone of Cross River State, Nigeria. In order to effectively carry out this study, two null hypotheses were formulated to guide the study. The descriptive survey design was adopted for the study. The population consist of all the teachers in Ogoja Education Zone of Cross River State. The simple random sampling technique was employed to select the size of 524 teachers(200 males and 324 females) representing 90% of the total population in Secondary schools in Ogoja Education Zone of Cross River State. The instrument for data collection was the questionnaire titled: ' Enforcement of law, ethics and values for effective administration of secondary schools sustainability questionnaire (ELEVEASSSQ). Generated data were analyzed using the t-tested statistical tool at .05 level of significance. Findings revealed that numerous obstacles hamper the enforcement of education law, ethics and values for effective administration of Secondary schools in the zone. The paper concluded that adequate attention has not been given to the enforcement of education law. Ethics and values in secondary schools in the zone. The paper recommended amongst others that the Cross River State Ministry of Education should conduct seminars and workshops for all the stakeholders on the enforcement of education law, ethics and values as it will adequately equip them in the discharge of their duties in the school setting.

Keywords: Enforcement, Law, Ethics Values, Administration, , Sustainability, Secondary school.

Introduction

The school is a social organization; it has the need to interact with other people. But to do this, certain laws, ethics and values must be given, because life in the social system usually demands a process of give and take. There is no society that does not have laws, ethics, values and some codes of conduct guiding its members. They are made to bind on members of the society.

These laws, ethics and values are necessary because they regulate and direct the conduct and behaviour of members of the society. The school setting needs to operate with strict laws, ethics and values if anarchy must be averted in this micro society. At the secondary school level of formal education in Nigeria, the principal members of the school in a society are adolescent students between the ages of 11+ and 18+, as well as adult teachers. The teachers are responsible for the development of the cognitive, psychomotor and affective domains of the students. In doing this, the teachers are expected to behave and conduct themselves according to some laid down laws and values which constitute the professional ethics or code of conducts.

Law refers to all the rules established by authority or custom for regulating the behaviour of members of a community (e.g a school community) or a country. It can also be described as rules of conduct made by a controlling body (usually a government) which are enforceable. The American college dictionary defines law as (the principles and regulations emanating from the government and applicable to a people whether in a form of legislation or of custom and policies recognized and enforced by the judicial decision. Therefore, education law refers to the rules and regulations enacted by government and enforceable through judicial processes to guide educational practices and development.

. School whether privately or publicly are established by law and certain prescribed functions of legal consideration they both become public institutions in the sense that they are established to serve the public and can be sued or sue since there is a law establishing them as cooperate organizations with the aim of carrying out specific duties in line with the rules and regulations as enshrined in the various states and Federal Government Education Laws, codes, ordinances, Decrees and Edicts; (Oloko, 2015). Education law is the whole system of rules made by authority and recognized by the courts, which must be obeyed by all citizens of the country or place, including the operators and beneficiaries of the education enterprise, for proper regulation and orderly development of education (Olagboye; 2004).

The word ethics comes from the Greek root, *ethos*, meaning character, guiding beliefs, standards, or ideals that pervade a group, a community, a people Today, ethics is the studies of moral behaviour, the behaviour of how standards of moral conduct among individuals are established and expressed behaviourally.

Terms such as business ethics, corporate ethics, medical ethics, and legal ethics are used to indicate the particular area of application. But to have meaning, ethics involved in each area must still refer to the value-oriented decisions and behaviour of individuals. Ethics are principles that guide the operation of a professional body. Codes of ethics are moral principles by which human actions are judged. Ethics has to do with the problems of human conducts and behaviour. Ethics is also concerned with the norms of the organization. Osaat (2002) equates ethics with moral philosophy and explains it as —the principles guiding actions. It has to do with the problems of morality, that is good or bad, justice, fairplay, or altruism and good neighborliness. Durosaro (2002) defines ethics as —a branch of philosophy that deals with the theory of values.

According to Cooks (1983) who explains values as —something that is usual and expected...and average standard or level —He goes further to explain values as —standards of behaviour that are accepted in a particular society. Okoh (2003) sees values as —basic norms. Therefore, school values are basic and standard behaviour expected to be exhibited and norms held by both students and staff (mostly teachers) in the school be it primary, secondary or tertiary. Schools are structures set up in the society to inculcate desirable values in education and for schools to operate well; they need laws to guide their operations while these laws are adhered to if they are properly enforced. This is because in Nigeria today parents and guardians are better informed, enlightened, curious and inquisitive about what happens to their children and wards in their various schools.

Quite often, they express their curiosity by asking their children questions about the activities of their teachers and school administrations, Oloko, (2015); commented that —it should be realized that students are yet in their formative stage, no matter at what level of education. The educational administrators and teachers act *In loco parentis* (as parents) to guide them so that their youthful exuberance does not mislead them. He also revealed that most teachers and administrators have never read the Nigeria constitution nor even the secondary school ethnical law that guided their operational and administrative day to day functioning. Education laws especially on the consequences or implications of their actions in their day to day activities within the school system, by buttressing further on the school management ignorance of the educational laws, ethics and values. Yoloye (2014), lamented that law, ethics and values are of paramount importance in the operations of the school system in Nigeria and beyond. Thus, teachers of the secondary schools have roles to play in their enforcement since they are responsible and accountable for everything that is expected to create a conducive environment for teaching and learning. The Federal Republic of Nigeria (FRN) (2004) in her National Policy on Education has noble objectives relating to the due enforcement of education laws that would turn Nigeria to a first class country if well enforced and implemented.

Oloko (2015) said that education laws are simply those laws that have been enacted specifically for the organization, administration and control of the education system and those who operate in the education enterprise are citizens governed by the law, ethics and values of the land, criminal or civil as the case may be, they are also expected to comply with law, ethics values designed exclusively to regulate what can be done or not to be done in the process of teaching, learning and management. The law, ethics and values are necessary because educational establishment or institution is a social organization with many individuals and groups as stakeholders. There are many aims and objectives to achieve and numerous diverse interests, aspirations and expectations to satisfy. The need to regulate social interaction and behaviour appears obvious or imperative. It is important for all concerned with the management of the education system to be conversant with law, ethics and values, especially how these govern our activities and programmes. Education law is one aspect of the vastly complex system of social control and it may be defined as those areas of jurisprudence which focus on educational activities the operation of public and private elementary, secondary and tertiary institutions.

However, Nakpodia (2014) in a —Latin maxim opined that —*ignorantia juris est lala culpali* meaning ignorance of the law is not an excuse, is guile apt. Many teachers are not aware of the right, duties, obligations and responsibilities under the law and more especially actions on students. Also, they do not know and appreciate the general principles and provisions of law, ethics and values as they apply in handling issues of order and students' discipline in school. The constitution of the Federal Republic of Nigeria forms the basis law of the country, since all the education laws of various state and the federal education laws are made in accordance with the provisions and the constitution of the Federal Republic of Nigeria, this study on enforcement of law, ethics and values will remain virtually incomplete without discussing the fundamental right of students under the right of fair hearing (See 1999 constitution of federal republic of Nigeria states-section 36(1)).

Akukeide (2014) said that educational law in the area of law that relates to school teachers and the right of Nigeria to a public education as well as standards for those students who attend private schools. The Nigeria educational law mandated every child be given the opportunity to education because each state in the federation has its own school system and as a result, there are very different educational laws among the various states with regard to management of school teachers and funding of public education. The Federal Ministry of Education formulated an educational law that all Nigeria children should be given equal education opportunities Act of 1974 provides that no State can deny an equal opportunity to education of any individual on the bases of race, color, sex, or nationality origin.

Similarly, for children with disabilities, or the individuals with disabilities the Education Act establishes a process for evaluating students' needs and providing for an education programmes tailored to that individual. No wonder Peretomode (2004) remarked: that —it is necessary that education officials and teachers constantly examine their actions and inactions in the light of these fundamental right so that they do not infringe on or violate them. Amirize (2014) conditioned that the growing

complexity of the Nigeria society, couple with the increasing cases of litigations involving secondary schools and their students demand that students disciplinary cases should be handled with much care since the fundamental right of both the school management and students is now a global challenge. Thus, the law, ethics and values prevent a state of anarchy and provides the enabling environment for the stakeholder in the education industry to thrive. The absence of these law, ethics and values would mean anarchy, a state of lawlessness issues because the level of indiscipline amongst these stakeholders would be high. Moreover, where there are no law, ethics and values in schools, teachers and students may not keep to their legal obligations.

Oyeboode (2015) suggested that most secondary schools in Ekiti State lack the professional management staff that will help in enforcing the appropriate educational law in various secondary schools in the state because fund are not always provided for the supervisors, principals and other staff (teaching and non-teaching staff) for the implementation of educational law in most of the secondary schools in the state. Secondly, in Ekiti State most of the school boards hardly release fund for training, seminar, conference, or other developmental programmes related to educational law, ethics and values in the State.

For the achievement of secondary school educational goal and objectives, it is important to maintain a conducive atmosphere in the system. Law, ethics and values and the rule of law are important and indispensable tools necessary for the maintenance of such conducive environment and health organization and climate between the principals, teachers, students and other stakeholders in the affairs of Secondary schools in Ogoja Education Zone of Cross River State but the State Secondary Schools' Board that is responsible for the formulation and implementation of the educational law failed to live up to expectation because the needed resources required for the enforcement of educational law, disciplinary law and fundamental right of the students are lacking in most of our Secondary schools, adequate funding is not released for these purpose and the required secondary school administrators needed for the enforcement of this educational law do not have the necessary skills to function and the State Schools' Board refused to address the problem undermining the importance in improving good organizational climate for both the school management, teachers, students and other stakeholders in the affairs of the management of secondary school system. But, in recent development in the society in which individuals and other stakeholders seem to become more aware of what they consider as their fundamental human right and privileges in igniting a misunderstanding between the students, teachers and secondary schools management because all schools be it private or public are established by an Edict or Act which most have rules and regulations guiding the day to day smooth running of the schools in accordance to the constitution of the federal republic of Nigeria and the rule of law. Hence, emphasis of this paper is on enforcement of law, ethics and values as key to effective secondary school administration in Ogoja Education Zone.

Teachers' Empowerment in the enforcement of law, ethics and values

Teacher empowerment in this context entails the acquisition of the prerequisite legal right and knowledge in order not to fall short of the law in enforcing discipline in the school system. As such, it is imperative that teachers are empowered to be able to enforce discipline when responsibility is being delegated to them in an acting capacity from the administrators. According to Bogler and Nir (2012), empowerment suggests real changes in one's professional expertise, rising autonomy, and involvement in decision making processes, especially in the area of school discipline when an assignment is delegated to the teacher in the school system. Teachers are expected to carry out assigned duties in the place of the school head and parents, thus, the need for them to be adequately abreast of the education law in order not to fall short in its execution. Similarly, Bolin (1989) emphasizes that empowerment is participating in decisions about school objectives and displaying these decisions in the actual educational field. Inference here is that, empowerment enables a teacher to be grounded on education law before the implementation process in the school. kimwarey, Chirure and Omondi (2014) assert that an empowered individual (teacher) has the skills and knowledge to act or improve in a positive way within the ambit of the law. Through teacher empowerment, teachers develop their own competence

and self-discovery of their potential and limitations that help to keep them in line. Also, it is pertinent to state here that teacher empowerment in the school setting has correlations with motivation and provides teachers with knowledge about themselves, their colleagues and the school decision making process with a bid to foster and nurture students' achievement collaboratively (Dee, Henkin & Duemer, 2002). In the view of Bogler and Somech (2004), there is a correlation between teacher empowerment and student success. This implies that when teachers are adequately empowered to instill discipline, students under their watch are easily put in line to achieve academic success unlike those with teachers that are less knowledgeable in education law and school discipline.

Additionally, Hatcher (2005) proposed that teacher empowerment is the opportunity to exercise teacher leadership by creating a non-hierarchical network of collaborative learning, where a teacher is taught on how to be the head of the school or an establishment, where the desire to maintain and sustain standard is paramount. Irwin (1991) indicates that empowered educators (teachers) believe in themselves and their capabilities, understand the system, dedicate time and energy to their work and respect others which helps in the actualization of educational objectives. Irwin posits further that, teacher empowerment is proved to be related to many different administrative strategies aimed at facilitating administration, making decisions, control and leadership. In the view of Short and Greer (1997), decision making should be exercised more carefully and tactfully in such a way that teachers' participation areas should be well defined in order for them not to deviate as a result of the sway of power and authority; hence, Short and Greer noted that providing teachers' full-participation in the enforcement of school discipline tends to impact their quality in terms of school activities for the actualization of educational goals. By doing so, their voice is heard in many areas related to their work thus, the enhancement of students and staff performance and actualization of organizational objectives.

Purpose of the study

The following purpose guided the study:

5. To determine various obstacles facing the enforcement of law for effective administration of secondary schools in Ogoja Education Zone of Cross River State.
- ii) To ascertain the techniques adopted by the State School Board for the enforcement of ethics and values for effective administration of Secondary schools in Ogoja education zone of Cross River State.

Hypotheses

The following null hypotheses were formulated to guide the study at .05 level of significance.

- There is no significant mean difference between male and female teachers' perception of obstacles on enforcement of law for effective administration of Secondary Schools in Ogoja Education Zone of Cross River State.
- There is no significant mean difference between male and female teachers' perception of techniques on enforcement of ethics and values for effective administration of Secondary Schools in Ogoja Education Zone of Cross River State.

Methodology

The descriptive survey design was adopted for the study. The population of 735 which consists of 280 male and 455 female secondary school teachers in Ogoja Education Zone of Cross River State. The simple random sampling was employed to select the size of 200 males and 324 females) representing 90% of the total population in Secondary Schools in Ogoja Education Zone of Cross River State. The instrument for data collection was the questionnaire titled: ' Enforcement of law, ethics and values for Effective administration of secondary schools sustainability Questionnaire (ELEV EASSSQ). Generated data were analyzed using the t- test statistical tool at .05 level of significance.

Data Presentation

Hypothesis 1

There is no significant mean difference between male and female teachers' perception of the obstacles on enforcement of education law for effective administration of Secondary Schools in Ogoja Education Zone of Cross River State. Table 1 illustrates the result.

Table 1: T-test analysis on mean difference between male and female teachers' perception of the obstacles on enforcement of education law

Items	N	Mean	SD	Df	Level of sig	t-cal	t-crit	Remark
Male	200	2.57	.25					
Female	324	2.50	.26	522	.05	1.36	1.96	Accepted

The results in Table 1 revealed that the t-calculated value was 1.36, while the t-critical value was 1.96 at degree of freedom 522 of .05 level of significance. This implies that both male and female teachers in public secondary schools in Ogoja Education Zone accepted that various obstacles are hampering the smooth implementation of education law in secondary schools.

Hypothesis 2

There is no significant mean difference between male and female teachers' perception of techniques on enforcement of ethics and values for effective administration of Secondary Schools in Ogoja Education Zone of Cross River State. Table 2 illustrates the result.

Table 2: T-test analysis on mean difference between male and female teachers' perception of the techniques on the enforcement of ethics and values.

Items	N	Mean	SD	Df	Level of sig	t-cal	t-crit	Remark
Male	200	2.48	.45					
Female	324	2.57	.25	522	.05	1.35	1.96	Accepted

The results in Table 2 revealed that the t-calculated value was 1.35, while the t-critical value was 1.96 at degree of freedom 522 of .05 level of significance. This implies that both male and female teachers in public secondary schools in Ogoja Education Zone of Cross River State accepted that working techniques are not put in place to enhance the enforcement of ethics and values in secondary schools.

Discussion

Findings from hypothesis one revealed that there are several obstacles facing the enforcement of education law in Ogoja Education Zone. This finding aligned with the study by Adudede (2014), who noted that various obstacles like gross misconduct, truancy, fraudulent registration, sexual harassment, amongst others are some of the obstacles inherent in secondary schools; which if not properly handled has legal implications in the law court. Also, Afolabi's (2014) study is in agreement with the finding of this study; as he noted that both head teachers (62.5%) and class teachers (32.5%) had low awareness of education laws regulating schools management, thus making them prone to litigation.

Findings from hypothesis two revealed that adequate techniques are not put in place by the Ogoja Education Zone in particular and Cross River State Government in general for the enforcement of ethics and values in most public secondary schools in the state. The study of Peretomode (2014) aligned with the present study where he revealed that, most schools in Ogoja Education Zone cannot put into operation its ethics and values as a result of inadequate techniques put in place for its enforcement in most of the secondary schools in the Zone.

Conclusion

Arising from the findings reached, the study concluded that various obstacles and insufficient techniques stand as a stumbling block for 'effective enforcement and administration of law, ethics and values for Secondary schools sustainability in Ogoja Education Zone of Cross River State.

Recommendations

The following recommendations were made:

1. The state ministry of education should conduct seminars and workshops for all the stakeholders on the enforcement of education laws as it will adequately quip them in the discharge of their duties in the school setting.
2. A tranquil environment should be made available by the State Ministry of Education in Secondary schools for efficient enforcement of law, ethics and values that will propel effective administration.

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NURTURING NATIONAL VALUES: A PANACEA FOR NATIONAL SECURITY CHALLENGES IN NIGERIA.



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Abstract

This paper explored the role of national values in addressing national security challenges in Nigeria. The study investigated the current state of national security, Identify challenges and propose possible strategies for nurturing national values to boost peace and security. A qualitative research approach was adopted for the study, using a case designed to explore the experiences and perception of resident in Cross River State, Nigeria. The study revealed that National Values such as patriotism, respect for human life and discipline are essential for promoting national security and unity in Nigeria. The study recommends integrating values education into educational curriculum, promoting community-based initiatives and leadership by example to promote a culture of peace and security. The finding of the study have implications for policy makers, educators and community leaders seeking to promote National Security and Unity.

Keywords: National Values, National Security, Educational, Peace and Security, Nigeria.

Introduction:

Insecurity in Nigeria today is the most discussed topic, This is because of the attacks on innocent Nigerians on a daily basis across the length and breadth of Nigeria. Patriotic and well-meaning Nigerians are disturbed and they keep wondering and asking why this onslaught on Nigerians? The country is currently faced with security, economic and social problems. Okorafo and Njoku (2012) puts it that serious crises in the values system of Nigeria, has caused increased insecurities, hunger and poverty. This has tarnished the nations reputations and severely hindered progress towards achieving its development objectives.

The National Policy on Education (2014) expresses the growing anxiety over the decline of fundamental and increased rancor in the Nigerian state. Where the values of people are taken over by mere Materialism, Insecurity, Killings and Criminality. Citizens seek wealth, fame, power without the values of hard work, They seek pleasure without smeared conscience. They want knowledge with no character fame, business without morality and religion without holiness. The result of all of this actions becomes problems of insecurity experienced in Nigeria today. Consequently, there is no extent of government reforms that can make such a country to achieve to a sustainable development. Ogude (2017), therefore the call for values education and a re-orientation in our society is a call for national culture that would reshape the character and values system of Nigerians.

National values are the pillars of a nation's identity, they help to create a sense of shared identity and purpose among citizens, it influences the way people think, behave, interact with one another. It provides a cohesion in terms of social, economic, religious, national unity, behaviorism as well as environmental stewardship which helps to impact non-traditional threats like climate change and pandemics. The integration of National Values in the Nigerian Educational Curriculum right from the primary education with emphasis on character and values education rather than just civic education which is a wider field is one possible way for Nigerians. Education managers should help to guide the instructional deliverers to teach the students in an early age so that the children can learn from an early stage to understand and grow up with an awareness of patriotism, unity, integrity, respect for human life, tolerance, hard-work, diligence, responsibility, fairness and justice, respect for authority.

Adie (2020): Education management can play a significant role in managing Peace and Security in Nigeria by promoting national values such as patriotism, respect for human life and tolerance. Transmitting an intellectual, committed, unquestionable morals, standard values and emotional stability to learners as required by the national policy on Education can save the ugly situation.

Denga (2008): Opined that peace is said to be the greatest factor facilitating sustained economic development. This is because war times always witness little or no economic investment. Values education promotes social cohesion by teaching values like tolerance, empathy and respect for diversity and bridges the gap between ethnic and cultural groups, reducing conflict and promoting unity. Values Education particularly emphasizes respect for human life and fostering a sense of civic responsibility.

Hence, in this paper, Values of Education is a panacea for reducing national security challenges.

Ategwu & Adie (2020): National value play a crucial role in promoting national security and unity in any country. They expressed the need for inclusion of National Values in Education curriculum at all levels of education. The subject should be one of those core subjects especially at the secondary and tertiary levels of education.

Nwolise (2017) notes that National Values are essential for promoting national development and security in Nigeria. However, Ozoigbo (2019) Nigeria is faced with challenges of internal security and have been experiencing crushing assault from armed robbers, kidnappers and banditry for the past few years. This is coupled with the age long war against Boko Haram sect and farmers/herders conflict across the six Geo-Political Zones in the country (Global Terrorism Index 2019). Bandits are now in killing and kidnapping situations all over the country, Today Nigeria is ranked 6th globally in the 2025 Global Terrorism with an Index score of 7.658. This ranking indicates a rise in terrorism-related fatalities with 565 deaths recorded in 2024 which represents a significant increase over the past two years.

Statement of the problem

The incessant security challenges in Nigeria especially in the Northern, South-East and the North-Central geopolitical zones has constituted a major challenge to the government. This has brought a setback on the economy, food security, educational development and peace of the people. Due to the vastness of this problem, This area of concern has attracted a lot of researches, conferences, workshops, summits and discussions.

Nations like India, Japan, Singapore, Thailand, Slovenia, Philippines and the United Kingdom to mention a few have world best policies on value education to develop the character and ethics of their citizens from teenage and youth age. It is time to try new options, Political office holders should show strong commitment in the direction of securing lives and properties of the people not only in present but in the future too, hence adopting values of education to capture the younger generation can be a positive approach to curb security challenges in Nigeria.

Purpose of the study

The main purpose of this study is to investigate national values, national Security, Educational, Peace and Security, Nigeria. Specifically, the study seeks to determine:

1. To examine the relationship between patriotism on national security.
2. To examine influence of respect for human life on national security.

Methodology

The study made used of survey research design. Survey is used by the researcher to gain a greater understanding about individuals or group perspectives to the concept. The population of this study comprised all judicial officers, security personnel and administrators of schools in Cross River State. The target population for the study was two thousand nine hundred and thirty three (2933) consisting of judicial officers, security personnel and administrators of schools for the year 2024/2025 academic session. There was no sampling in this study as such census was rather employed. A multi-stage sampling procedure was adopted for the study. To select the respondents used for the study, the researcher wrote the names of the three organizations that are in Cross River State on pieces of paper and folded them to conceal the information on each piece of paper. The researcher with eyes closed selected four pieces of paper with replacement, representing fifty percent (50%) of respondents in the study area. In each of the four selected organizations, fifty percent (50%) of respondents were selected for the study using the systematic random sampling technique. In each of the four selected organizations, the researcher wrote the names of all the organizations in alphabetical order, every second school on the list was selected for the study.

To select respondents in each of the three organizations selected for the study, the researcher adopted the systematic sampling technique to select forty nine percent of respondents in each of the organizations. The names of the respondents were written in alphabetical order in each organizations. Every second name on the list was selected for the study while all school administrators were automatically selected for the study.

A questionnaire titled —national values, national Security, Educational, Peace and Security in Nigeria was used for data collation and was validated by three research experts in measurement and evaluation in the Department Educational Foundation, University of Cross River State. It was tested for reliability using Cronbach Alpha reliability method, the Cronbach Coefficient obtained were .71 and .73 which indicated high reliability of the research instrument.

Presentation of Results

This section presents the results of data analysis obtained in the study based on each hypothesis as well as their interpretation. The hypotheses are tested at .05 level of significance.

Null Hypothesis 1: There is no significant influence of patriotism on national security in Cross River State. The independent variable of this hypothesis was patriotism while the dependent variable was national security. Simple linear regression statistics was used in testing the hypothesis and the results are presented in Table 1.

Table 1

Summary of data and simple linear regression analysis of the influence of patriotism on national security in Cross River State.

R		R Square		Adjusted R Square		Std. Error of the Estimate	
.092		.008		.006		7.79911	
Model	Sum of squares	DF	Mean Square	F	Sig		
Regression	262.361	1	262.361	4.313	.038*		
Residual	30899.632	508	60.826				
Total	31161.992	509					

- a. Predictors: (Constant): patriotism
b. Dependent Variable: national security

The simple regression analysis in Table 1 on the influence of patriotism on predicting national security in Cross River State produced an adjusted R^2 of .006. This implies that 6.0 percent of the variance can be predicted from the independent variable (patriotism) in predicting performance of national security. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 4.313$ having a p-value .038 with 1 and 508 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore implies that patriotism significantly predicted effective national security in Cross River State by 6.0 percent. The result therefore implies that there was a significant influence of patriotism on national security.

Null Hypothesis 2: There is no significant influence of respect for human life on national security in Cross River State. The independent variable of this hypothesis was respect for human life while the dependent variable was national security. Simple regression statistics was used in testing the hypothesis and the results are presented in Table 2.

Table 2

Summary of data and simple regression analysis on the influence of respect for human life on national security in Cross River State.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.094	.009	.007	7.79747

Model	Sum of squares	DF	Mean Square	F	Sig
Regression	275.283	1	275.283	4.528	.034*
Residual	30886.709	508	60.801		
Total	31161.992	509			

- a. Predictors: (Constant): Respect for human life
b. Dependent Variable: national security

The simple regression analysis in Table 2 on the influence of respect for human life on predicting national security in Cross River State produced an adjusted R^2 of .007. This implies that 7.0 percent of the variance can be predicted from the independent variable (respect for human life) in predicting national security. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 4.528$ having a p-value .034 with 1 and 508 degrees of freedom at .05 level of significance. The null hypothesis was rejected. This result therefore implies that respect for human life significantly predicted national security in the study area by 7.0 percent. The result therefore implies that there was a significant influence of respect for human life on national security.

Discussion of Findings

This section is devoted to the discussion of findings obtained in the study. The discussion was done according to each of the stated hypothesis.

Patriotism and National Security

This research hypothesis which addresses the influence of patriotism on national security in the study revealed that there is a significant influence of patriotism on national security in the study area. The finding of this study is in agreement with that of Ozoigbo (2019) who noted that Patriotism encourages citizens to prioritize national interest over ethnic, religious, or regional affiliations. When people see themselves first as Nigerians rather than members of a tribe or religion, they are more likely to cooperate in efforts to secure the nation. This unity is essential in tackling common threats such as terrorism, banditry, and insurgency. A patriotic population is more likely to support and cooperate with

security agencies by reporting suspicious activities and collaborating during security operations. This community-level intelligence gathering is crucial in preventing crime and terrorism.

The finding of this study agrees with that of Ategwu & Adie (2020) who reported that Patriotism strengthens commitment to constitutional principles, law and order, justice, and human rights. This contributes to the development of institutions and systems that reinforce internal stability and reduce insecurity. A patriotic spirit reduces corruption and the abuse of power—both of which are root causes of insecurity in Nigeria. Citizens and leaders who are loyal to national progress are less likely to divert public resources meant for development or security. Patriotism can inspire young Nigerians to engage in positive nation-building activities like joining the armed forces, volunteer services, peacebuilding initiatives, or community development projects—all of which contribute to a safer society. When citizens display patriotic behavior, it helps build a positive international image of Nigeria. This can attract foreign support, partnerships, and intelligence-sharing that boost national security efforts. Patriotism is a powerful tool for promoting national security in Nigeria. When citizens are committed to the peace, progress, and unity of the nation, they become active partners in defending it. Therefore, fostering patriotism through education, leadership by example, and equitable policies is essential to achieving long-term security and stability. Patriotism plays a crucial role in national security by fostering unity, promoting responsible citizenship, and encouraging active participation in safeguarding the nation. A strong sense of patriotism can lead to greater social cohesion, reduced internal conflicts, and increased public support for security initiatives, ultimately strengthening Nigeria's ability to withstand both internal and external threats.

Respect for human life on national security

The findings obtained from analysis and texting of hypothesis two which addresses the influence of respect for human life on national security in study area revealed that the null hypothesis was rejected. This implies that there is a significant influence of respect for human life on national security in the study area. The finding of this study could be linked to the fact that respect for human life provides a platform for citizen to interact and exchange ideas that would help achieve the goals of peaceful living. It has been observed that When the government, security agencies, and citizens respect human life, it strengthens the rule of law. People are treated fairly and equally under the law, regardless of their status, tribe, or religion.

The finding of this study agrees with that of Denga I. Denga (2008) who reported that Respect for human life refers to the recognition of the inherent dignity, value, and rights of every human being. It includes the protection of life, ensuring safety, upholding justice, and promoting human rights. In the context of national security, respect for human life plays a vital role in creating a stable, peaceful, and law-abiding society. In Nigeria, where insecurity is a persistent challenge, fostering respect for human life is essential to achieving sustainable national peace and security.

Respect for human life is a cornerstone of a peaceful and secure Nigeria. When life is valued and protected by all government, security agencies, and citizens—national security becomes stronger. It creates a just and peaceful society, reduces violence, and promotes cooperation. Therefore, promoting the respect for human life is not only a moral obligation but a strategic priority for national security in Nigeria.

Conclusion

Based on the results of the findings obtained from analysis of data and testing of hypotheses in the study revealed that there was a significant influence of patriotism and respect for human life on national security in the study area. It can be concluded that patriotism with value for education significantly influence national security in terms of school management and service delivery.

Recommendations

Based on the findings of the study the following recommendations were made:

School administrators should ensure that schools are provided with adequate security in order to make conducive for teaching and learning.

Administrators of schools should continue to liaise with security agencies ensure that school achieve its set goals and objectives

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ROLE OF CONTINUOUS PROFESSIONAL DEVELOPMENT IN RE-ENGINEERING TEACHERS' ETHICAL STANDARDS AND VALUE-DRIVEN INSTRUCTION IN PUBLIC SCHOOLS IN RIVERS STATE



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Abstract

This paper discussed role of continuous professional development in re-engineering teachers' ethical standards and value-driven instruction in public schools in Rivers State. Education is key to national development, helping individuals gain knowledge, skills, and values for personal and societal growth. In Nigeria, especially in Rivers State, the education system faces challenges like poor teacher training, ethical issues, and lack of value-based teaching. Many teachers struggle with professionalism, affecting student outcomes. Continuous Professional Development (CPD) can help by improving teachers' skills and ethics, leading to better teaching and stronger values in the classroom. CPD is a continuous process that helps teachers improve their skills, knowledge, and abilities throughout their careers. The paper was supported by the Transformative Learning Theory, developed by Jack Mezirow, which posits that learning occurs when individuals critically examine their beliefs, assumptions, and experiences, leading to a shift in their perspective. The paper identified role of continuous professional development (CPD) in re-engineering teachers' ethical standards and value-driven instruction, which includes; Enhancing Ethical Awareness, Developing Ethical Leadership Skills, Integrating Values into Curriculum Design, Enhancing Classroom Management, Encouraging Collaboration and Peer Learning, Adapting to Technological Advancements, Promoting Ethical Decision-Making, Building Cultural Competence and Strengthening Accountability Mechanisms. It therefore concluded that continuous professional development is instrumental in re-engineering teachers' ethical standards and promoting value-driven instruction in Rivers State. The paper therefore suggested that Government Agencies (Federal Ministry of Education, Rivers State Ministry of Education) should develop and implement policies that mandate regular CPD programs for teachers, focusing on ethical standards and value-driven instruction. These policies should ensure that CPD is integrated into the teachers' professional development framework and is aligned with national educational goals.

Keywords: Role, Continuous Professional Development, Re-Engineering, Teachers' Ethical Standards, Value-Driven Instruction, Public Schools, Rivers State

Introduction

Education is widely recognized as a key foundation for national development. It is essential for passing on knowledge, shaping individuals' character, and driving societal progress. Through education, individuals acquire the skills necessary for economic participation, social interaction, and the ability to contribute positively to their communities. In Nigeria, education is seen as a vital tool for addressing national challenges, promoting economic development, and promoting social unity (FRN, 2014). However, despite these lofty ideals, the Nigerian educational system faces numerous challenges, particularly in Rivers State, where issues such as inadequate teacher training, ethical lapses among

educators, and a lack of value-driven instruction impede the realization of educational objectives. A critical examination reveals that many teachers in Rivers State exhibit ethical shortcomings, including absenteeism, corruption, and a lack of commitment to professional standards. These ethical breaches not only tarnish the reputation of the teaching profession but also adversely affect student outcomes (Agi, 2017; Ibara, 2019; Owchondah, 2020; LongJohn (2023).

To tackle these challenges, it's important to explore how Continuous Professional Development (CPD) can improve teachers' ethical standards and promote value-driven instruction. CPD involves various activities designed to improve educators' knowledge, skills, and abilities, helping them stay effective and adapt to changes in education (Wosu et al., 2024). Through CPD, teachers can keep improving and offer better learning experiences, helping students meet academic standards while also promoting ethical behavior and important values. Upgrading their skills, teachers can better meet students' changing needs and prepare them for future challenges.

Theoretical Framework

The theory that support this paper was the Transformative Learning Theory, developed by Jack Mezirow's in 1978 cited in Jackson (2024). The theory posits that learning occurs when individuals critically examine their beliefs, assumptions, and experiences, leading to a shift in their perspective. This new way of thinking helps them make better decisions, adapt to change, and act in more informed and responsible ways. In education, it encourages teachers to reflect on their teaching and values, which can lead to improved practices and stronger ethical standards (Mezirow, 1978 cited in Jackson, 2024). In the context of this topic, the theory suggests that CPD should do more than just provide new knowledge; it should encourage educators to critically reflect on and improve their teaching practices and ethical standards.

The theory is particularly relevant to the topic as it focuses on helping educators reflect on and transform their practices, which is essential for improving teachers' ethical standards and promoting value-driven instruction through CPD. Thinking carefully about their beliefs and assumptions, teachers can improve their teaching methods, making them more ethical and effective (Mezirow, 1997). This kind of change supports the main goal of CPD, which is to help teachers grow professionally and behave ethically in the classroom.

Conceptual Clarification

Continuous Professional Development (CPD)

CPD is a continuous process that helps teachers improve their skills, knowledge, and abilities throughout their careers. Unlike one-time training, CPD is ongoing and recognizes that education is always changing. It helps teachers stay up to date with new teaching methods, technology, and research. Darling-Hammond (2017) defined CPD as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. Dyosini (2022) described CPD as a dynamic and continuous approach that allows teachers to enhance their skills, knowledge, and competencies throughout their careers. Piper et al. (2018) emphasized that CPD equips teachers with the necessary skills to integrate technology into their classrooms, fostering dynamic and effective learning environments. Virtue et al. (2022) highlighted that CPD empowers teachers by offering opportunities to refine and expand their pedagogical skills, thereby enhancing their professional competence.

In Rivers State, CPD is crucial for re-engineering teachers' ethical standards and promoting value-driven instruction. Engaging in CPD, teachers can develop a deeper understanding of ethical issues in education and acquire the skills necessary to implement value-based teaching practices.

Re-engineering

Re-engineering refers to the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical measures of performance. In the context of education, re-engineering involves a thorough examination and redesign of teaching practices, curricula, and

organizational structures to enhance educational outcomes. Hammer and Champy (2018) defined re-engineering as the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical measures of performance. Davenport (2020) described re-engineering as the analysis and design of workflows and processes within and between organizations.

Shen and Chou (2010) viewed re-engineering as the redesign of processes based on performance criteria such as service, speed, cost, and quality, in response to the rapidly changing world and the growing need for improvement and adaptation. Hammer (2001) highlighted that re-engineering involves a fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical measures of performance. In Rivers State, re-engineering is essential for transforming teachers' ethical standards and instructional values. Re-engineering teaching practices and curricula, educators can create a more ethical and value-driven educational environment.

Teachers' Ethical Standards

Teachers' ethical standards encompass the principles and values that guide educators' professional conduct. These standards are crucial for ensuring that teachers act with integrity, fairness, and respect in their interactions with students and colleagues. Sherpa (2018) defined teachers' ethical standards as a guiding principle that assists teaching professionals to work with commitment, dedication, sincerity, honesty, and integrity. It serves as a means to reinforce public trust in the profession and guides teachers to be "good" in their professional conduct. Iroegbu and Uyanga (2019) defined teachers' ethical standards as a commitment to the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. These standards are essential to the goals of protecting freedom to learn and teach and ensuring equal educational opportunity for all.

Faremi et al. (2021) described teachers' ethical standards as a vision of professional practice, emphasizing a commitment to students and their learning. These standards guide ethical decisions and actions, promoting public trust and confidence in the teaching profession. In Rivers State, enhancing teachers' ethical standards through continuous professional development (CPD) is vital. CPD programs can provide teachers with the tools to reflect on and improve their ethical practices, leading to a more effective and morally grounded educational environment.

Value-Driven Instruction

Value-Driven Instruction refers to a teaching approach that emphasizes the integration of core values and principles into the learning process. This approach focuses on not just academic content, but also on teaching students essential values such as respect, responsibility, fairness, empathy, and honesty. It encourages educators to model these values through their actions and decisions while creating a classroom environment where students are encouraged to reflect on and practice these values in their interactions and behaviors. Shizha and Kariwo (2011) defined value-driven instruction as teaching that incorporates moral and ethical values into the curriculum. Piper et al. (2018) viewed value-driven instruction as focusing on developing students' character alongside their academic abilities.

Hawkes (2013) highlighted that value-driven instruction involves teaching about positive human values such as respect, honesty, compassion, care, humility, and responsibility. He notes that when a school seriously develops the moral and spiritual aspects of the curriculum, the school community becomes more reflective and harmonious. This approach encourages students to take greater personal responsibility for their learning and behavior. Dyosini (2022) described value-driven instruction as essential for creating a learning environment that promotes ethical behavior and respect among students. In Rivers State, adopting value-driven instruction through CPD can help teachers instill essential values in students, contributing to the development of responsible and ethical citizens.

Role of Continuous Professional Development (Cpd) In Re-Engineering Teachers' Ethical Standards And Value-Driven Instruction

In Rivers State, Continuous Professional Development (CPD) is essential for improving teachers' ethical standards and encouraging value-driven instruction. CPD programs help teachers enhance their skills, knowledge, and ethical practices, ensuring they meet the changing needs of students and the education system. These programs focus not only on teaching techniques but also on promoting ethical behavior, creating a positive environment where teachers model good values for their students. The following are the key ways CPD supports the improvement of teachers' ethics and values in Rivers State:

Enhancing Ethical Awareness for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Ethical awareness refers to the ability of individuals, particularly educators, to recognize and reflect on ethical issues and dilemmas that arise within their professional practices. It involves an ongoing process of understanding what constitutes ethical behavior, identifying ethical challenges, and making decisions that align with moral and professional standards (Gert, 2017).

Teachers with a heightened ethical awareness are better equipped to handle complex situations with fairness, responsibility, and respect, creating an environment that fosters trust and integrity in the classroom. Kussrow and Mavhungu (2019) emphasized that enhancing ethical awareness helps educators better understand their professional role, not only in delivering academic content but also in shaping the values and behaviors of students. The study emphasized the importance of CPD in raising awareness about various ethical challenges in education systems and supporting teachers in adopting more ethical teaching practices. Similarly, Gauthier et al. (2021) stressed that CPD programs focusing on ethical awareness ensure that teachers can engage in self-reflection and enhance their decision-making abilities when faced with ethical dilemmas in the classroom. Furthermore, Williams and Roberts (2020) highlighted that ethical awareness gained through CPD can lead to a more reflective teaching practice, where educators become more attuned to the ethical dimensions of their classroom interactions and their impact on students. More-so, Foster and Carroll (2018) found that CPD that centers on ethical considerations provides teachers with the tools needed to create an environment of trust and respect, which is essential for fostering ethical behavior in students. The study underlined that CPD is very important in helping teachers handle ethical challenges and keep high professional standards in their work. Through CPD, teachers can better understand these issues, leading to improved learning and a more ethical school environment.

In Rivers State, the main challenge is helping teachers identify and handle ethical issues in the changing education system. Using CPD to build ethical awareness will keep teachers informed about important issues like student rights, fairness, and respect, and help them apply these values in their work.

Developing Ethical Leadership Skills for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Ethical leadership in education refers to the practice of leading with integrity, fairness, and accountability, particularly in terms of how educators interact with students, colleagues, and the broader community. Ethical leaders guide others in making decisions that reflect moral principles, such as honesty, transparency, and responsibility (Gardner, 2018). Teachers with ethical leadership skills inspire their students to adopt these values, creating a culture of respect and trust within the school. Walker et al. (2020) emphasized the importance of ethical leadership skills in educators, noting that when teachers lead by example, students are more likely to internalize ethical values and demonstrate them in their own behavior. CPD, programs that focus on developing ethical leadership skills encourage teachers to reflect on their personal values and how these influence their professional conduct (Cowan & Crompton, 2021). Moreover, Hill and Leman (2019) asserted that ethical leadership training within

CPD programs allows teachers to build the necessary skills to address conflicts, make fair decisions, and foster an environment of ethical dialogue among students.

Furthermore, Singh and Sharma (2022) argued that developing ethical leadership in teachers enables them to act as role models who not only provide academic instruction but also guide students through ethical challenges they may face in their personal lives. In support of this, Alvarez and Torres (2020) found that teachers who received ethical leadership training demonstrated improved classroom management and a greater ability to influence students' moral development. Similarly, Kim and Sato (2021) observed that CPD initiatives focused on leadership ethics significantly enhanced teachers' confidence in handling moral dilemmas, promoting fairness, and maintaining student trust. These studies collectively highlight the importance of CPD in equipping teachers with strong ethical leadership abilities to positively shape student behavior and school culture. In Rivers State, cultivating ethical leadership in teachers is critical for creating a conducive environment for both teaching and learning. Developing these skills through CPD programs can help teachers model behaviors that promote ethical conduct, ensuring that students in Rivers State schools are led by educators who understand the importance of fairness, responsibility, and integrity in their actions.

Integrating Values into Curriculum Design for Re-engineering Teachers" Ethical Standards and Value-Driven Instruction

Curriculum design involves the process of planning, organizing, and implementing the content and structure of educational programs. When curriculum design is "value-driven," it means that educators intentionally integrate values such as respect, responsibility, and fairness into the subject matter and teaching strategies (Devine & Lucas, 2018). This approach ensures that students are not only taught academic content but also the life skills necessary for becoming responsible and ethical members of society. Kaur and Gill (2017) emphasized that integrating values into the curriculum is a vital aspect of modern education, as it helps shape students' character and ethical perspectives.

Furthermore, Hasan and Mohamad (2020) noted that curriculum design that incorporates core values leads to a more holistic educational experience for students, preparing them for both academic and moral challenges in life. This process involves considering how various subjects can teach students the importance of ethical behavior, as well as how they can engage in discussions that explore moral issues in the context of the curriculum (Ali & Khan, 2019). Through CPD, teachers can learn how to effectively integrate these values into their teaching, ensuring that their students are exposed to both academic excellence and ethical frameworks that will guide their future decisions (López & Rodríguez, 2022). More-so, Müller and Weber (2021) emphasized that value-based curriculum design enhances students' critical thinking and empathy, making them more socially responsible citizens. Also, Chikwe and Adeyemi (2023) found that CPD initiatives aimed at integrating values into the curriculum led to more consistent moral guidance in classrooms and better student-teacher relationships. The study emphasize the importance of equipping teachers through CPD to embed ethical values within curriculum content for long-lasting impact in Rivers State schools. In Rivers State, the challenge is how to adjust the curriculum to include strong ethical values. CPD can help teachers gain the skills to create lessons that teach both academics and moral values. This will help students not only succeed in school but also grow into responsible and ethical individuals.

Enhancing Classroom Management for Re-engineering Teachers" Ethical Standards and Value-Driven Instruction

Classroom management refers to the strategies and techniques teachers use to maintain a positive and productive learning environment. Effective classroom management ensures that students remain engaged, respectful, and cooperative, allowing teachers to foster an atmosphere where learning can thrive (Emmer & Sabornie, 2016). In value-driven instruction, classroom management goes beyond simple discipline. It emphasizes creating a culture of respect, responsibility, and mutual understanding. Brown and Olsen (2017) argued that CPD programs that focus on enhancing classroom management

help teachers develop strategies to manage diverse classrooms, handle conflicts, and maintain ethical standards within the classroom.

In similar vein, teachers who incorporate values into their classroom management techniques, such as respect for all students, fairness in discipline, and understanding of cultural differences, create an inclusive and supportive learning environment (Löfgren, 2020). Miller and Osborne (2021) found that teachers who received CPD focused on ethical classroom management reported higher levels of student engagement and reduced behavioral issues. This not only improves academic outcomes but also cultivates a space where students feel respected and valued, promoting ethical behavior among the student body. Zhang and Chen (2023) argued that effective classroom management in value-driven contexts helps teachers set clear ethical expectations and fosters a sense of accountability among students. Similarly, Bernard and Lemoine (2020) emphasized that classroom management rooted in ethical principles strengthens student-teacher relationships, creating an environment of trust and mutual respect. In Rivers State, effective classroom management is key to creating a learning environment that supports both academic achievement and ethical behavior. CPD programs that focus on these aspects will equip teachers with the necessary skills to maintain a classroom that encourages mutual respect, fosters ethical conduct, and ensures a positive atmosphere for learning.

Encouraging Collaboration and Peer Learning for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Collaboration and peer learning refer to the process where educators work together, share knowledge, and learn from each other's experiences to improve their teaching practices. Collaboration allows teachers to share knowledge, engage in reflective practice, and enhance their skills collectively (Martins, 2019). Continuous Professional Development (CPD) promote collaboration and peer learning enables teachers to expand their professional networks, gain different perspectives on educational practices, and improve their overall teaching techniques. Gabel and Joy (2019) observed that peer learning encourages teachers to challenge their own assumptions, learn new strategies, and implement practices that foster ethical decision-making in the classroom.

In similar vein, teachers involved in collaborative learning environments also report a stronger sense of professional responsibility and a greater commitment to ethical teaching practices (Crawford, 2021). Svensson et al. (2020) noted that collaboration in CPD helps teachers create a shared understanding of ethical issues and challenges, enhancing their ability to approach these challenges collectively. Furthermore, Hargreaves and O'Connor (2021) argued that promoting a collaborative culture among teachers is integral to building ethical standards in educational settings. When educators collaborate, they are more likely to engage in joint reflection and problem-solving, which is crucial for addressing ethical challenges within education systems.

In Rivers State, promoting collaboration and peer learning through CPD can help teachers tackle ethical issues together and find solutions. This approach allows teachers to share best practices and build a supportive network to address challenges in a more ethical way.

Adapting to Technological Advancements for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Adapting to technological advancements involves teachers updating their knowledge and skills to integrate new educational technologies into their teaching practices. In recent years, technology has revolutionized the educational setting, offering tools and resources that enhance teaching effectiveness and student engagement (Selwyn, 2016). Technology-enabled learning platforms, digital tools, and educational apps have made it possible for teachers to provide more personalized and engaging instruction. Khan et al. (2020) noted that adapting to technology helps teachers enhance both their pedagogical skills and their ability to model ethical use of technology. This is especially important as teachers are responsible for guiding students on how to use digital tools in ethical and responsible ways. Integrating technology into CPD programs ensures that educators can effectively use digital resources, which in turn allows them to maintain a high standard of value-driven instruction (Starkey, 2021).

Moreover, adapting to new technological advancements helps teachers stay competitive in their profession, ensuring that they are equipped to meet the needs of modern students who are increasingly digital-savvy (Reddy & Brown, 2022). Schein (2021) emphasized that embracing technology also requires teachers to address ethical concerns related to privacy, equity, and access, which can significantly impact the learning experience. Similarly, Peterson and Lange (2023) highlighted that technology-integrated CPD helps educators develop not only technical skills but also the ethical awareness needed to manage issues like data security, cyberbullying, and digital citizenship.

In Rivers State, using CPD to integrate technology is key to improving teaching and ethical standards. The challenge is that many teachers may not know the latest educational technologies. CPD opportunities focused on this will help teachers use technology ethically, benefiting both teachers and students. This will prepare teachers to teach effectively in a digital world.

Promoting Ethical Decision-Making for Re-engineering Teachers” Ethical Standards and Value-Driven Instruction

Ethical decision-making refers to the process of choosing actions that align with moral principles, such as fairness, integrity, and respect for others. In the teaching profession, ethical decision-making is crucial as teachers often face dilemmas that require them to balance academic priorities with the welfare and rights of their students. CPD programs focused on ethical decision-making provide educators with frameworks and tools to approach complex situations with integrity and fairness. Noddings (2018) emphasized that promoting ethical decision-making in CPD helps teachers develop a deeper understanding of the moral implications of their actions, particularly in diverse and high-stakes educational environments. The study suggests that teachers who engage in professional development focused on ethics are more likely to make decisions that prioritize the well-being and growth of their students.

Similarly, Li and Wang (2019) argued that ethical decision-making is an essential component of teachers' professional development, as it empowers them to navigate ethical dilemmas such as bias, discrimination, and fairness. Adding to this, Jones and Khan (2020) emphasized that CPD programs focused on ethical decision-making help teachers establish clear ethical guidelines for their actions, which in turn positively influences the classroom culture. Furthermore, Teixeira and Sousa (2022) highlighted that teachers who are trained to make ethical decisions are better positioned to advocate for students' rights, create a fair learning environment, and foster a positive educational experience. Likewise, Novak and Ferreira (2023) noted that ethical decision-making training enhances teachers' ability to reflect on their actions and make choices that align with both institutional policies and the moral needs of students.

In Rivers State, promoting ethical decision-making through CPD is important for helping teachers handle tough situations with fairness and integrity. CPD will give teachers the tools they need to make decisions that prioritize the well-being of their students.

Building Cultural Competence for Re-engineering Teachers” Ethical Standards and Value-Driven Instruction

Cultural competence refers to the ability of educators to understand, respect, and effectively teach students from diverse cultural backgrounds. It involves developing an awareness of one's own cultural biases and learning how to create an inclusive learning environment that respects and values cultural differences. CPD programs that focus on building cultural competence help teachers develop the skills necessary to teach in a multicultural classroom. Banks (2017) argued that cultural competence is vital for educators, particularly in diverse educational contexts, as it enables them to build trust with students, enhance their engagement, and address the unique needs of students from different cultural backgrounds.

Similarly, Tangen and Dempsey (2020) pointed out that cultural competence in teaching ensures that students feel valued and understood, which contributes to a positive and inclusive learning environment. Emphasizing cultural competence in CPD also empowers teachers to critically examine

their own biases and assumptions, thus enabling them to adopt more inclusive pedagogical practices (Hussein & Briscoe, 2021). Green et al. (2019) found that teachers who received CPD training in cultural competence were better equipped to handle issues of cultural diversity and create equitable learning opportunities for all students. Similarly, Delgado and Martinez (2023) highlighted that CPD programs focused on multicultural education prepare teachers to integrate diverse cultural perspectives into their lessons, enriching the learning experience and fostering mutual respect.

In Rivers State, it's important for teachers to build cultural competence to effectively engage with students from different backgrounds. The challenge is that classrooms are becoming more diverse, and teachers need to adapt. Adopting Continuous Professional Development (CPD) programs focused on cultural competence, teachers can better understand their students' cultures, leading to more inclusive and effective teaching.

Strengthening Accountability Mechanisms for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Accountability mechanisms refer to the systems, practices, and structures that ensure educators are held responsible for their professional conduct and the quality of their work. These mechanisms include performance evaluations, self-assessment, peer reviews, and external oversight (Hall & O'Donnell, 2018). Strengthening accountability mechanisms through CPD helps ensure that teachers are consistently meeting professional standards and adhering to ethical guidelines in their teaching practices. O'Connor and Leonard (2019) noted that accountability not only ensures that teachers maintain high standards of teaching but also encourages them to be more reflective and self-aware in their practice. Similarly, Johnson et al. (2020) stressed that CPD programs that focus on accountability empower teachers to take ownership of their professional development and contribute to their own ethical growth. These mechanisms create a culture of continuous improvement, where teachers are motivated to enhance their practice and are held responsible for their actions (Grant & Levesque, 2021). Likewise, Smith and Hall (2022) argued that accountability mechanisms are critical in ensuring that ethical practices are maintained in the classroom, as they provide clear expectations for teacher behavior and performance.

In Rivers State, strengthening accountability through CPD is essential for improving teaching standards and ethical behavior. The challenge is in establishing effective evaluation systems to monitor and support teachers. Adopting CPD programs focused on accountability, teachers will be better prepared to improve their practices, follow ethical guidelines, and achieve better educational results, leading to increased professionalism.

Conclusion

Continuous Professional Development is instrumental in re-engineering teachers' ethical standards and promoting value-driven instruction in Rivers State. Addressing various facets of professional growth, CPD guaranteed that educators are well-equipped to navigate ethical challenges and impart moral values to students. The integration of CPD into the educational framework of Rivers State promises a transformative impact on both teachers and students, promoting a generation grounded in ethical principles and societal values.

Suggestions

To ensure the successful re-engineering of teachers' ethical standards and the promotion of value-driven instruction in Rivers State, several key strategies can be employed. These suggestions are designed to provide a comprehensive approach for integrating Continuous Professional Development (CPD) into the educational system. Enhancing teachers' professional growth and ethical awareness, these measures will contribute to the development of a morally grounded educational environment. The following suggestions highlight essential actions to drive the transformation:

1. Government Agencies (Federal Ministry of Education, Rivers State Ministry of Education) should develop and implement policies that mandate regular CPD programs for teachers,

- focusing on ethical standards and value-driven instruction. These policies should ensure that CPD is integrated into the teachers' professional development framework and is aligned with national educational goals.
2. School Administrators (Principals, Vice Principals) should organize and facilitate workshops, seminars, and conferences that address contemporary ethical issues in education. These events should provide platforms for teachers to engage in discussions, share experiences, and learn from experts in the field.
 3. Teachers should actively participate in CPD programs and apply the knowledge gained to enhance their teaching practices. Teachers should also engage in self-reflection and peer discussions to continuously improve their ethical standards and instructional methods.
 4. Professional Associations (Nigerian Union of Teachers, Subject Associations) should collaborate with educational authorities to design CPD programs that are relevant to the ethical challenges faced by teachers. These associations should also advocate for the inclusion of ethical training in teacher education curricula.
 5. Educational Researchers (University Faculties of Education) should conduct studies to assess the effectiveness of CPD programs in improving teachers' ethical standards and instructional practices. Research findings should inform the development of future CPD initiatives.
 6. Parents and Community Leaders should support CPD initiatives by encouraging teachers to participate and by providing feedback on the ethical conduct and instructional quality observed in schools. Their involvement can enhance the relevance and impact of CPD programs.
 7. Educational Policy Makers should allocate resources and provide incentives for CPD programs that focus on ethical standards and value-driven instruction. Policies should also include mechanisms for monitoring and evaluating the effectiveness of these programs.
 8. Media and Civil Society Organizations should raise awareness about the importance of teachers' ethical standards and the role of CPD in enhancing these standards. Media campaigns can highlight success stories and best practices to motivate teachers and stakeholders.
 9. International Organizations (UNESCO, UNICEF) should provide technical support and funding for CPD programs that aim to improve teachers' ethical conduct and instructional quality. These organizations can also facilitate the exchange of knowledge and experiences across regions.

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ORGANIZATIONAL ETHICS VARIABLES ON EFFECTIVE MANAGEMENT OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE



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Abstract

The study investigated organizational ethics variables on effective management of public senior secondary schools in Rivers State. Three objectives and research questions guided the study. The study used descriptive survey design. A self-designed questionnaire titled —school management effectiveness questionnaire was used to collect information for the study. 800 school managers made up the population of the study and a sample of 250 respondents was drawn from the population using stratified random sampling technique. Out of the 250 copies of questionnaire administered, only 238 were retrieved and used for the study's analysis. The instrument was face and content validated through expert review by educational management specialists in Rivers State University and legal/ethical studies scholars, and the internal consistency of the questionnaire was determined using Cronbach Alpha. Overall reliability index of 0.82 was obtained. The data collected were analyzed using mean and standard deviation. Findings revealed that legal compliance, ethical leadership, and core institutional values influence effective school management to a high extent in public secondary schools in Rivers State. It was recommended that, the Ministry of Education should provide regular training and sensitization for school managers on the legal frameworks governing school operations to ensure greater compliance and accountability, school leadership development programmes should prioritize ethical behaviour, focusing on fairness, transparency, and moral responsibility and schools should collaboratively define and promote core values such as respect, excellence, inclusiveness, and accountability. These values should be embedded in school culture and daily practices.

Keywords: Organizational Ethics Variables, Effective Management, Legal Compliance, Ethical Leadership, Core Institutional Values

Introduction

Effective school management is a cornerstone of quality education delivery. Especially in public secondary schools, where managerial leadership significantly influences teaching, learning, discipline, resource management, and stakeholder engagement. In recent years, there has been growing recognition of the role that organizational ethics variables such as legal compliance, ethical leadership, and core institutional values play in fostering a conducive learning environment and ensuring effective governance in schools. According to Okafor and Okocha (2021) these variables are essential not only for regulatory purposes but also shaping the moral and operational character of educational institutions. Legal compliance in school administration refers to adherence to established laws, policies, and regulations that govern the operation of educational institutions. These include national education laws, state policies, teacher service codes, procurement guidelines, and child protection statutes. In the Nigerian context, the Universal Basic Education Act (2004), the National Policy on Education (2014),

and state-level educational edicts provide a legal framework within which public schools must operate. Compliance with these laws helps prevent administrative malpractice, ensures accountability, and protects the rights of students and staff (Adebayo & Ogunyemi, 2019). Failure to comply with legal standards often leads to managerial inefficiency, financial mismanagement, and loss of public trust in school leadership.

Ethical leadership is equally central to effective school management. Ethical leaders are guided by principles such as fairness, honesty, integrity, transparency, and responsibility in decision-making. In the school setting, this translates into equitable treatment of students and staff, honest handling of school funds, ethical hiring practices, and responsible disciplinary measures (Ugwulashi, 2017). Ethical leadership also fosters trust and collaboration among stakeholders, which enhances staff motivation, student discipline, and overall school performance. In Rivers State, where challenges such as politicization of education, mismanagement of resources, and corruption are not uncommon, ethical leadership becomes a critical countermeasure to ensure that school goals are achieved efficiently and morally.

Furthermore, core institutional values such as respect, excellence, accountability, and commitment to service form the cultural bedrock of schools and influence the behaviour of managers, teachers, and students. Values shape how decisions are made, how conflicts are resolved, and how members of the school community interact. Institutions that promote strong positive values tend to promote strong positive values to record higher levels of staff commitment, student discipline, and managerial coherence (Onyije & Olanrewaju, 2020). In Rivers State, where socio-political and economic pressures may challenge the moral compass of public institutions, institutional values serve as internal guiding principles that uphold standards even in the absence of external supervision.

The interrelationship among legal compliance, ethical leadership, and institutional values is crucial. While legal frameworks provide the structural boundaries within which schools operate, ethical leadership ensures moral direction, and institutional values instill a shared sense of purpose and identity. Together, they influence managerial effectiveness by promoting transparency, accountability, and student-centered policies. However, there is limited empirical evidence on how these variables interact to affect the effectiveness of school management in public secondary schools in Rivers State.

The study therefore seeks to fill this gap by empirically investigating the influence of legal compliance, ethical leadership, and core institutional values on the effectiveness of school management in public senior secondary schools in Rivers State. The findings are expected to contribute to policy refinement, leadership development programmes, and the formulation of strategies for improved school governance.

Literature Review

Theoretical Framework

This study is anchored on three interrelated theories: Institutional Theory, Ethical Leadership Theory, and Transformational Leadership Theory. Each of these theories provides a conceptual lens through which the variables: legal compliance, ethical leadership, and core institutional values can be examined in relation to school management effectiveness.

Institutional Theory (Meyer & Rowan, 1977)

Institutional Theory posits that organizations function within a structured and regulated environment where formal rules, laws, and norms influence organizational practices. Compliance with these external expectations legitimizes the organization and enhances its credibility and efficiency. In the context of school management, legal frameworks such as the Universal Basic Education Act (2004), the National Policy on Education (2013), and state-level educational policies act as institutional mechanisms that define how public schools should operate. Adherence to these legal instruments foster transparency, accountability, and consistency in school governance (Okafor & Okocha, 2021). Thus, Institutional Theory supports the argument that legal compliance is a prerequisite for effective school management.

Ethical Leadership Theory (Brown, Treviño & Harrison, 2005)

Ethical Leadership Theory emphasizes the role of morality, fairness, integrity, and role modeling in effective leadership. Ethical leaders set standards for behaviour, make fair decisions, and encourage others to act ethically through communication and example. In the context of school leadership, ethical managers create a climate of trust, fairness, and professional conduct, which significantly impacts teacher morale, student behavior, and organizational cohesion (Ugwulashi, 2017). By applying Ethical Leadership Theory, this study recognizes that the presence of ethical behavior in school leadership enhances decision-making, conflict resolution, and staff motivation, thereby improving managerial effectiveness.

Transformational Leadership Theory (Burns, 1978; Bass, 1985)

Transformational Leadership Theory focuses on leaders who inspire and motivate followers to exceed expectations by fostering a shared vision, promoting innovation, and nurturing organizational values. It is particularly relevant in educational settings where leaders are expected to instill a sense of mission and commitment among teachers and students. This theory provides the basis for understanding how core institutional values such as respect, accountability, and commitment can be embedded in school culture and contribute to managerial effectiveness. Transformational leaders align the values of staff and students with institutional goals, creating a cohesive and purpose-driven environment (Sergiovanni, 1992).

Synthesis of Theories

Together, these three theories offer a robust framework for understanding the interplay between external legal requirements (Institutional Theory), internal moral behavior (Ethical Leadership Theory), and shared cultural values (Transformational Leadership Theory) in shaping school management effectiveness. The synergy of these perspectives allows for a comprehensive analysis of how leadership, law, and values interact to enhance the functioning of public secondary schools in Rivers State.

Legal Compliance in School Management

Legal compliance serves as the foundation of responsible and effective school governance. Laws and regulations in the education sector ensure that school managers uphold standards in areas such as curriculum implementation, personnel management, financial accountability, student welfare, and infrastructure development. Adebayo and Ogunyemi (2019) stated that adherence to legal provisions enhances managerial transparency and minimizes occurrences of misconduct or abuse of power. In the Nigeria context, public secondary schools are expected to comply with frameworks such as the National Policy on Education (2014), Child Rights Act (2003), and laws. Non-compliance can lead to legal sanctions, loss of stakeholder confidence, and diminished institutional performance (Okoro & Ibe, 2018).

Ethical Leadership and Managerial Effectiveness

Ethical leadership has been shown to play a pivotal role in influencing the quality of decision-making and the moral tone of school leadership. Ethical leaders demonstrate integrity, fairness, empathy, and a strong sense of justice, which promotes a culture of mutual respect and shared responsibility in schools (Brown & Trevino, 2006). In Nigeria, studies indicate that ethical lapses such as favoritism in staff promotion, misappropriation of funds, and lack of transparency in student assessments hinder managerial effectiveness (Ugwulashi, 2017). Ethical leadership enhances communication, builds trust, and strengthens teamwork among staff and students, thereby improving organizational climate and learning outcomes (Edeh & Nwankwo, 2020).

Institutional Values and School Culture

Institutional values from the cultural identity of schools and guide behaviours, decisionmaking and relationships. Values such as respect, responsibility, excellence, and accountability are instrumental in shaping the ethos of school communities (Onyije & Olanrewaju, 2020). Schools that internalize and promote strong values experience better student discipline, stronger teacher commitment, and improved academic performance. Moreover, institutional values reinforce ethical leadership and facilitate compliance with rules by nurturing a shared understanding of what is right and expected (Adepoju & Adelabu, 2019).

Combined Influence on Managerial Effectiveness

The synergy among legal compliance, ethical leadership, and institutional values is critical to effective school management. Research by Iroegbu and Okafor (2021) demonstrates that school managers who operate within legal boundaries, lead ethically, and promote institutional values tend to achieve higher levels of performance and stakeholder satisfaction. Conversely, schools lacking in these areas often suffer from conflict, poor staff morale, and inefficient resource use. While studies have independently examined each of these variables, there is dearth of empirical research exploring their combined influence, particularly in the public education sector of Rivers State.

Statement of the Problem

School managers in Rivers State often operate in environments marked by irregular policy enforcement, moral dilemmas, and conflicting value systems. These factors can compromise managerial decisions and affect school effectiveness. The extent to which legal compliance, ethical leadership, and institutional values contribute to resolving these challenges remains underexplored.

Purpose of the Study

The main objective of this study is to investigate organizational ethics variables on effective management of public senior secondary schools Rivers State. The specific objectives are to:

1. Determine the extent to which legal compliance influence school management effectiveness in public senior secondary schools in Rivers State.
2. Examine the extent to which ethical leadership influence school management effectiveness in public senior secondary schools in Rivers State.
3. Ascertain the extent to which core institutional values influence school management effectiveness in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study.

1. To what extent does legal compliance influence school management effectiveness in public senior secondary schools in Rivers State?
2. To what extent does ethical leadership influence school management effectiveness in public senior secondary schools in Rivers State?
3. To what extent does core institutional values influence school management effectiveness in public senior secondary schools in Rivers State?

Methodology

A descriptive survey design was adopted in the study, and the population of the study consisted of 800 school managers in all the public senior secondary schools in Rivers State. A sample of 250 respondents was drawn from the population using stratified random sampling technique to ensure representation across the three senatorial zones of Rivers State (Rivers East, Rivers West, Rivers South-East). Each stratum included participants from both urban and rural schools to capture a broad range of administrative contexts. The primary instrument for data collection was a structured questionnaire titled —School Management Effectiveness Questionnaire (SMEQ). The instrument

contained 15 items, which were responded to on a 4-point modified Likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). These weights were summed and divided by 4 to arrive at 2.50, which was the criterion mean score used to agreeing or disagreeing with the questionnaire items. Content and face validity was established through expert review by educational management specialists in Rivers State University and legal/ethical studies scholars, and the internal consistency of the questionnaire was determined using Cronbach Alpha. Reliability indexes of 0.82, 0.84, and 0.80 was realized from the three clusters. Out of the 250 copies of questionnaire administered, only 238 were retrieved by the researchers with the help of a trained research assistant at a date and time agreed upon with the respondents. The research questions raised in this study were answered using mean and standard deviation statistics.

Results and Findings

Research Question 1: To what extent does legal compliance influence school management effectiveness in public senior secondary schools in Rivers State?

Table 1: Mean Ratings on the influence of Legal Compliance on School Management Effectiveness

S/No	Items	Mean	SD	Remarks
1	The school leadership adheres to government educational policies and regulations.	3.52	0.70	HE
2	Managerial decisions in this school comply with the rules and codes of conduct provided by the Ministry of Education.	3.19	1.02	HE
3	Financial expenditures are subject to legal approval and auditing procedures.	2.76	1.14	LE
4	There is regular training on legal obligations and compliance for school leaders.	3.55	0.99	HE
5	The school maintains accurate and legally required documentation for all operations.	3.83	1.08	HE

The data on table 1 showed that the respondents to a high extent generally agreed on the influence of legal compliance on school management effectiveness. Based on the responses of these respondents to the question posed it is obvious that the respondents agreed to a high extent on all the items except variable item 3 which stated that financial expenditures are subject to legal approval and auditing procedures which has a low extent agreement.

Research Question 2: To what extent does ethical leadership influence school management effectiveness in public secondary schools in Rivers State?

Table 2: Mean Ratings on the influence of Ethical Leadership on School Management Effectiveness

S/No	Items	Mean	SD	Remarks
6	The school administrator models honesty and integrity in decision-making.	3.31	0.75	HE
7	Staff are treated fairly and equitably regardless of gender, tribe, or religion.	3.24	1.10	HE
8	Ethical behavior is encouraged and rewarded among staff members.	3.06	1.01	HE
9	The school head accepts responsibility for their decisions and actions.	3.15	0.94	HE

10	Transparency is maintained in the allocation of duties and use of resources.	3.04	1.16	HE

The data on table 2 showed that the respondents generally agreed to a high extent on all the variable items concerning the influence of ethical leadership on school management effectiveness. This can be attested to by the total mean which ranged from 3.04 to 3.31 which is higher than the criterion mean of 2.50. Variable item 6 which concerns the school administrator models honesty and integrity in decision-making has the highest total mean of 3.31.

Research Question 3: To what extent does core institutional values influence school management effectiveness in public secondary schools in Rivers State?

Table 3: Mean Ratings on the influence of Core Institutional Values on School Management Effectiveness

S/No	Items	Mean	SD	Remarks
11	The school promotes shared values such as respect, accountability, and excellence.	3.95	0.82	VHE
12	Staff and students understand and uphold the core values of the institution.	3.20	0.93	HE
13	Conflicts are resolved in line with the moral and cultural values of the school.	3.60	1.13	LE
14	Leadership decisions reflect the school's stated mission and values.	3.45	0.92	HE
15	The school consistently reinforces a culture of professionalism	3.22	1.01	HE

The data on table 3 showed that all the core institutional values items considered on research question 3 were all generally agreed upon to a high extent to influence school management effectiveness. Based on the responses of the managers who constituted the respondents of the study on this research question, it is apparent that item 11 which states: the school promotes shared values such as respect, accountability, and excellence with a mean of 3.95 has the highest total mean. This means that this variable item influence school management effectiveness.

Discussion of Findings

On the first research question which considered the extent to which legal compliance influence school management effectiveness in public secondary schools in Rivers State, the researcher discovered that respondents affirmatively agreed to a high extent on all the items expect item 3 which stated that financial expenditures are subject to legal approval and auditing procedures with a low extent agreement. These responses implies that when school managers adhere to established educational laws, policies, and regulatory frameworks, the school functions more efficiently, with clearer roles, accountability, and operational transparency. This finding supports the view of Ezeani and Ofojebe (2019), who asserted that legal compliance enhances procedural justice and reduces conflict in school systems. It also aligns with Adegbesan (2018), who found that regulatory adherence fosters a climate of fairness and discipline necessary for effective leadership.

The second research question analyzed the extent to which ethical leadership influence school management effectiveness in public secondary schools in Rivers State. It was revealed that respondents generally agreed to a high extent on all the variable items concerning the research question. The aggregate mean which ranged from 3.04 to 3.31 is higher than the criterion mean of 2.50. Ethical leadership practices such as transparency, integrity, fairness, and accountability were found to positively impact school operations. This supports findings by Brown and Treviño (2006) and Olagunju (2020), which emphasized that ethical school leaders foster trust, boost staff morale, and create

environments conducive to teaching and learning. In the context of Rivers State, ethical leadership appears to mitigate issues of favoritism, mismanagement, and poor communication.

The third research question determined the extent to which core institutional values influence school management effectiveness in public secondary schools in Rivers State. Based on the analyzed result, it is apparent that all the core institutional values variables considered on research question 3 were all generally agreed upon to a high extent that core institutional values influence school management effectiveness. From the responses of the school managers who constituted the respondents of the study on this research question, it is apparent that item 11 which states: the school promotes shared values such as respect, accountability, and excellence with a mean 3.95 has the highest total mean. Such a high mean reflects that values such as respect for diversity, inclusiveness, accountability, and shared vision were instrumental in guiding school practices. This agrees with the work of Sergiovanni (1992), who argued that strong institutional values bind school communities together and provide a moral compass for leadership decisions. In public secondary schools in Rivers State, such values seem to help shape a professional culture that enhances collaboration and goal attainment.

Contribution to Knowledge

This study contributes to the existing body of knowledge by empirically demonstrating that legal compliance, ethical leadership, and institutional values jointly and significantly predict school management effectiveness in the Nigerian public secondary school context. It also highlights the importance of aligning managerial practice with law, ethics, and values for sustainable school development.

Conclusion

The findings of this study affirm that legal compliance, ethical leadership, and core institutional values are critical to effective school management in public secondary schools in Rivers State. School managers who adhere to legal standards, uphold ethical principles, and cultivate institutional values are more likely to run effective and result-oriented schools. Therefore, fostering legal literacy, promoting ethical conduct, and institutionalizing core values in school management are strategic steps toward achieving better educational outcomes in the public school sector.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. The Ministry of Education should provide regular training and sensitization for school managers on the legal frameworks governing school operations to ensure greater compliance and accountability.
2. School leadership development programmes should prioritize ethical behaviour, focusing on fairness, transparency, and moral responsibility.
3. Schools should collaboratively define and promote core values such as respect, excellence, inclusiveness, and accountability. These values should be embedded in school culture and daily practices.

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POLICY DEVELOPMENT FOR AI INTEGRATION IN EDUCATION: CHALLENGES, STRATEGIES, AND GOVERNANCE FOR EFFECTIVE IMPLEMENTATION



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Abstract

The rapid adoption of Artificial Intelligence (AI) in education presents transformative opportunities for personalized learning, administrative efficiency, and global access. However, the integration of AI into educational systems also raises significant challenges related to equity, ethics, governance, and data management. Policy development is critical to ensuring that AI implementation enhances educational quality while safeguarding ethical principles and social justice. This paper examines the current landscape of AI integration in education, identifies key policy challenges, and proposes a comprehensive framework for effective AI governance. Drawing on global policy documents, academic literature, and conceptual models, the study highlights strategic approaches for policymakers, educational institutions, and technology developers. Findings suggest that successful AI integration requires multi-stakeholder engagement, ethical oversight, capacity building for educators, and robust regulatory frameworks. The paper concludes with actionable recommendations to guide equitable, responsible, and sustainable AI adoption in educational systems.

Keywords: Artificial Intelligence, Policy Development, Education, Governance, Digital Learning, Implementation

Introduction

Artificial Intelligence (AI) is rapidly reshaping education worldwide, transforming teaching, learning, and administration. Through adaptive learning systems, intelligent tutoring, and automated assessments, AI offers opportunities to personalize instruction, enhance efficiency, and expand access to quality learning (Holmes, Bialik, & Fadel, 2021). In both developed and developing countries, AI holds potential to address teacher shortages, support differentiated learning, and optimize resource allocation.

However, the integration of AI also presents significant challenges that demand deliberate policy responses. Ethical risks, including algorithmic bias, data privacy violations, lack of transparency, and unequal access, threaten to undermine educational equity and trust (Williamson & Eynon, 2020). Uneven regulatory environments, limited teacher preparedness, and insufficient institutional capacity further heighten the possibility of ineffective or harmful implementation. Without coherent policy frameworks, AI deployment may deepen existing inequalities or compromise pedagogical and ethical standards.

Robust, context-sensitive policy development is therefore essential. Effective policies must balance innovation with regulation, ensuring that AI tools support pedagogical aims, uphold ethical

norms, and reflect societal values. They should also account for cultural and contextual diversity, promoting locally relevant solutions while drawing from global best practices.

This paper investigates the policy landscape for AI in education by addressing three guiding questions: (1) What major challenges confront policymakers in governing AI integration? (2) What policy frameworks and strategies have been adopted globally? (3) What actionable recommendations can guide ethical and effective AI use in education?

Using an integrative review of academic scholarship, international guidelines, and national policy documents, the study applies conceptual policy analysis to identify opportunities and gaps. The aim is to ensure that AI adoption is technologically viable, pedagogically meaningful, ethically grounded, and socially equitable.

The paper proceeds with a Literature Review, followed by a Theoretical and Conceptual Framework, Methodology, Findings, and Discussion. It concludes with policy recommendations to guide governments, educational institutions, and developers in fostering responsible and sustainable AI integration in education.

Literature Review

Artificial Intelligence (AI) is reshaping global education through adaptive learning systems, intelligent tutoring, automated assessment, and predictive analytics (Holmes, Bialik, & Fadel, 2021). These tools enable personalized learning, streamline administration, and support data-driven decision-making. Although adoption is uneven, rapid in regions like North America and Europe and slower in parts of Africa, Asia, and Latin America due to infrastructural and financial constraints (UNESCO, 2021), AI is increasingly recognized as essential to educational innovation.

Research highlights several benefits. AI enhances learning outcomes by providing real-time feedback, customizing learning pathways, and identifying learners at risk (Holmes et al., 2021). It also relieves teachers of routine tasks, allowing them to focus on mentoring and differentiated instruction (Baker & Smith, 2019). However, these advantages are contingent upon robust policy frameworks that ensure equitable, ethical, and pedagogically sound implementation.

Existing Policy Frameworks and Guidelines

Global organizations have developed policy guidance to steer responsible AI integration. UNESCO's recommendations emphasize inclusivity, fairness, transparency, privacy, and accountability (UNESCO, 2021). Likewise, OECD guidelines call for human-centered AI, ethical design, and strong accountability mechanisms (OECD, 2019). Several national strategies reinforce these principles. China's AI development plan prioritizes AI literacy and intelligent school systems; the European Union emphasizes data protection and ethical compliance; and U.S. state-level policies focus on ethical data use, AI literacy, and teacher capacity (Williamson & Eynon, 2020). Despite these initiatives, many countries struggle with gaps in implementation, monitoring, and regulatory coherence.

Challenges in Policy Development

Four major challenges emerge:

1. **Equity and Access:** AI may widen educational inequalities if students in low-resource settings lack devices, connectivity, or digital literacy (Zawacki-Richter et al., 2019). Policies must confront these disparities to prevent deepened digital divides.
2. **Ethical and Moral Concerns:** AI systems can reproduce biases present in training datasets, leading to discriminatory recommendations or unfair assessments (Buolamwini & Gebru, 2018). Privacy, surveillance, and data misuse further complicate ethical integration, making clear ethical frameworks essential.
3. **Teacher Preparedness:** Many teachers lack the training needed to use AI tools effectively. Without policy-driven professional development, educators may underutilize or misuse AI, undermining pedagogical quality (Holmes et al., 2021).

4. **Regulatory and Governance Gaps:** Few countries have comprehensive governance structures for AI in education. Weak regulation can lead to inconsistent practices, accountability problems, and ambiguous legal responsibilities (Borenstein & Howard, 2020).

Opportunities for Policy-Driven AI Integration

Despite these challenges, policy design offers pathways for constructive integration:

- **Inclusive Frameworks:** Thoughtfully designed policies can address affordability, access, and digital literacy, ensuring equitable participation.
- **Ethical Governance:** Embedding transparency, explainability, and data protection within regulatory systems builds trust and safeguards rights.
- **Teacher Empowerment:** Professional development, certification, and resource support help educators integrate AI meaningfully while maintaining pedagogical control.
- **International Collaboration:** Cross-national knowledge sharing strengthens governance structures and helps countries adapt global best practices to local needs.

Research Gaps

Gaps persist in empirical evaluations of AI policy effectiveness, context-specific frameworks for developing countries, and longitudinal studies tracking long-term impacts on equity and learning outcomes.

The literature shows that AI holds significant transformative potential for education, but effective policy development is crucial. While global and national frameworks emphasize ethics, equity, and accountability, persistent challenges, digital divides, ethical risks, limited teacher capacity, and regulatory gaps, require targeted policy responses. Context-sensitive, ethically grounded, and educator-centered policies provide the strongest foundation for sustainable and equitable AI adoption.

Theoretical Framework

Developing effective policies for AI integration in education requires a framework that links technological innovation with governance, ethics, and learning outcomes. Drawing on public policy and AI governance literature, this paper combines Kingdon's Multiple Streams Framework with the OECD AI Governance Guidelines to create a tailored conceptual model for educational contexts.

Kingdon's Multiple Streams Framework

Kingdon (1995) explains policy development through three streams:

1. **Problem Stream** – Recognition of challenges such as equity concerns, data privacy, and the need for ethical AI use in education.
2. **Policy Stream** – Generation of feasible solutions, including regulations, ethical standards, teacher training, and infrastructure plans.
3. **Politics Stream** – Influence of political will, stakeholder interests, and institutional readiness.

In education, this includes policymakers, school leaders, teachers, parents, and developers.

When these streams align, a policy window opens, enabling effective AI policy formulation. This framework underscores the need for coordinated problem recognition, actionable policy solutions, and stakeholder support.

OECD AI Governance Guidelines

The OECD provides normative principles for responsible AI, emphasizing human-centered values, transparency, accountability, fairness, inclusivity, robustness, and security. Integrating these principles helps ensure AI supports learning, protects rights, and promotes equity.

Integrated Conceptual Framework

The combined model outlines a cyclical process for AI policy development:

1. Identifying context-specific AI challenges and opportunities.

2. Formulating regulations and strategic plans.
3. Engaging stakeholders for legitimacy and feasibility.
4. Implementing policies through training and system deployment.
5. Monitoring outcomes, ethical compliance, and system performance.
6. Iteratively refining policies based on feedback.

This framework supports sustainable, ethical, and context-responsive AI integration in education.

Methodology

This study adopts a conceptual and analytical research design to examine policy development for AI integration in education. Given the emerging nature of AI applications and the limited empirical evidence on policy frameworks, a conceptual approach is appropriate for synthesizing existing scholarship, international guidelines, and national policy documents while identifying gaps and opportunities.

Research Design

The study employs a theoretical–conceptual design suitable for analyzing complex policy issues where empirical data are fragmented or context-dependent. By integrating policy theory, governance principles, and ethical frameworks, the study constructs a coherent model for AI policy development, allowing critical examination of the intersections between technology, ethics, and educational governance.

Data Sources

The analysis draws on secondary data from:

1. **Academic Literature:** Peer-reviewed studies on AI in education, governance, and technology ethics (e.g., Holmes et al., 2021; Buolamwini & Gebru, 2018; Williamson & Eynon, 2020).
2. **International Guidelines:** UNESCO, OECD, and other global bodies offering AI governance principles and education-focused recommendations.
3. **National Policy Documents:** AI strategies from China, the U.S., and EU member states illustrating varied policy approaches.

These sources provide comprehensive theoretical and practical perspectives on AI governance in education.

Analytical Approach

The study uses thematic analysis and conceptual synthesis. Steps include: identifying recurring themes (e.g., challenges, governance gaps, ethical issues), mapping findings onto Kingdon's Multiple Streams Framework and OECD guidelines, and synthesizing insights into a conceptual policy development model.

Justification

A conceptual methodology is appropriate due to the novelty of AI in education, the need for cross-national comparison, and the suitability of theoretical integration for generating actionable policy insights. This approach enables rigorous analysis while informing future empirical research.

Findings

This section synthesizes global policy documents, academic literature, and national AI strategies to identify key challenges, opportunities, and governance strategies for integrating AI in education. The findings highlight the complexity of developing policies that balance innovation, equity, and ethical responsibility.

Key Policy Challenges

a. **Equity and Access**

Significant disparities in digital infrastructure, internet access, and socio-economic conditions hinder equitable AI adoption. Schools in rural and low-income regions, especially in developing countries, often lack the resources needed for AI integration, risking a widening digital divide (Zawacki-Richter et al., 2019). Policies must prioritize infrastructure investment, subsidized access, and digital literacy initiatives.

b. **Ethical Concerns**

AI raises issues related to bias, discriminatory outcomes, privacy breaches, and opaque decision-making (Buolamwini & Gebru, 2018). Weak regulatory systems exacerbate these risks. Policymakers must embed ethics, transparency, and data protection into AI design and implementation.

c. **Teacher Preparedness**

Teachers often lack adequate training to use AI effectively. Without professional development and pedagogical resources, AI tools remain underutilized (Holmes et al., 2021). Policies must emphasize capacity building, certification, and continuous support.

d. **Governance Gaps**

Many countries lack clear legislation and oversight structures for AI in education. Opaque —black-box— systems pose transparency and accountability challenges (Borenstein & Howard, 2020). Policymakers must define governance responsibilities and establish mechanisms for auditing and compliance.

e. **Cultural and Contextual Relevance**

AI systems designed for global markets may not reflect local languages, cultures, or pedagogies. Policies must mandate contextual adaptation to ensure AI enhances learning relevance and inclusivity.

Opportunities for Policy-Driven AI Integration

a. **Advancing Educational Equity**

When supported by strong policy, AI can personalize learning, support diverse learners, and enable targeted interventions. Infrastructure and literacy investments can reduce inequities and expand opportunities.

b. **Strengthening Ethical Governance**

Embedding fairness, transparency, and accountability into AI policies ensures responsible deployment. Ethical audits, oversight committees, and clear regulatory rules help foster trustworthy AI adoption.

c. **Empowering Educators**

Policies that provide AI-oriented training, resources, and peer-support networks enhance teacher confidence and effectiveness. Empowered teachers can integrate AI meaningfully while retaining autonomy in the learning process.

d. **Evidence-Based Policy and Practice**

AI-generated insights allow policymakers to track learner needs, evaluate interventions, and refine policies. Data-driven decision-making can improve system efficiency and educational outcomes when used ethically.

e. **International Collaboration**

Engaging with global guidelines and international partners facilitates policy harmonization, knowledge exchange, and adoption of best practices.

Governance Strategies for Effective AI Integration

1. **Multi-Stakeholder Engagement:** Inclusion of teachers, parents, students, policymakers, developers, and civil society ensures legitimacy and relevance.

2. **Ethics-by-Design:** Ethical safeguards must be embedded during system design and deployment.
3. **Capacity Building:** Structured training for educators and administrators strengthens responsible use.
4. **Monitoring and Evaluation:** Continuous assessment and iterative refinement ensure long-term policy effectiveness.
5. **Localization:** AI tools must be adapted to local cultural, linguistic, and curriculum contexts.
6. **Clear Legal Frameworks:** Defined accountability and compliance standards reduce risks and enhance transparency.

Effective AI policy in education requires a balanced, multi-dimensional approach. While AI offers transformative potential, policies must address equity, ethics, teacher readiness, and governance to ensure safe, equitable, and meaningful integration.

Discussion

The findings of this study reveal the interconnected roles of technological innovation, ethical imperatives, and governance structures in shaping AI integration in education. Interpreting these findings through ethical frameworks, governance theory, and global policy experiences offers insight into emerging opportunities, challenges, and strategies for effective policymaking.

Ethical Frameworks and AI Policy

Ethics remain central to the responsible use of AI in education. Four major ethical traditions guide effective policy development:

Virtue ethics emphasizes fostering moral and intellectual virtues. AI tools should support critical thinking, creativity, empathy, and collaboration rather than narrowly optimizing efficiency or standardized outcomes.

Deontological ethics foreground rights, duties, and autonomy. Policies must protect learner privacy, ensure informed consent, and demand transparency in algorithmic decisions to uphold dignity and fairness.

Consequentialism requires weighing the broader impacts of AI adoption. While AI can expand access to education and improve learning outcomes, it can also reinforce inequities if poorly regulated. Policies should maximize benefits while preventing bias and discriminatory practices.

Communitarian (Ubuntu) ethics stress relational well-being and collective values. AI systems should be culturally relevant, promote collaboration, and strengthen inclusive learning communities.

Embedding these ethical principles within policy frameworks ensures that AI enhances human-centered educational goals.

Governance Theory and Policy Implementation

Governance theories highlight the need for multi-level, participatory, and adaptive policy structures. Kingdon's Multiple Streams Framework shows that effective policy emerges when problems, solutions, and political will align. International experience affirms that countries succeed when policies are inclusive, flexible, and clearly regulated.

Participatory governance - involving teachers, students, parents, and developers—ensures relevance and strengthens public trust, as seen in Finland and Singapore.

Adaptive governance supports continuous improvement through monitoring and iterative evaluation. The European Union exemplifies this through evolving ethical and regulatory mechanisms.

Regulatory clarity reduces ambiguity and enhances accountability. Nations such as Canada and the UK demonstrate that clear oversight improves trust and compliance.

Comparative Global Policy Experiences

Global experiences further demonstrate that policy effectiveness depends on aligning ethics, governance, and context:

- **China** prioritizes AI literacy but faces challenges in ethics and equity.
- **The EU** emphasizes human-centric design, transparency, and strong data protection.
- **The United States** advances AI literacy and teacher training but struggles with fragmented state-level approaches.
- **Developing countries** face infrastructural and capacity constraints, making international collaboration essential.

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PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR ON ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

The study examined Private school Principals ethical leadership behaviour on administration of private secondary schools for sustainable National Development. The study adopted a descriptive survey design, three (3) research questions guided the study. The population of the study consists of 120 (One hundred and twenty) Private schools principals in Owerri Municipal Council. The entire population of 120 (One hundred and twenty) Private School principals were used as sample for the study. The study adopted a purposive sampling technique for this study. The instrument for data collection was a self-structured questionnaire titled Principals Ethical Leadership Behaviour on Administration of School Questionnaire (PSPELBASQ). The instrument adopted four-point scale of Very high extent to very low extent. The face and content validity of the instrument were done by two experts in measurement and evaluation and one expert from Educational Administration & Foundations. Cronbach Alpha reliability co-efficient method was used for reliability test which yielded reliability co-efficient of 0.81. Mean and standard deviation were used to analyze the research questions. Findings revealed that principals' ethical leadership behaviour on administration of private secondary schools for sustainable National development enhances the administration of secondary schools with respect to decision making, supervisory instruction and communication ethical leadership behaviours. It was recommended that Private secondary school principals should constantly display ethical leadership behaviour in the discharge of their administrative functions. This will help create a positive school climate which is an essential component for administration of schools.

Keywords: Principals, Ethical Leadership Behaviour, Private Secondary Schools and Sustainable National Development

Introduction

Education has been regarded as the instrument for sharpening the intellectual powers of man. It is the key to human and capital development and the key to national development. Education is seen as an important means of transmitting the skills and knowledge needed by individuals to participate in the society. It is also required in the contribution to the development of a country's economic, political and social development. In the secondary school level of education, the principal is the head of the school. It is also the responsibility of the principals to provide the appropriate leadership practices which entails effective administration of the Secondary education. The Secondary Education's broad goals of preparing people for useful living in the society and for higher education have made it imperative that it should among others, supply trained manpower, inspire its students with the desire for self-

improvement and achievement of excellence, raise the generation of people who can think for themselves, respect the view and feelings of others and respect the dignity of labour (FRN, 2004).

The school principal is the leader and gives the necessary leadership functions for the achievement of educational goals. The principal as the leader is responsible for all that happens in the school. principal as the leader is responsible for all that happens in the school. The principal behaviour is expected to be guided by ethical principles as indicated by the National Association of School Psychologists (NASP, 2010) and they include: respecting the dignity and rights of all persons, showcasing professional competence and responsibility, fostering honesty and integrity in professional relations, showcasing responsibility and commitment to school, families, community and the society, maintaining professionalism, among others. As ethical leaders guided by ethical principles, school principals should be good role models for their staff by displaying ethical behaviours themselves first. This will enable their staff to adopt ethical values and norms more easily (Eskender, 2015; Sarıkaya & Erdoğan, 2016). SchoolPrincipal is someone that shows the way or influences someone or people to do things or think in a particular way or to contribute voluntarily to the achievement of group tasks in a given situation (Eskender, 2015). He or she should have a philosophy of life, personal traits and qualities that lead to action with desirable character and which seems to be of benefit to him or her and others in bid for successful career as principal of the school (Chike-Okoli, 2017). Akpakwu (2017) sees the principal as the single administrative and academic head, who is responsible for the operation of the school. The principal carries out administrative and instructional functions in the school through an effective leadership style and ethical leadership behaviour.

Principal Ethical leadership behaviour can also be defined as leadership that is directed by respect for ethical beliefs and values and for the dignity and rights of others. It is thus related to concepts such as trust, honesty, consideration, charisma and fairness (McQueeny, 2016; Reilly, 2006). The Centre for Ethical Leadership (CEL, 2013) opined that ethical leadership behaviour involves leading in a manner that respects the rights and dignity of others; a concept that is at times in direct conflict with more traditional models of leadership. Ethical leadership is perceived to be a role modelling leadership, enabling employees to do the right thing by asking the right questions (Freeman & Stewart, 2016). Downe, Cowell and Morgan (2016) perceive ethical leadership practices to emanate either from the nature and behaviour of the leader as a person, encouraging emulation, or from the systems and practices that they set up to regulate conduct on their behalf. Northhouse (2016) identifies the cardinal principles and indicators of ethical leadership as: respect for others; service to others; justice for others; honesty towards others; and building community. Ethical leadership is positively linked with favorable employees' outcomes including being effective positive attitudes and behaviour (Chen & Hou, 2016; Ng & Feldman, 2015). Principals' ethical leadership behaviour according to Akpakwu (2016) focuses attention on principals' conducts towards planning and improving instructional activities in the school, provision of resources for teachers, teacher evaluation, group dynamics - working with groups, and utilizing various supervisory techniques to ensure that instructional objectives are achieved. The researchers interest on principal ethical leadership behaviour will focus on decision making leadership behaviour, Instructional supervisory leadership behaviour and Communication leadership behaviour.

Decision making is one important managerial task of school principals. Decision making as defined by Lussier cited in Akpakwu (2017) is the process of selecting a course of action that will solve a problem. Ethical decision-making behaviour refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles (Akpakwu, 2017). Principals' ethical decision-making behaviour also focuses on principals' ability to utilize a shared decision-making process to make sound decisions regarding students and staff that exercise good and rationale judgment. Decisions must be made by principals when they are faced with any problem. Good decisions result in the selection of the appropriate goals and course of actions that increase performance, while bad decisions result in lower or poor performance in educational establishments. The principal must be fair and take other people's views and opinions into consideration when taking decisions affecting teachers

in the school (Cherkowski, Walker & Kutsyuruba, 2015). This calls for participatory decision-making process in the school.

Akpakwu (2012) and Dempsey (2013) identified the following steps involved in ethical decision making: Recognize an issue or concern and the duty to act or become involved. This implies that the principal must identify the problem and also draw attention of the parties' concerns and define the problem - including the principles, standards, and values involved – and identify fundamental objectives as well as potential conflicts and risks.

Principals' Ethical Instructional Supervisory Leadership Behaviour is to ensure effectiveness of teaching and learning delivery in the secondary schools demands that teachers should be constantly supervised during classroom instructions. Principals perform this role/function through instructional supervision. According to Kochlar (2015), Makokha (2015), Okolo (2015), Onuma (2016), Sule, Ameh and Egbai (2015), instructional supervision is one of the critical administrative functions of a school administrator that involves overseeing and guiding the teaching and learning process in an academic institution. Kochlar, Makokha and Okolo (2018) studies further sees instructional supervision as those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils, and also include whatever is done to improve on the teachers' ability and competence to deliver lessons to improve on pupils' learning. Eya and Chukwu (2012) saw instructional supervision in school merely as a process for teachers' improvement purposes which include among other things ensuring that teachers perform their assigned functions. There are many reasons for instructional supervision in schools. Some of these according to Ogunu (2018) are: to make sure that teachers are performing the duties which they are employed to do; assisting teachers to develop and utilize methods and materials which will improve the progress of a child and improve teachers' professional effectiveness; to know the performance of teachers recruited; to discover special abilities possessed by the teachers in school; to provide opportunities for teachers development; to know the effectiveness of classroom management by teachers; to appraise the performance of the school through the use of competent and committed teachers; and to identify the needs of teachers in the school.

School Principal Maintaining effective communication system among students, teachers and other non- teaching staff is one of the important functions of principals in the secondary school. Where effective communication system is highly projected in an organization including the school system then it is possible that the aims, objectives and goals of such organizations will be achieved and likewise enhance good performance. The extent to which a principal establishes and maintains good and effective communication flow using ethical standards, to that extent he is able to accomplish his set goals.

Failure to appropriately communicate leads to poor teacher commitment and friction between workers or subsystems, with organizational failure as the resultant effects. Any administrator or principal who wishes to avoid a disappointing situation, conflicts or disorder must have to ethically communicate with staff as it is the epitome of effective school administration. Communication as defined by Udeozor (2014) as the act of passing relevant information to the person who needs to know, or who, is in a position to use that information because it affects his work. It involves the means and process of transmitting message, ideas and information from one individual to another and also among members in a group. Communication is the unifying means by which organization members are linked together to achieve a central purpose and objective. Communication helps to link all the various organization activities and however the performance of all functions of the principal such as planning, organizing, directing, controlling and coordinating depends on effective system of communication. All organization leaders should device means or way of communicating with subordinates for effective communication. However, a broken-down communication ignites mutual distrust, suspicions, resentment, gossips, insecurity and fear (Udeozor, 2014). According to Årlestig (2018), communication is a multidimensional process which requires frequent use of dialogues and conversations in the school organization.

Blasé and Blasé (2000) opined that principal _who applied ethical principles in decision making often used an inquiry approach with teachers and they frequently solicited teachers _advice about instructional matters. Alimi and Akinfolarin (2017) opined that Principals' instruction supervisory behaviour assists school heads to improve classroom instructions. In essence, a principal that demonstrates ethical instruction supervisory leadership behaviour is one who is hardworking, have accurate knowledge of what goes on in the school and are interested in teachers _classroom instructional delivery. The principal is approachable, kind, considerate and willing to take advantage of teachers' special skills (Makokha, 2015). The studies of Okolo (2015), Sule, Ameh and Egbai (2015) and Onuma (2016) found that there was a significant high positive relationship between instruction supervisory practice of classroom observation, checking of teachers_lesson notes and preparation, monitoring of teachers_ attendance and teacher effectiveness/performance. Igbo (2002) confirmed that the quality of students learning was directly related to the quality of classroom instruction which is determined through teacher commitment and instructional supervision. Ensley (2014) study found that leadership role performed by principals showed high level of instruction leadership responsibilities in instruction supervision in the school. Crawford-Patterson (2008) supporting the above finding, also discovered that principals' communication practices positively related and influenced the school improvement work. Arlestig (2008) on communication between principals and teachers in successful schools found that leadership communication in schools is related to everyday activities of teachers and individual students' work. In successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers' professional role. Ensley (2014) found that leadership role performed by principals showed high level of instructional leadership responsibilities in communication networks in the school. Principals that demonstrate ethical communication leadership behaviour recognize the importance of good communication and communicate effectively with teachers in the school organization (Kline, 2000; Arlestig, 2008). Miles, Castrence and Fox (2006) confirmed that for efficiency in the school organization, principals as facilitators must demonstrate such ethics like valuing transparency, valuing flexibility, and valuing diversity while communicating to staff. Aspects of principals_ ethical communication leadership behaviour that positively relates to teachers_ commitment according to Kline (2000) and Arlestig (2008) includes treating teachers with respect and sensitivity to their rights and duties, compassionate in talking with teachers as a way of showing a good listener who avoids prejudgments, use of effective communication channels in order to prevent distrust among teachers, use of good gestures to praise teachers teaching task and conveying empathy and warmth when communicating with staff and students, among others.

Statement of the Problems

The primary objective of every principal is to administer his school in such a way that the educational objectives are achieved. The principal as chief custodian of all administrative, academic and extra teaching and non-teaching, students and facilities in order to achieve instructional goals and quality education. The ethical leadership behaviours exhibited by principals in form of their ethical instructional leadership behaviour, ethical decision-making leadership behaviour, ethical instructional supervisory leadership behaviour, among others, must be acceptable to the teachers. A significant challenge for principals is to identify the situations in their schools, such as school culture, how it affects the students and the type of leadership behaviors principals adopt in order to choose a path for the improvement of the schools. The principal is the critical person when it comes to efforts to improve the quality of the school. Since a school is known to be an instrument of change and reform in the society, the principal is pivotal in driving reforms and changes (Uyanga, 2018). This responsibility is very obligatory and principals are expected to be the catalysts for change and deploying managerial skills for implementing change within the school. Thus, the principal is the key supporting agent for change to achieve success in the school. It is against this backdrop that this study examines Principals ethical leadership behaviour on administration of private secondary schools for sustainable National development.

Purpose of the Study

The purpose of this study was to examine Principals ethical leadership behaviour on administration of private secondary schools for sustainable national development in Imo State. Specifically, the study seeks to;

- i. examine the extent to which Private schools' principals' ethical decision-making leadership behaviour enhances administration of private secondary schools for sustainable national development in Imo State,
- ii. examine the extent to which principals' ethical instruction supervisory leadership behaviour enhances administration of private secondary schools' sustainable national development in Imo State
- iii. examine the extent to which principals' ethical communication leadership behaviour enhances administration of private secondary schools for sustainable national development in Imo State

Research Questions

1. To what extent does principals' ethical decision-making leadership behaviour enhance administration of private secondary schools for sustainable national development in Imo State?
2. To what extent does principals' ethical instruction supervisory leadership behaviour enhance administration of private secondary schools' sustainable national development in Imo State?
3. To what extent does principals' ethical communication leadership behaviour enhance administration of private secondary schools' sustainable national development in Imo State?

Methodology

The study adopted a descriptive survey design. According to Nworgu (2023), this type of research design involves a well-detailed critical examination of a situation to find what it is and how it is. This makes the research design suitable for the study. The population of the study consists of 120 (One hundred and twenty) Private schools principals in Owerri Municipal Council. The entire population of 120 principals was used as the sample size using census sampling techniques. The instrument titled Principals Ethical Leadership Behaviour on Administration of Private Secondary Schools Questionnaire (PELBAPSSQ) was used for data collection. The instrument contains 15 items and designed to elicit information from research questions. It is design using four-point scale of Very High Extent (VHE), High Extent (HE), Low extent (LE) and Very High Extent (VHE). The face and content validity of instrument was validated by two experts in measurement and Evaluation and one expert in Education administration and Foundations. Cronbach Alpha Reliability Coefficient method was used to test the reliability of the items and a reliability coefficient at 0.81 was obtained. The researcher with the help of research assistances distributed copies of the questionnaire to respondents and was retrieved immediately. The data were collated using the mean and standard deviation to answer the research questions.

Results

Research Question One: To what extent does principals' ethical decision-making leadership behaviour enhance administration of private secondary schools for sustainable national development in Imo State.

Table 1: Mean and Standard Deviation on principals' ethical decision-making leadership behaviour enhance administration of private secondary schools.

S/N	Items	Mean	SD	Remarks
1	Integrity in creating an enabling environment where teachers value each other's ideas	3.09	0.74	High Extent
2	Honestly models and promotes open and inclusive dialogue	3.10	0.81	High Extent
3	Accepts teachers' professional judgements and decisions in the school	3.00	0.63	High Extent

4	Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating	3.04	0.72	High Extent
5	Adopts effective style in decision making improves teachers work in school	3.00	0.63	High Extent

Results in table 1 showed that all the items scored above 2.50 were accepted. This implies that Integrity in creating an enabling environment where teachers value each other's ideas, Honestly models and promotes open and inclusive dialogue, Accepts teachers' professional judgements and decisions in the school, Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating and Adopts effective style in decision making improves teachers work in school are principal effective style in decision making which improves teachers work in school.

Research Question two: To what extent does principals' ethical instruction supervisory leadership behaviour enhance administration of private secondary schools' sustainable national development in Imo State.

Table 2: Mean and Standard Deviation on principals' ethical instruction supervisory leadership behaviour enhances administration of private secondary schools

S/N	Items	Mean	SD	Remarks
6	Ensures that teachers show good knowledge of the subject matter	3.12	0.84	High Extent
7	Competent in ensuring that teachers conduct effective and up to-date assessment for reinforcing students learning	3.02	0.61	High Extent
8	Engages teachers in workshops and seminars as a way of boosting their efficiency	3.08	0.71	High Extent
9	Reliable in monitoring and observing classroom instruction regularly	3.00	0.63	High Extent
10	Sincere in applying the principles guiding effective instructional supervision for improving teachers' performance	3.02	0.61	High Extent

Results in table 2 showed that all the items scored above 2.50 were accepted. The implies that Ensures that teachers show good knowledge of the subject matter, Competent in ensuring that teachers conduct effective and up to-date assessment for reinforcing students learning , Engages teachers in workshops and seminars as a way of boosting their efficiency , Reliable in monitoring and observing classroom instruction regularly and Sincere in applying the principles guiding effective instructional supervision for improving teachers' performance are does principals' ethical instruction supervisory leadership behaviour enhance administration of public secondary schools'.

Research Question 3: To what extent does principals' ethical communication leadership behaviour enhance administration of private secondary schools' sustainable national development in Imo State.

Table 3: Mean and Standard Deviation on principals' ethical communication leadership behaviour enhances administration of private secondary schools.

S/N	Items	Mean	SD	Remarks
11	Convey empathy and warmth when communicating to staff and students	3.05	0.84	High Extent
12	Conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control	3.01	0.61	High Extent
13	Always express issues clearly in concise language when communicating to teachers	3.04	0.71	High Extent
14	Willing to use telephones to communicate and reach out to teachers on urgent matters that need immediate response and attention	3.13	0.63	High Extent
15	Uses effective communication mode and channels in order to prevent distrust	3.21	0.61	High

among teachers

Extent

Results in table 3 showed that all the items scored above 2.50 were accepted. The implies that Convey empathy and warmth when communicating to staff and students, Conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control, Always express issues clearly in concise language when communicating to teachers, Willing to use telephones to communicate and reach out to teachers on urgent matters that need immediate response and attention and Uses effective communication mode and channels in order to prevent distrust among teachers are the principals' ethical communication leadership behaviour enhance administration of public secondary schools'.

Discussion

Based on the findings it showed that ethical decision-making leadership behaviour enhances administration of private secondary schools for goal attainment in Imo State. The finding of this present study supports that of Blasé and Blasé (2000) opined that principal _who applied ethical principles in decision making often used an inquiry approach with teachers and they frequently solicited teachers _advice about instructional matters.

Results in research question two showed that principals in secondary schools applied the ethical principles or rules in their instructional supervision. this result is in accord with the findings of Alimi and Akinfolarin (2017) opined that Principals' instruction supervisory behaviour assists school heads to improve classroom instructions. In essence, a principal that demonstrates ethical instruction supervisory leadership behaviour is one who is hardworking, have accurate knowledge of what goes on in the school and are interested in teachers _classroom instructional delivery. The principal is approachable, kind, considerate and willing to take advantage of teachers' special skills (Makokha, 2015). The studies of Okolo (2015), Sule, Ameh and Egbai (2015) and Onuma (2016) found that there was a significant high positive relationship between instruction supervisory practice of classroom observation, checking of teachers_lesson notes and preparation, monitoring of teachers_ attendance and teacher effectiveness/performance. Igbo (2002) confirmed that the quality of students learning was directly related to the quality of classroom instruction which is determined through teacher commitment and instructional supervision. Ensley (2014) study found that leadership role performed by principals showed high level of instruction leadership responsibilities in instruction supervision in the school.

Also, finding of the study indicates that principals in secondary schools showed ethical principles of communication with the teachers. The ethical communication leadership behaviour which impacted positively on administration improve the administration in many of the secondary schools. The result is in line with the finding of Crawford-Patterson (2008) supporting the above finding, also discovered that principals' communication practices positively related and influenced the school improvement work. Arlestig (2008) on communication between principals and teachers in successful schools found that leadership communication in schools is related to everyday activities of teachers and individual students' work. In successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers' professional role. Ensley (2014) found that leadership role performed by principals showed high level of instructional leadership responsibilities in communication networks in the school. Principals that demonstrate ethical communication leadership behaviour recognize the importance of good communication and communicate effectively with teachers in the school organization (Kline, 2000; Arlestig, 2008). Miles, Castrence and Fox (2006) confirmed that for efficiency in the school organization, principals as facilitators must demonstrate such ethics like valuing transparency, valuing flexibility, and valuing diversity while communicating to staff. Aspects of principals_ ethical communication leadership behaviour that positively relates to teachers_ commitment according to Kline (2000) and Arlestig (2008) includes treating teachers with respect and sensitivity to their rights and duties, compassionate in talking with teachers as a way of showing a good listener who avoids prejudgments, use of effective communication channels in order to prevent distrust among

teachers, use of good gestures to praise teachers teaching task and conveying empathy and warmth when communicating with staff and students, among others.

Conclusion

The study concluded that principals' ethical leadership behaviour on administration of private secondary schools for sustainable National development enhances the administration of secondary schools with respect to decision making, supervisory instruction and communication ethical leadership behaviour. It was concluded that effective decision making improves teachers work in school. Principal ensures that teachers conduct effective and up-to date assessment for reinforcing students learning and conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control.

Recommendations

Based on the findings of the study the following recommendations are made:

1. Private secondary school principals should constantly display ethical leadership behaviour in the discharge of their administrative functions. This will help create a positive school climate which is an essential component for administration of schools.
2. Private school Principals should foster ethical conducts in their decision making through active teachers' participation in decision making process which stands to impact greatly on teachers.
3. Private school Principals should improve their mode of communication in schools to aid effective teachers' commitment. This will foster ethical leadership behaviours that will boost effective communication practices in school for teachers' job commitment.

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PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR ON ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

The study examined Private school Principals ethical leadership behaviour on administration of private secondary schools for sustainable National Development. The study adopted a descriptive survey design; three (3) research questions guided the study. The population of the study consists of 120 (One hundred and twenty) Private schools principals in Owerri Municipal Council. The entire population of 120 (One hundred and twenty) Private School principals were used as sample for the study. The study adopted a purposive sampling technique for this study. The instrument for data collection was a self-structured questionnaire titled Principals Ethical Leadership Behaviour on Administration of School Questionnaire (PSPELBASQ). The instrument adopted four-point scale of Very high extent to very low extent. The face and content validity of the instrument were done by two experts in measurement and evaluation and one expert from Educational Administration & Foundations. Cronbach Alpha reliability co-efficient method was used for reliability test which yielded reliability co-efficient of 0.81. Mean and standard deviation were used to analyze the research questions. Findings revealed that principals' ethical leadership behaviour on administration of private secondary schools for sustainable National development enhances the administration of secondary schools with respect to decision making, supervisory instruction and communication ethical leadership behaviours. It was recommended that Private secondary school principals should constantly display ethical leadership behaviour in the discharge of their administrative functions. This will help create a positive school climate which is an essential component for administration of schools.

Keywords: Principals, Ethical Leadership Behaviour, Private Secondary Schools and Sustainable National Development

Introduction

Education has been regarded as the instrument for sharpening the intellectual powers of man. It is the key to human and capital development and the key to national development. Education is seen as an important means of transmitting the skills and knowledge needed by individuals to participate in the society. It is also required in the contribution to the development of a country's economic, political and social development. In the secondary school level of education, the principal is the head the school. It is

also the responsibility of the principals to provide the appropriate leadership practices which entails effective administration of the Secondary education. The Secondary Education's broad goals of preparing people for useful living in the society and for higher education have made it imperative that it should among others, supply trained manpower, inspire its students with the desire for self-improvement and achievement of excellence, raise the generation of people who can think for themselves, respect the view and feelings of others and respect the dignity of labour (FRN, 2004).

The school principal is the leader and gives the necessary leadership functions for the achievement of educational goals. The principal as the leader is responsible for all that happens in the school. Principal as the leader is responsible for all that happens in the school. The principal behaviour is expected to be guided by ethical principles as indicated by the National Association of School Psychologists (NASP, 2010) and they include: respecting the dignity and rights of all persons, showcasing professional competence and responsibility, fostering honesty and integrity in professional relations, showcasing responsibility and commitment to school, families, community and the society, maintaining professionalism, among others. As ethical leaders guided by ethical principles, school principals should be good role models for their staff by displaying ethical behaviours themselves first. This will enable their staff to adopt ethical values and norms more easily (Eskender, 2015; Sarıkaya & Erdoğan, 2016). SchoolPrincipal is someone that shows the way or influences someone or people to do things or think in a particular way or to contribute voluntarily to the achievement of group tasks in a given situation (Eskender, 2015). He or she should have a philosophy of life, personal traits and qualities that lead to action with desirable character and which seems to be of benefit to him or her and others in bid for successful career as principal of the school (Chike-Okoli, 2017). Akpakwu (2017) sees the principal as the single administrative and academic head, who is responsible for the operation of the school. The principal carries out administrative and instructional functions in the school through an effective leadership style and ethical leadership behaviour.

Principal Ethical leadership behaviour can also be defined as leadership that is directed by respect for ethical beliefs and values and for the dignity and rights of others. It is thus related to concepts such as trust, honesty, consideration, charisma and fairness (McQueeny, 2016; Reilly, 2006). The Centre for Ethical Leadership (CEL, 2013) opined that ethical leadership behaviour involves leading in a manner that respects the rights and dignity of others; a concept that is at times in direct conflict with more traditional models of leadership. Ethical leadership is perceived to be a role modelling leadership, enabling employees to do the right thing by asking the right questions (Freeman & Stewart, 2016). Downe, Cowell and Morgan (2016) perceive ethical leadership practices to emanate either from the nature and behaviour of the leader as a person, encouraging emulation, or from the systems and practices that they set up to regulate conduct on their behalf. Northhouse (2016) identifies the cardinal principles and indicators of ethical leadership as: respect for others; service to others; justice for others; honesty towards others; and building community. Ethical leadership is positively linked with favorable employees' outcomes including being effective positive attitudes and behaviour (Chen & Hou, 2016; Ng & Feldman, 2015). Principals' ethical leadership behaviour according to Akpakwu (2016) focuses attention on principals' conducts towards planning and improving instructional activities in the school, provision of resources for teachers, teacher evaluation, group dynamics - working with groups, and utilizing various supervisory techniques to ensure that instructional objectives are achieved. The researcher's interest on principal ethical leadership behaviour will focus on decision making leadership behaviour, Instructional supervisory leadership behaviour and Communication leadership behaviour.

Decision making is one important managerial task of school principals. Decision making as defined by Lussier cited in Akpakwu (2017) is the process of selecting a course of action that will solve a problem. Ethical decision-making behaviour refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles (Akpakwu, 2017). Principals' ethical decision-making behaviour also focuses on principals' ability to utilize a shared decision-making process to make sound decisions regarding students and staff that exercise good and rationale judgment. Decisions must be made by principals when they are faced with any problem. Good decisions result in

the selection of the appropriate goals and course of actions that increase performance, while bad decisions result in lower or poor performance in educational establishments. The principal must be fair and take other people's views and opinions into consideration when taking decisions affecting teachers in the school (Cherkowski, Walker & Kutsyuruba, 2015). This calls for participatory decision-making process in the school.

Akpakwu (2012) and Dempsey (2013) identified the following steps involved in ethical decision making: Recognize an issue or concern and the duty to act or become involved. This implies that the principal must identify the problem and also draw attention of the parties' concerns and define the problem - including the principles, standards, and values involved – and identify fundamental objectives as well as potential conflicts and risks.

Principals' Ethical Instructional Supervisory Leadership Behaviour is to ensure effectiveness of teaching and learning delivery in the secondary schools demands that teachers should be constantly supervised during classroom instructions. Principals perform this role/function through instructional supervision. According to Kochlar (2015), Makokha (2015), Okolo (2015), Onuma (2016), Sule, Ameh and Egbai (2015), instructional supervision is one of the critical administrative functions of a school administrator that involves overseeing and guiding the teaching and learning process in an academic institution. Kochlar, Makokha and Okolo (2018) studies further sees instructional supervision as those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils, and also include whatever is done to improve on the teachers' ability and competence to deliver lessons to improve on pupils' learning. Eya and Chukwu (2012) saw instructional supervision in school merely as a process for teachers' improvement purposes which include among other things ensuring that teachers perform their assigned functions. There are many reasons for instructional supervision in schools. Some of these according to Ogunu (2018) are: to make sure that teachers are performing the duties which they are employed to do; assisting teachers to develop and utilize methods and materials which will improve the progress of a child and improve teachers' professional effectiveness; to know the performance of teachers recruited; to discover special abilities possessed by the teachers in school; to provide opportunities for teachers development; to know the effectiveness of classroom management by teachers; to appraise the performance of the school through the use of competent and committed teachers; and to identify the needs of teachers in the school.

School Principal Maintaining effective communication system among students, teachers and other non- teaching staff is one of the important functions of principals in the secondary school. Where effective communication system is highly projected in an organization including the school system then it is possible that the aims, objectives and goals of such organizations will be achieved and likewise enhances good performance. The extent to which a principal establishes and maintains good and effective communication flow using ethical standards, to that extent he is able to accomplish his set goals.

Failure to appropriately communicate leads to poor teacher commitment and friction between workers or subsystems, with organizational failure as the resultant effects. Any administrator or principal who wishes to avoid a disappointing situation, conflicts or disorder must have to ethically communicate with staff as it is the epitome of effective school administration. Communication as defined by Udeozor (2014) as the act of passing relevant information to the person who needs to know, or who, is in a position to use that information because it affects his work. It involves the means and process of transmitting message, ideas and information from one individual to another and also among members in a group. Communication is the unifying means by which organization members are linked together to achieve a central purpose and objective. Communication helps to link all the various organization activities and however the performance of all functions of the principal such as planning, organizing, directing, controlling and coordinating depends on effective system of communication. All organization leaders should device means or way of communicating with subordinates for effective communication. However, a broken-down communication ignites mutual distrust, suspicions, resentment, gossips, insecurity and fear (Udeozor, 2014). According to Ärlestig (2018), communication

is a multidimensional process which requires frequent use of dialogues and conversations in the school organization.

Blasé and Blasé (2000) opined that principal _who applied ethical principles in decision making often used an inquiry approach with teachers and they frequently solicited teachers _advice about instructional matters. Alimi and Akinfolarin (2017) opined that Principals' instruction supervisory behaviour assists school heads to improve classroom instructions. In essence, a principal that demonstrates ethical instruction supervisory leadership behaviour is one who is hardworking, have accurate knowledge of what goes on in the school and are interested in teachers _classroom instructional delivery. The principal is approachable, kind, considerate and willing to take advantage of teachers' special skills (Makokha, 2015). The studies of Okolo (2015), Sule, Ameh and Egbai (2015) and Onuma (2016) found that there was a significant high positive relationship between instruction supervisory practice of classroom observation, checking of teachers' lesson notes and preparation, monitoring of teachers _ attendance and teacher effectiveness/performance. Igbo (2002) confirmed that the quality of students learning was directly related to the quality of classroom instruction which is determined through teacher commitment and instructional supervision. Ensley (2014) study found that leadership role performed by principals showed high level of instruction leadership responsibilities in instruction supervision in the school. Crawford-Patterson (2008) supporting the above finding, also discovered that principals' communication practices positively related and influenced the school improvement work. Arlestig (2008) on communication between principals and teachers in successful schools found that leadership communication in schools is related to everyday activities of teachers and individual students' work. In successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers' professional role. Ensley (2014) found that leadership role performed by principals showed high level of instructional leadership responsibilities in communication networks in the school. Principals that demonstrate ethical communication leadership behaviour recognize the importance of good communication and communicate effectively with teachers in the school organization (Kline, 2000; Arlestig, 2008). Miles, Castrence and Fox (2006) confirmed that for efficiency in the school organization, principals as facilitators must demonstrate such ethics like valuing transparency, valuing flexibility, and valuing diversity while communicating to staff. Aspects of principals _ ethical communication leadership behaviour that positively relates to teachers _ commitment according to Kline (2000) and Arlestig (2008) includes treating teachers with respect and sensitivity to their rights and duties, compassionate in talking with teachers as a way of showing a good listener who avoids prejudgments, use of effective communication channels in order to prevent distrust among teachers, use of good gestures to praise teachers teaching task and conveying empathy and warmth when communicating with staff and students, among others.

Statement of the Problems

The primary objective of every principal is to administer his school in such a way that the educational objectives are achieved. The principal as chief custodian of all administrative, academic and extra teaching and non-teaching, students and facilities in order to achieve instructional goals and quality education. The ethical leadership behaviours exhibited by principals in form of their ethical instructional leadership behaviour, ethical decision-making leadership behaviour, ethical instructional supervisory leadership behaviour, among others, must be acceptable to the teachers. A significant challenge for principals is to identify the situations in their schools, such as school culture, how it affects the students and the type of leadership behaviors principals adopt in order to choose a path for the improvement of the schools. The principal is the critical person when it comes to efforts to improve the quality of the school. Since a school is known to be an instrument of change and reform in the society, the principal is pivotal in driving reforms and changes (Uyanga, 2018). This responsibility is very obligatory and principals are expected to be the catalysts for change and deploying managerial skills for implementing change within the school. Thus, the principal is the key supporting agent for change to achieve success in the school. It is against this backdrop that this study examines Principals

ethical leadership behaviour on administration of private secondary schools for sustainable National development.

Purpose of the Study

The purpose of this study was to examine Principals ethical leadership behaviour on administration of private secondary schools for sustainable national development in Imo State. Specifically, the study seeks to;

- examine the extent to which Private schools' principals' ethical decision-making leadership behaviour enhances administration of private secondary schools for sustainable national development in Imo State,
- examine the extent to which principals' ethical instruction supervisory leadership behaviour enhances administration of private secondary schools' sustainable national development in Imo State
- examine the extent to which principals' ethical communication leadership behaviour enhances administration of private secondary schools for sustainable national development in Imo State

Research Questions

- To what extent does principals' ethical decision-making leadership behaviour enhance administration of private secondary schools for sustainable national development in Imo State?
- To what extent does principals' ethical instruction supervisory leadership behaviour enhance administration of private secondary schools' sustainable national development in Imo State?
- To what extent does principals' ethical communication leadership behaviour enhance administration of private secondary schools' sustainable national development in Imo State?

Methodology

The study adopted a descriptive survey design. According to Nworgu (2023), this type of research design involves a well-detailed critical examination of a situation to find what it is and how it is. This makes the research design suitable for the study. The population of the study consists of 120 (One hundred and twenty) Private schools principals in Owerri Municipal Council. The entire population of 120 principals was used as the sample size using census sampling techniques. The instrument titled Principals Ethical Leadership Behaviour on Administration of Private Secondary Schools Questionnaire (PELBAPSSQ) was used for data collection. The instrument contains 15 items and designed to elicit information from research questions. It is design using four-point scale of Very High Extent (VHE), High Extent (HE), Low extent (LE) and Very Low Extent (VLE). The face and content validity of instrument was validated by two experts in measurement and Evaluation and one expert in Education administration and Foundations. Cronbach Alpha Reliability Coefficient method was used to test the reliability of the items and a reliability coefficient at 0.81 was obtained. The researcher with the help of research assistances distributed copies of the questionnaire to respondents and was retrieved immediately. The data were collated using the mean and standard deviation to answer the research questions.

Results

Research Question One: To what extent does principals' ethical decision-making leadership behaviour enhance administration of private secondary schools for sustainable national development in Imo State.

Table 1: Mean and Standard Deviation on principals' ethical decision-making leadership behaviour enhance administration of private secondary schools.

S/N	Items	Mean	SD	Remarks
1	Integrity in creating an enabling environment where teachers value each other's ideas	3.09	0.74	High Extent
2	Honestly models and promotes open and inclusive dialogue	3.10	0.81	High Extent
3	Accepts teachers' professional judgements and decisions in the school	3.00	0.63	High Extent
4	Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating	3.04	0.72	High Extent
5	Adopts effective style in decision making improves teachers work in school	3.00	0.63	High Extent

Results in table 1 showed that all the items scored above 2.50 were accepted. This implies that Integrity in creating an enabling environment where teachers value each other's ideas, Honestly models and promotes open and inclusive dialogue, Accepts teachers' professional judgements and decisions in the school, Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating and Adopts effective style in decision making improves teachers work in school are principal effective style in decision making which improves teachers work in school.

Research Question two: To what extent does principals' ethical instruction supervisory leadership behaviour enhance administration of private secondary schools' sustainable national development in Imo State.

Table 2: Mean and Standard Deviation on principals' ethical instruction supervisory leadership behaviour enhances administration of private secondary schools

S/N	Items	Mean	SD	Remarks
6	Ensures that teachers show good knowledge of the subject matter	3.12	0.84	High Extent
7	Competent in ensuring that teachers conduct effective and up to-date assessment for reinforcing students learning	3.02	0.61	High Extent
8	Engages teachers in workshops and seminars as a way of boosting their efficiency	3.08	0.71	High Extent
9	Reliable in monitoring and observing classroom instruction regularly	3.00	0.63	High Extent
10	Sincere in applying the principles guiding effective instructional supervision for improving teachers' performance	3.02	0.61	High Extent

Results in table 2 showed that all the items scored above 2.50 were accepted. The implies that Ensures that teachers show good knowledge of the subject matter, Competent in ensuring that teachers conduct effective and up to-date assessment for reinforcing students learning, Engages teachers in workshops and seminars as a way of boosting their efficiency, Reliable in monitoring and observing classroom instruction regularly and Sincere in applying the principles guiding effective instructional supervision for improving teachers' performance are does principals' ethical instruction supervisory leadership behaviour enhance administration of public secondary schools'.

Research Question 3: To what extent does principals' ethical communication leadership behaviour enhance administration of private secondary schools' sustainable national development in Imo State.

Table 3: Mean and Standard Deviation on principals _ethical communication leadership behaviour enhances administration of private secondary schools.

S/N	Items	Mean	SD	Remarks
11	Convey empathy and warmth when communicating to staff and students	3.05	0.84	High Extent
12	Conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control	3.01	0.61	High Extent
13	Always express issues clearly in concise language when communicating to teachers	3.04	0.71	High Extent
14	Willing to use telephones to communicate and reach out to teachers on urgent matters that need immediate response and attention	3.13	0.63	High Extent
15	Uses effective communication mode and channels in order to prevent distrust among teachers	3.21	0.61	High Extent

Results in table 3 showed that all the items scored above 2.50 were accepted. The implies that Convey empathy and warmth when communicating to staff and students, Conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control, Always express issues clearly in concise language when communicating to teachers, Willing to use telephones to communicate and reach out to teachers on urgent matters that need immediate response and attention and Uses effective communication mode and channels in order to prevent distrust among teachers are the principals' ethical communication leadership behaviour enhance administration of public secondary schools'.

Discussion

Based on the findings it showed that ethical decision-making leadership behaviour enhances administration of private secondary schools for goal attainment in Imo State. The finding of this present study supports that of Blasé and Blasé (2000) opined that principal _who applied ethical principles in decision making often used an inquiry approach with teachers and they frequently solicited teachers _advice about instructional matters.

Results in research question two showedthat principals in secondary schools applied the ethical principles or rules in their instructional supervision. this result is in accord with the findings of Alimi and Akinfolarin (2017) opined that Principals' instruction supervisory behaviour assists school heads to improve classroom instructions. In essence, a principal that demonstrates ethical instruction supervisory leadership behaviour is one who is hardworking, have accurate knowledge of what goes on in the school and are interested in teachers _classroom instructional delivery. The principal is approachable, kind, considerate and willing to take advantage of teachers' special skills (Makokha, 2015). The studies of Okolo (2015), Sule, Ameh and Egbai (2015) and Onuma (2016) found that there was a significant high positive relationship between instruction supervisory practice of classroom observation, checking of teachers' lesson notes and preparation, monitoring of teachers_ attendance and teacher effectiveness/performance. Igbo (2002) confirmed that the quality of students learning was directly related to the quality of classroom instruction which is determined through teacher commitment and instructional supervision. Ensley (2014) study found that leadership role performed by principals showed high level of instruction leadership responsibilities in instruction supervision in the school.

Also, finding of the study indicates that principals in secondary schools showed ethical principlesof communication with the teachers. The ethical communication leadership behaviour which impacted positively on administration improves the administration in many of the secondary schools. The result is in line with the finding of Crawford-Patterson (2008) supporting the above finding, also discovered that principals' communication practices positively related and influenced the school improvement work. Arlestig (2008) on communication between principals and teachers in successful schools found that leadership communication in schools is related to everyday activities of teachers and individual students' work. In successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers' professional role. Ensley (2014) found that leadership role

performed by principals showed high level of instructional leadership responsibilities in communication networks in the school. Principals that demonstrate ethical communication leadership behaviour recognize the importance of good communication and communicate effectively with teachers in the school organization (Kline, 2000; Arlestig, 2008). Miles, Castrence and Fox (2006) confirmed that for efficiency in the school organization, principals as facilitators must demonstrate such ethics like valuing transparency, valuing flexibility, and valuing diversity while communicating to staff. Aspects of principals' ethical communication leadership behaviour that positively relates to teachers' commitment according to Kline (2000) and Arlestig (2008) includes treating teachers with respect and sensitivity to their rights and duties, compassionate in talking with teachers as a way of showing a good listener who avoids prejudgments, use of effective communication channels in order to prevent distrust among teachers, use of good gestures to praise teachers teaching task and conveying empathy and warmth when communicating with staff and students, among others.

Conclusion

The study concluded that principals' ethical leadership behaviour on administration of private secondary schools for sustainable National development enhances the administration of secondary schools with respect to decision making, supervisory instruction and communication ethical leadership behaviour. It was concluded that effective decision making improves teachers work in school. Principal ensures that teachers conduct effective and up-to date assessment for reinforcing students learning and conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control.

Recommendations

Based on the findings of the study the following recommendations are made:

15. Private secondary school principals should constantly display ethical leadership behaviour in the discharge of their administrative functions. This will help create a positive school climate which is an essential component for administration of schools.
16. Private school Principals should foster ethical conducts in their decision making through active teachers' participation in decision making process which stands to impact greatly on teachers.
17. Private school Principals should improve their mode of communication in schools to aid effective teachers' commitment. This will foster ethical leadership behaviours that will boost effective communication practices in school for teachers' job commitment.

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RATING OF SECONDARY SCHOOL PRINCIPAL'S PLANNING AND MANAGEMENT OF ENTREPRENEURIAL SKILLS TRAINING AND MOTIVATION STRATEGIES FOR JOB CREATION IN POST COVID-19 ERA



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Abstract

The poor performance of secondary school students in business subjects necessitates this study to rate secondary school management entrepreneurship skill training and motivation as strategies for effective teaching of the subjects in secondary schools in Cross River State. Two research questions directed the study and two hypotheses were tested at 0.05 level of significant. Survey research design was adopted and the entire population of 200 secondary school teachers of entrepreneurship education in the area was used without sampling. A 5-point rating scale questionnaire with 30 items which was validated by three experts was used for data collection. Pearson Product Moment Correlation Coefficient was used to analysed the data which yielded a value 0.78. Data collected were analysed with mean and standard deviation to determine the closeness of the respondents' mean while z-test was used to test the hypotheses at 0.05 level of significance. Results show that the respondents rated the two strategies as effectively utilized and did not differ significantly in their views as a result of gender and years of teaching experience. Therefore, the researcher concluded that teacher related factors may be disengaging with students' poor performance in the entrepreneurship.

Keyword: Secondary school, Management, Entrepreneurial, Skill, Motivation and Creative

Introduction

School management is a complex exercise in the process of education. It demands talent, skills, energy and ability from teachers to manage classroom because it directly deals with the behaviors of learners. Human behavior is the most complex phenomenon. School administrator's principals and teachers with high practical vision, strategies, skills and knowledge can manage school effectively (Isiozor, 2021).

Management of secondary school education as a co-ordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objective or organizational effectiveness.

Secondary education is equally of considerable importance in the Nigerian education system. Secondary education is the education given to a child between the ages of 11-18 years. In Nigeria, secondary schools are regarded as the principal vocational institutions intended to prepare students

entry into various trade areas through the acquisition of skills. It is the form of education children receive after primary education and before tertiary stage. In other to realize fully the contributions of education to the achievement of national educational goals, emphasis is placed on the broad goals of secondary education. The broad aims of secondary education according to Federal Republic of Nigeria (FRN, 2013), are the preparation of students for useful living within the society and for higher education. It also provides technical knowledge and vocational skills, inspire desire for self-improvement and achievement. In other words, those to be admitted into different institutions of higher learning must have successfully completed secondary education (Nompapa, 2009). The successful transition of this process is inter-connected with the effectiveness of the classroom instruction and school administrator management approach.

The management of the school has to foster understanding of inclusion and the development of skills and the practices needed among the staff. The school has to create policies that foster inclusive practice in order to address the learning needs of all learners better. The school principal is an active member of the inclusive school community with responsibilities such as the establishment, development, management, support and monitoring of support systems in the school. Important in this respect is to setup an effective teacher support team (WCE) manual on Education Support Team, 2003). Management according to Anyanwu (2010) is a —social process that places a few individuals in leadership position of an organization or system at a particular period and location to make decisions. Management is the utilization of available human and material resources through co-operative efforts in accomplishing the functions of planning, organizing staffing, directing, and controlling. Similarly, it is the process of planning, organization, directive, control and evaluation to accomplish preferred objectives through co-ordination or use of human and material resources (Onye, 2012). Management is the coordination of peoples' effort for the purpose of accomplishing goals and objectives by using available resources effectively and efficiently resources encompass human, material, technological and finance which are supposed to be deployed a manipulated for reaching organizational outcome. It includes planning, organization, staffing, leading/directing and controlling of an organization to accomplish goals or achieve targets (Wikipedia in Uchendu and Akuegwu, 2016). The United Nations General Assembly (2002) passed resolution 15/254 proclaiming the United Nations Decade of Education for sustainable Development starting from 2005 to 2014. It was against this background that member states were urged to integrate education for sustainable development into their educational plan at all levels of education.

Sustainable develop is perceived as that development that satisfied the needs of the current generation without endangering the ability of future generation to meet their own need (Nwangwu and Ezugworie, 2013). Nigeria has been contracted with developmental challenges since it is independence in 1960. These challenges could be traced to poor educational policies that were not structured to meet the economic and human capital in Nigeria education and economy. This resulted to high rate of unemployment in the nation. According to Nwangwu et al (2013), in a bid to reduce this unemployment and create a pool of graduates who could be employers of labour and not job seekers that entrepreneurship education has become necessary in educations system. The rate of unemployment in Nigeria is alarming. Unemployment is the inability for following workers to find gainful employment. This implies when a person is ready to work but cannot find any job.

According to Oduma (2012), innovative skills requisite for entrepreneurship success include the ability to: introduce a new product, introduce a new method of production, open new market, explore a new sources of supply of raw materials and carry out new types of organization. In support, Okoli and Binoumote (2015) stated that innovative skills are ability to bring the best ideas into reality, create new wealth, figure out how to make product work better, combine ideas into new value, interact with other firms for positive innovation, attain overall best performance, gain access to technology on innovative in small scale business, add value to customer's satisfaction, and meet customers' needs. Similarly, for effective management of small scale business, Chinoye in Okoli and Binoumote indicated that the entrepreneur must ensure that he is well equipped and able to carry out innovative activities, which include: basic research activity, applied research activity, and development research activity

among others. Okoli and Binoumote stated that the acquisition of these skills will enable the business education graduates to function effectively in an environment of strong market forces and complex technological advancement.

Unemployment exists partly because most of the products of educational system look for jobs that do not exist. According to Ademilyyi in Okoli and Binoumote pointed out that most business education graduates lack the ability to succeed in small scale enterprise. There is therefore the need to identify those involve skills which may enhance the promotion effective management of small scale business practice. Eze (2011) stated that innovative skills are collaborative skills needed by an innovator to develop business idea, and successfully implement such ideas. An innovator is used too widely to describe an individual. Innovators are creative thinkers. In other words, individuals who are able to generate creative ideas that becomes the basis of innovations. Sometimes, however, —innovatorsl can also be called —innovative leadersl.

Innovative leaders are creative visionaries who have big ideas and, most importantly, can motivate people around them to turn those ideas into reality. Additionally, Davidson (2011) averred that innovative leaders do not even need to be the person who creates the idea behind an innovation. Often, they simply recognize a great idea, perhaps devised by a subordinate and envision the pat that leads to that idea becoming a reality. In order to succeed as an entrepreneur, an innovative leader needs a range of skill such as imagination and communication, and problem solving skills.

Entrepreneur according to Ardichvili, Richard, and Sourav in Agbo (2011) is an individual who organizes and operates an enterprise for personal gain. Ardichivili et al (2014) stated that the entrepreneur pays current prices for the materials consumed in the business, for the use of the land, for the personal services he employs, and for the capital he requires. The authors further added that the entrepreneur contributes his own initiative, skill land ingenuity in planning, organizing, and administering the enterprise. The authors emphasized that the entrepreneur also assumes the chance of loss and gain consequent to unforeseen and uncontrollable circumstances, this definition stresses the basic aspects of being an entrepreneur regardless of the field. First, entrepreneurs create something new of value. The creation has to have value to the entrepreneur and value to the audience for which it is developed. Assuming the necessary risks is the second aspect of being an entrepreneur. The entrepreneur also assumes the change of loss and gain consequent to unforeseen and uncontrollable circumstances, the net residue of the annual receipts of the enterprise after all costs have been paid is retained for himself. In the context of this study, entrepreneurs are individuals who undertake small scale business so as to create economic value to themselves and the entire society.

Rating

A rating is the evaluation or assessment of something in terms of quality. It can also be seen as the classification nor ranking of someone or something based on a comparative assessment of their quality standard, or performance. According to Hornby (2006), rating is the evaluation or assessment of something in terms of quality and quality or some combination of both. Hornby (2006), rating is the evaluation or assessment of something in terms of quality and quantity or some combination of both. Hornby further described rating to involve forming an opinion of the amount or quality of something after thinking about it carefully. Rogets (2010) saw rating as a term which refers to the appraisal of the characteristics, significance, importance or related value of a thing Okoli (2007) defied rating as a process whereby parts, particularly with reference t programmers based on the collection of data, with a view to determine the quality of task performance. Okoli stated that to rate goes beyond Characterisation of an item (efficiency). In the context of this study, rating is a systematic way of determining the entrepreneurial skills needed by business education graduates for effective management of small scale businesses using data collected from entrepreneurs.

Entrepreneurial Skills

Entrepreneurial refers to the intentional creation or transformation of organization for the purpose of creating or adding value through organization of research (Bird in Ezeani, Ifeonyemetalu &

Ezemoyih, 2012). Entrepreneurial has to do with the creation and development of economic ventures. It involves an application of energy and passion towards the creation of an enterprise and this includes: the willingness to take calculated risks, team work, and creative skills to marshal needs resources.

Skill on the other hand is the ability to perform some tasks creditably (Adeyemo, 2009). Adeyemo further viewed skill as basic ability and the means by which man adjusts to life. In the work place, skill is what the workers give in exchange for remuneration. Agoha (2011) defined skills as the ability to perform an activity that is related to some meaningful exercise, work or job. Bleak in Uzor and Ike (2010) described skill as ability to do something well, gained through training and experience. Uzor and Ike also defined skill as one's personal competencies in the performance of specific tasks acquired after a period of training or experience. In a similar vein, Daniel in Ejeka and Mgbeonyebi (2016) defined skill as learned responses, often as a result of specific training which afford someone the ability to perform a particular task and achieve a particular objective. Ofem et al (2023) asserted that managing entrepreneurial in a generic sense involves instrumentality of planning, organizing, directing, coordinating, budgeting, and controlling during teaching and learning processes.

According to Chell (2013), skill referred to proficiency in performance and may be enhanced by practice and training. Chell went further to state that skills are multidimensional constructs; and comprise the cognitive – knowledge and what is learnt; the affective – emotional expression and what is experienced, the behaviour – action at strategic, tactical and personal levels and the context – sectoral, occupational, job and tasks level. Binumote and Okoli (2015) through of skill as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. As defined by Vanpatten and Benati (2010), skill refers to ability to do rather than underlying competence or mental representation.

Entrepreneurship skills are individuals' ability to turn ideas into action (European Skills Panorama, 2014). Entrepreneurial skills are skills needed to succeed in business, most especially in small scale business (Adeyemo, 2009). Adeyemo further defined entrepreneurial skills as basic skills necessary to enable one start, develop, finance and succeed in one's home enterprise. Entrepreneurial skills according to Agbonifoh in Adeyemo (2009) are skills relating to identifying business opportunities and receiving sustainable income from these opportunities. The acquisition of entrepreneurial skills means combining personal characteristics, financial resources within one's environment and taking advantage of them for rewarding outcome. Ezeani, Osita and Exemoyih (2012) saw entrepreneurial skills as simply business skills which individuals acquire to enable them effectively function in the turbulent business environment as entrepreneurs or self-employed.

Entrepreneurial skills can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich & Peters in Adeyemo, 2009). Entrepreneurial skill is the ability of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and development gain (Olagunju in Oyefesobi, Adetunji & Ayedun, 2018). Formal descriptions/definitions characterize entrepreneurial skills as ability to have self-belief, boldness, tenacity, passion, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity (Salgado-banda in Mohammad, Shahzad and Mohd, 2016). Salgado-banda stated that an array of possible entrepreneurial skills encompasses the perception of economic opportunities, technical and organisational innovations, command over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects (for teaching enterprise).

Entrepreneurial skills therefore are individual characteristics including attitude and behaviour, which allow the entrepreneur to achieve business success (Sarwoko, Surachman, Armanu and Hadiwidjojo, 2013). The authors further described entrepreneurial skills as set of high-level characteristics involving personality traits, skills and knowledge. The EU Entrepreneurial Skills (2014) saw entrepreneurial skills as a combination of a range of technical, management and personal skills. Entrepreneurial skills are skills needed by an entrepreneur to succeed in business. Entrepreneurial skills are the basic skills necessary to enable one start, develop, finance and succeed in one's enterprise.

According to Hisrich and Peters (2010), entrepreneurial skill is the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence.

Entrepreneurial skills are simply business skills, which one acquires to enable one function one function effectively in the turbulent business environment as an entrepreneur (Folahan & Omoriyi in Ezeani, 2012). This means that entrepreneurial skills provide an understanding of the main areas one need to know about in order to run a successful business. For the purpose of this study, entrepreneurial skills are abilities business education graduate need for effective management of small scale business.

Statement of problem

Despite the national aspirations for vocational education especially at the secondary school levels in Nigeria for more than three decades, reports have shown that secondary school leavers do not sufficiently possess the basic skills and knowledge for success in employment and further education (Ofoha, 2011). This reflects the reports of Kiadese (2005) and Adetayo (2006) that the teaching of business subjects in Nigeria is ineffective.

Several strategies like curriculum revision and retraining of teachers, motivation of teachers, public relations activities, funding, supply of modern technological equipment and facilities, among others, are utilised in the education sector to improve teaching and learning effectiveness. The researchers are worried that despite all these, secondary school students continue to perform poorly in entrepreneurship education

The purpose of the study

The main purpose of the study was to determine educational managers' rating of the entrepreneurial skill retraining and motivation strategies for job creation in post covid-19 era. Specific early, the study determined the rating of

1. Secondary school management strategies on teacher retraining on entrepreneurial skills in post covid-19
2. Motivation of teachers as strategy for encouraging entrepreneurial skill training?

Research Questions

The following research questions directed the study;

1. What is the rating of secondary school management strategies on the entrepreneurial skill training post covid-19?
2. What is the rating of teachers' motivation as strategy for encouraging entrepreneurial skill training?

Statement of hypothesis

The following null hypotheses were formulating and tested at 0.05 level of significance.

- Ho₁: The mean response of male and female teachers do not significantly differ on secondary school management strategy entrepreneurial skill training in post covid-19 era
- Ho₂: There is no significant different in the respondents mean rating on the motivation of teachers as strategy for encouraging entrepreneurial skills training.

Method

The study was a descriptive survey method designed to assess the level of secondary school management of entrepreneurial skill training and motivation strategies for job creation in post covid-19 era. Ofoha (2011) and Nworgu in Ezenwafor and Onwochei (2015) who maintained that the descriptive survey is suitable for studies that aim at collecting data on and describing in a systematic manner, the characteristics, features or facts about a given population. The study was carried out in Cross River State. the population of the study comprised 255 teachers in public secondary schools. There was no

technique due to the management size of the population. The data for the study was collected using and instrument titled: Secondary School Management] of Entrepreneurial Skill Training Questionnaire (SSMESTQ). It has two sections A and B. Section A describes respondents' background information. Categories include: gender, name of school and status. Section B was used to answer the research questions the questionnaire was structured on a 5-point rating scale of Highly Effective, Effective Fairly Effective, Ineffective and Highly ineffective.

The instrument was validated by three experts' one each from the department of educational management, measurement and evaluation and entrepreneurship education unit all from university of Calabar. The reliability of the instrument was established distributed it on 20 teachers in public secondary school who were not part of the study population. Data collected were analyze using Pearson Product Moment Correlation which yielded co-efficient reliability value of 0.79.

The instrument was administered on the respondents by the researchers and two research assistants, all the copies of the instrument was dually filled and returned. The means ($\bar{x}$) was used to answer the research questions while z-test was used to test the null hypotheses at 0.05 level of significance. Decision rule any items with mean ratings ranging from 4.50 – 5.00 were rated highly effective, those between 3.50 and 4.49 were rated effective and those between 2.50 – 3.49 fairly effective. Items with mean rating between 1.50 and 2.49 were rated ineffective and those with 0.50 – 1.49 were rated highly ineffective. The means for a given cluster was used to answer the research questions for the hypotheses testing, where the calculated z was less than z critical, it implies that the variable has no significant influence in the views of the respondents and the null hypothesis was accept but where the calculated z was greater/higher than the z-calculated, meaning that the variable has a significant influence in the respondents' mean rating score and hence the null hypotheses was rejected.

Presentation/Results

Research Question 1: What is the rating of secondary school management strategies on entrepreneurial skill training in post covid-19 Era.

Table 1: Mean rating of respondents" on secondary school management strategies on entrepreneurial skill training in post covid-19 Era N = 2

S/N	Area of Training	X	SD	Decision
1	Sending entrepreneurial teachers on in-service training from time to time update their knowledge	3.86	1.05	E
2	Empowering entrepreneurial teachers with ICT resources in their offices	3.73	1.05	E
3	Instituting training and retraining when entrepreneurial teachers begin to exhibit lack of interest in their jobs.	3.95	1.01	E
4	Induction courses to be integrated as part of entrepreneurial teachers training programme	3.45	1.08	FE
5	Ensuring adequate budgetary provision for training and retraining of entrepreneurial teachers	3.84	1.14	E
6	Involving experts and resource persons in the field of vocational and technical education in entrepreneurial teacher conference	3.44	1.10	FE
7	Organizing working/orientation on periodic basis for entrepreneurial teachers	3.94	1.06	E

8	Encouraging entrepreneurial teachers to engage in personal upgrading such as internet browsing, reading relevant books and journals and playing active roles in relevant professional associations.	3.86	1.08	E
9	Involvement of private individuals or organisations (NGO's) for grants in aid in entrepreneurial teacher training and retraining programmes	4.10	1.08	E
10.	Providing modern instructional materials and ensuring training and retraining programmes on their usage	4.03	0.97	E
11.	Instituting training and retraining when there is low productivity of entrepreneurial teachers	4.19	0.96	E
Mean of means				3.85

Table 1 shows that the respondents rated the implementation of training and retraining of entrepreneurship education teachers as a strategy for effective teaching of entrepreneurial skill in secondary schools in the area of study as effective. The mean of 9 out of the 11 items ranged between 3.73 and 4.19 and mean of means of 3.85 confirmed this.

Research Question 2: What is the rating of teachers' motivation as strategy for encouraging entrepreneurial skill training?

Table 2: Mean rating of respondents" on teachers" motivation as strategy for encouraging entrepreneurial training. N = 255

S/N	Items on teacher motivation	X	SD	Decision
1	Encouraging business teachers to belong to professional associations	4.02	1.03	E
2	Attaching promotion of business teachers t professional attainment	3.76	1.08	E
3	Assigning varied and challenging tasks and responsibilities to business teachers	3.78	0.99	E
4	Enlighterning business teachers on the opportunities/need for professional advancement	4.23	0.96	E
5	Attaching increase in salary of entrepreneurship education teachers to professional growth	3.83	1.03	E
6	Providing orientation for business teachers to understand that effort at professional attainment is attractively rewarded	3.47	1.01	E
7	Equitably rewarding effort at professional attainment	3.55	1.03	E
8	Enabling active participation of business teachers in business education curriculum development and revision encouraging business teachers'	3.94	0.83	E
9	Encouraging business teachers' participation in the publication of articles in professional journals	3.21	1.05	FE

10.	Soliciting involvement of professional bodies and business oriented organizations in support of business teachers professional growth	3.83	1.01	E
11.	Instituting advanced academic programmes for entrepreneurship teachers	3.91	1.08	E
12	Giving opportunity to business teachers to participate in setting work objectives and making some operational decisions that may affect them in the discharge of this duties	3.29	1.06	FE
13	Making professional attainment a prerequisite for enjoyment of bonuses and incentives for business teachers	3.85	1.09	E
Mean of means				4.06

Table 2 shows that the respondents rated the implementation of motivation of entrepreneurship teachers as effective. Out of the 15 items, the mean ratings of 10 were between 3.55 and 4.23 which mean effective while only 3 were rated fairly effective. The mean of means of 4.06 confirmed the respondents' rating as effective.

The mean of means of 4.06 which falls within the real limit of 3.50 and 4.49 indicates that teachers of entrepreneurship subjects in the area of study rated the utilisation of motivation of entrepreneurship teachers for professional growth as effective.

Hypothesis One (H₀₁)

The mean response of male and female teachers do not significantly differ on secondary school many management strategy on the entrepreneurial skill training in post-covid-19 Era.

Table 3: Z – test analysis on the effect of gender on the respondents' mean on secondary school management strategy on the entrepreneurial skill training based gender

Variables	No	Df	X	SD	z-cal	z-crit	SL	Decision
Male	113	113	47.67	16.13	1.82	1.96	0.05	NS
Female	155	144	45.28	18.36				

Table 3 data analysis indicate that the z-cal of 1.82 is less than the z-critical of 1.96. This implies that gender has no significant effect on the mean ratings of the respondents. Hence, the hypothesis is accepted.

Hypothesis Two (H₀₂)

There is no significant different between in the respondents' mean rating on the motivation of teachers as strategy for encouraging entrepreneurial skills training.

Table 4: z – test analysis on the influence of experience on respondents' mean rating of the motivation strategies for encouraging entrepreneurial skills training.

Variables	No	Df	X	SD	z-cal	z-crit	SL	Decision
0-5yrs	73	74	63.73	19.36	36-0.33	1.96	0.05	NS
5-10 yrs	185	186	64.63	20.11				

Data in table 4 revealed that z-cal 01-0.33 is less than z-critical of 1.96. This indicates that years of experience has no significant effect/influence on the mean ratings of respondents. Therefore, the null hypothesis is accepted/agreed upon.

Conclusion

Based on the findings of the study, the researchers conclude that teacher factors may be unconnected with students' poor performance in business subjects in the area of study.

Recommendations

Based on the findings and conclusion of this study, the researchers recommend that school administration in the area of study should maintain the level of implementation of the two strategies.

1. Government should ensure consistent retraining of education managers and to ensure that they are abreast of trends in the changing society.
2. School managers in the area and others should identify other suitable strategies for effective teaching of entrepreneurial subjects and ensure their effective functioning.
3. Government should adequately fund suitable strategies for effective teaching of entrepreneurial subjects at all school levels.

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RE-THINKING QUALITY EDUCATION FOR ETHICAL AND VALUES STRATEGIES TOWARDS SUSTAINABLE NATIONAL DEVELOPMENT



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Abstracts

The study examined strategies for re-thinking quality education for ethics and value system for national development. The study adopted literature research. It highlighted the effects of the degradation of ethics and values in Nigerian Educational system menace such as making individuals to be selfish, greedy and corrupt, fallen standard of education, increase in crime rate, insecurity, ethnicity, poor governance leading to economic hardship among others. Finally, the study concluded with the strategies for ethics and value for rethinking quality education for a productive society in Nigeria such as every social institution like the family, church, mosque, school and the government should take the culture of hard work, punctuality, self-discipline, humility, leadership by examples and so on seriously, and preach or lead campaigns against quick-rich syndrome, corruption, examination malpractice, violence, insolence among others for a productive Nigeria society.

Keywords: Education, ethics, strategies and value.

Introduction

Education is a process of inculcating ethics and values to equip the learner with a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society (National Council of Education Research and Training, 2003). It is an important instrument of change in the intellectual and social outlook of any society (Federal Republic of Nigeria, 2013). Bolarin (2005) observed that many academics have articulated their individual reasons for education, but the ultimate end point is that, it is a requirement for societal formation, social change, societal leadership, human transformation and continuous process of growth and national development. In other words, education is seen as a powerful instrument that add values to the life of citizens and make them functional members of the society

Rethinking quality education for ethical and values systems is crucial for sustainable national development. This involves integrating ethical considerations and values into the curriculum, teaching methods, and overall educational experience to cultivate responsible citizens and promote positive societal change.

Conceptual Review

For clarity, some concepts within the write up were considered, such as education, ethics and value

Education

The word education is derived from the Latin *Educo*, which means educate, train. Education is a process of acquiring information. It means teaching and learning. Education has effects on human mind, character and physical abilities. The history of education begins with the human history itself. Education is also a way to become civilized individuals, and it maximizes human potentials.

Culture and cultural heritage can be transmitted by education, because the main occupation of man is to pass knowledge, skills and attitude from one generation to another. Kanu cited in Okere and Ofoego (2019) described education as an act, a process and a product. As an act, education involves various activities which aim at producing the acceptable man. As a process, it is guided by procedures that aim at producing capable human beings. As a product, educational activities and processes result in the production of acceptable, self-reliant, dependable, effective and efficient citizens.

Zubay and Soltis (2005) in their view, pointed out that education, itself, is essentially a moral undertaking because, —it is concerned with the development of human beings and human interactions. Teachers and school administrators impact how young people make sense of themselves and their world, respond to others, and how to carry out their roles as citizens, employees, family members, and friends.

Matthew and Obiesili (2022) noted that in ancient Greece, some philosophers' views on education such as Socrates, Plato and Aristotle contributed to the development of our present educational system. In general, they all believed that the purpose of education is to improve humankind. Socrates' method is still used in modern educational practices. In this method, teachers ask some questions to improve the intellectual abilities of students and students try to answer these questions by using their reasons. Today's educational theories are based on the philosophies of these philosophers. Plato, who was the founder of idealism, claimed that the aim of education was to develop individual's abilities to better serve society. He also was the founder of Academy, the first university of the world. For him, both men and women had the right to education. He claimed that there were different stages of education. According to him, education was a key element for a society. On the other hand, Aristotle who was the father of realism believed that only citizens could be educated.

He believed that an educated person was a fulfilled person. He defended theoretical, practical and technical education. Education helps the development of bodily and mental faculties. Education builds character, gives knowledge, and helps progressing of State. Education makes a man complete and it also plays an important role in developing society and State. Schools are basic frameworks of education. School helps children to become good citizens and human beings. This is possible only by ethical education, so teaching ethics in school is important.

Ethics

Ethics is a branch of philosophy which deals with the morality of human actions or the norms of human behaviour. It deals with the morality of human actions or the norms of human behaviour. Ethics studies what is the proper course of action for man (Kanu, 2018). It studies right and wrong in human behaviours. It is a method by which we categorize our values and pursue them. Ethics is the very nature of man because, it is our means of deciding a course of action, without which, our actions would be meaningless and aimless. To the extent we pursue rational ethical standard, we will be able to correctly organize our goals and actions to accomplish our most pressing values. We act morally in order to realize full human well-being in the order of a created nature that is, ethics establishes the grounds for good relationship with others and God.

There are three meanings of ethics. First, ethics is commonly taken as a synonym for morality, the universal values and standards of conduct that every rational person wants every other to follow. Secondly, ethics is a well-established branch of philosophy that studies the sources of human values and standards, and struggle to locate them within theories of human individual and social condition. Thirdly,

professional ethics, and it is not universal nor is it ethical theory; it refers to the special codes of conduct adhered to by those who are engaged in common pursuit. Professional ethics is an integral part of a profession (Matthew & Obiesili, 2022).

Section 23 of the Nigerian constitution (1999) provides that the national ethics shall be discipline, integrity, dignity of labour, social justice, religious tolerance and patriotism. However, the lived experience of Nigerians is quite different from the constitutional provisions on ethics and values for the country. There is a lot of indiscipline in every facet of life in the country. Integrity is no longer cherished by many people. The get rich quick syndrome and pursuit of easy money has reduced the dignity of labour. There is high level of religious intolerance and the love for the country is waning. Many Nigerians have no respect for our institutions and national symbols. There is therefore a great need for ethics and value re-orientation.

Also, the National Economic Empowerment and Development Strategy (NEEDS) (2004) recognized this need, and stated that value re-orientation was one of the four key strategies of the NEEDS programme.

The approach was to lead a campaign to re -instill the virtues of honesty, hard work, selfless service, moral rectitude, and patriotism. Unfortunately, throughout the period of the NEEDS, very little was done to actualize the campaign. Worthy to note that ethics and values re-orientation is a re-assessment, take a look again and put something back on course because it has gone off-course. Education has gone off course in Nigeria and the values expected from it lost. There is therefore the need to redeem education in Nigeria through ethic and value re-orientation in the system now. Re-orientation is to bring back the lost values in the school system of education in Nigeria (Magaji, 2014).

Values

Values is defined as the collective conception of what is considered good, desirable, proper or bad, undesirable, and improper in a culture. Values is central to human behaviour and development. Values guides the choices we make and the way it influences the behaviour of everyone in the society. According to Mukherjee (2020), values is socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations. Lehner and Kube (2020) also saw values as an integral part of the personal philosophy of life by which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals, manner of thinking and the principles by which we guide our behaviour. Values, generally perceived, means those standards or principles which the society collectively hold as valuable and therefore to be imbibed by its members (Nwabuani, 2010).

Bodurin (2009) noted that values is basic beliefs and attitude in a society whether of individual or groups which is considered worthwhile and which serves as guide to choices and behaviour in daily life. Esu (2009) further defined values as ideals that guide or qualify your personal conduct, interaction with others, and involvement in your career. Values helps one to, and informs one on how he or she can conduct one's life in a meaningful way. On his part, Bolarin (2009) after broad consideration of various definitions of values, defined values to mean trait, practices, acts, ideals, beliefs, attitudes, and principles that a group or society considers to be of merit, worthwhile, dear, acceptable and right. Values is linked to beliefs and attitudes and guides human behaviour (Rennie, 2007). Nwosu (2013) identified societal values as follows:

- a. Honesty and integrity
- b. Humility and obedience
- c. Moderation and the golden mean
- d. Hard work and reverence for achievement
- e. Purity and chastity

Honesty: This deals with character and is associated with one's speech, actions, attitudes and projected thoughts. When the above attributes are conditioned by the principle of right and wrong as pre-

determined by the society, one is said to exhibit honesty and integrity. Honesty and integrity predispose a person to exhibit exemplary moral character.

Humility and Obedient: They are also necessary for human development: A humble and obedient person offer selfless services to others because he is convinced, he is not better than others. Humility is the quality of having a modest or low view of one's importance. While obedience refers to submission to established rules and codes of conducts so that society can operate in a peaceful atmosphere and order.

Moderation: This is necessary for human development. Moderation means to be reasonable and balanced in actions and opinions. Moderation involves temperance and is in line with Golden mean principle which requires one not to engage in extremes. In all spheres of life –Politics, economy, social, etc. Extremism is abhorred in human conduct. Excessive quest for power in politics is frowned at, avarice and love of money is the root cause of evil. Excessive eating of food and drunkenness are condemned. In the same manner, religious fanaticism and obnoxious ethnocentrism do not receive accolades in human society.

Hard work and reverence for achievement: This is a core value among the Nigerian society. Hard work means constantly, regularly, or habitually engaged in earnest and energetic work. Hard work is one of the cardinal principles of human growth and development. Hard work builds character; you learn discipline and to be focused, manage your time and resources. In addition, hard work always accomplishes something, draws attention, brings new opportunities and blesses others. An adage says, —He who does not work, should not eat! Above all, hard work is important because it leads to high productivity, increased revenue, improvement in the living conditions of the individual, national development and decreased social vices.

Purity: This means freedom from immorality, especially of a sexual nature. Nigerian society has room for purity and therefore, any human community that is not built on cultural norms and ethos is bound to fail. For example, in Nigerian society, premarital sexual relationships, indecent dressing, indecent body exposure and other social ills are frowned at. Schools and colleges must mount large campaigns against indecent, dressing. There is need for change in our attitudes and behaviours if we must realize human development. Obviously, there is a dying moral culture and an ethical failure leading to total collapse of societal values.

All this total up to high rate of moral and behavioural rottenness. While supporting this view, Aremu (2014) claimed that our value system is grossly eroded, parents no longer have time to take good care of their children. Aremu (2014) stressed that inter-personal contacts have been replaced with e parenting. A situation where a parent asks the children on phone: Have you eaten? Are you in bed? What are you doing? etc., simply shows e-parenting and the children in return will put up e-behaviour and that usually results in e-consequences.

Nigeria Core Public Values

The core values of Nigeria that have been weakened over the years need to be strengthened in order to achieve a productive society. NEEDS (2004) described Nigeria as a multi-ethnic society, with a value system that is derived from the diversity of its people, religion and culture. These core values NEEDS identified include respect for elders, honesty and accountability, co-operation, industry, discipline, self-confidence and moral courage. The above core values are grossly compromised in the present Nigeria socio-economic and political contexts to the extent that this has constituted a serious moral problem. Their excessive compromise has manifested in greed, corruption, dishonesty, violent crimes, political killings, drug peddling, and so many other anti-social behaviours capable of jeopardizing all sincere efforts directed at stimulating national development or achieving a productive society. From this weak perspective, Dike (2005) called for the strengthening of ethics and values education in schools as corruption drives and shapes social values in Nigeria, and for some individuals

the quest for easy money is a justification for violating the laws of the land and distorting official policies directed toward national and sustainable development. Given this circumstance, the imperative for ethics and values education cannot be over emphasized as they involve education for character and for good moral values. This implies the teaching of respect and responsible adult life to the citizens. It is for good character and moral development which will lead to a healthy nation.

Enu and Esu (2011) emphasized that the fundamental moral values every responsible nation should teach its citizens include respect for constituted authority and sanctity of life, responsibility, values of honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation and courage, alongside some fundamental procedural values looked upon as basic ingredients of democracy. They include the rule of law, equality of opportunity, due process, representative government, checks and balances and democratic decision-making. These are the underlying democratic values that guarantee democratic stability.

Importance of Ethical and Values-Based Education

The Importance of Ethical and Values-Based Education includes the following:

- **Character Development:**
Ethical education helps shape character, fostering qualities like empathy, integrity, and responsibility, which are essential for a functional society.
- **Sustainable Development:**
Integrating ethics and values into education is vital for achieving sustainable development goals by promoting responsible consumption, environmental stewardship, and social justice.
- **Social Cohesion:**
By emphasizing shared values like respect, tolerance, and cooperation, ethical education can contribute to social cohesion and national unity.
- **Active Citizenship:**
A value-oriented education system can empower individuals to become active and responsible citizens, capable of contributing to their communities and the nation.
- **Combating Social Issues:**
By addressing issues like corruption, violence, and inequality through education, a values-based approach can help mitigate negative social trends.

Strategies for Re-thinking Quality Education in Nigeria

- **Integrate Ethics and Values:**
Infuse ethical considerations into all subjects and learning experiences, not just in dedicated "ethics" classes.
- **Promote Critical Thinking:**
Encourage students to analyze ethical dilemmas, evaluate different perspectives, and make informed decisions.
- **Foster Empathy and Compassion:**
Create learning environments that encourage students to understand and connect with the experiences of others.
- **Develop Global Citizenship:**
Help students understand their roles and responsibilities as global citizens, promoting intercultural understanding and cooperation.
- **Involve the Community:**
Engage parents, community leaders, and other stakeholders in the process of shaping ethical and values-based education.
- **Teacher Training:**
Provide teachers with the necessary training and resources to effectively integrate ethical and values-based education into their teaching practices.

- **Focus on Experiential Learning:**
Incorporate activities like community service, project-based learning, and real-world simulations to provide practical application of ethical principles.
- **Continuous Evaluation:**
Regularly assess the effectiveness of ethical and values-based education programs and make necessary adjustments.
By rethinking education in this way, nations can cultivate a generation of ethical and responsible citizens who are equipped to address the challenges of sustainable development and build a more just and prosperous futures

Effects of Degradation of Ethics and Values in the Education

Matthew and Obiesili (2022) observed that in this materialistic world which values only worldly possessions and demeans the essence of character, it needs to be asked how one can develop and maintain self-awareness and self-consciousness during the course of our life. Almost two decades ago, words such as jealousy, distrust, corruption, abuse, were highly unlikely to be heard of. Today, these words have become an everyday occurrence. What does this tell us about society, individuals and the nation? A society unappreciative of moral values, ethics and proper mannerism is not worth living in. Lack of morals and ethics has resulted in individuals being selfish, greedy and corrupt. On the other hand, lack of respect, civility and proper etiquette have made it difficult for many young people to maintain healthy relationships and interactions with others.

Despite morals and ethics being of great importance, the individuals in the modern society do not observe them, and as a result, many negative things can be seen. First, failure to act in a moral and ethical way has resulted in many people being greedy and less concerned about humanity. What differentiates humans from animals is the ability to act in a humane way, and ethical and moral values are the strongest tools of ensuring a person is better than an animal. When individuals fail to observe the acceptable moral and ethical values in the society, it means that they can do anything, even harming their fellow human beings as long as they can benefit personally. This is the case in the business world. Some businesses have been found guilty of offering unsafe products to customers. Also, failure of individuals observing moral and ethical values has resulted in cases of crime rising, such as homicide, theft, rape drug trafficking and so on. Due to deterioration of morals and ethics, most of the individuals in the modern society engage in criminal behaviours without fear. Young people are easily joining criminal gangs which terrorize innocent citizens through rape, stealing, murder, and engaging in internet fraud also known as —yahoo yahoo!, hook-up i.e. prostitution and other demeaning activities just to make ends meet.

The sum total of the effects of degradation of ethics and moral values is numerous as a lot of negative consequences are discernible. Among these problems is the stunted economic growth which the country is experiencing due largely to hyper inflation, low capital utilization and decline in foreign investments. The country is enmeshed in foreign debts and corruption prevalent among the political class. As such, a lot of money is siphoned into foreign accounts while the citizens of the country suffer in abject poverty. No public utility or infrastructure is functioning due to this moral recklessness. In the past one year under the present administration of President Tinubu, economic hardship has increased, tax net has widened, economy slowed down as many businesses are winding down due to high cost of doing business in Nigeria resulting in unemployment and retrenchment of workers, and high cost of petroleum products even when there exist of four refineries owned by the Federal Republic of Nigeria and a private one owned by Dangote Petroleum Refinery.

Furthermore, there is the danger of insecurity. Lives of farmers and people are threatened from time to time by terrorists like bandits, Boko Haram, miscreants, kidnappers and hired assassins. Cases of armed robbery attacks are rampant. Abogunrin (1994) surmised that —the loss of the sense of security in human existence today is due to injustice, violence, the sinister aspects of the present-day politics, religious wars, economic problems, unemployment, etc. The nation has been plunged into series of

violent attacks from different militant groups, and this paint a picture of a nation that is incapable of solving its problems.

Also, the education sector is not left behind in moral decadence. In this area, things have fallen apart. Educational institutions which are supposed to be the bedrock of moral instructions have been hit by this canker orchestrated by poor funding. The issues of strikes and industrial actions in our institutions are damning. This culminates in half-baked graduates with little or nothing to show at the end of the day. It equally accounts for high incidence of cultism in our tertiary institutions. Again, on the part of the students, loss of morals has made a good number of them not be studious but engage most of their time surfing the net for things that are not beneficial to their studies. When it is time for examinations, you see them engaging in examination malpractice. Some even go to the extent of —sorting their lecturers in order to pass.

One can go on and on with the devastating effects of the rubbishing of ethics and moral values as it cuts across all sectors. The truth, therefore, is that the demeaning of ethics and moral values remains the cause of the problems facing us as a nation and until urgent steps are taken to remedy it, Nigeria will continue to wallow in this moral mess as productivity continues to dwindle.

Conclusion

It is an obvious fact that the rate of moral decadence in Nigeria is disturbingly alarming and this has affected the educational sector of the nation. Based on this, there is need for ethical and value re-orientation with a view to actualizing our potentials and harnessing our resources, both human and material, for a greater, purposeful, egalitarian and productive society. In this regard, ethics and value education must be given a pride of place in our society. Every social institution like the family, church, mosque, school and the government should take the culture of hard work, punctuality, self-discipline, humility, leadership by examples and so on seriously, and preach or lead campaign against quick-rich syndrome, corruption, examination malpractice, violence, insolence and other social vices affecting the nation's productivity and putting her in bad light among comity of nations.

Recommendations

The following recommendations were made:

1. emphasizing the fundamental moral values every responsible nation should teach its citizens include respect for constituted authority and sanctity of life, responsibility, values of honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation and courage, alongside some fundamental procedural values looked upon as basic ingredients of democracy.
2. There is need for change in our attitudes and behaviours if we must realize human development. Obviously, there is a dying moral culture and an ethical failure leading to total collapse of societal values.
3. By emphasizing shared values like respect, tolerance, and cooperation, ethical education can contribute to social cohesion and national unity.
4. Engage parents, community leaders, and other stakeholders in the process of shaping ethical and values-based education.
5. Incorporate activities like community service, project-based learning, and real-world simulations to provide practical application of ethical principles

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RE-ENGINEERING EFFECTIVE SECONDARY EDUCATION FOR LEADERSHIP, VALUES RE-ORIENTATION AND SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

This paper focused on re-engineering effective secondary education for leadership, values re-orientation and sustainable national development. Effective secondary education is an approach to secondary (high school-level) education that focuses on practical, applicable knowledge and skills that prepare students for real-world challenges, employment, or further education. To achieve sustainable national development, education must be practical, value-driven, and skill-oriented. This paper aims to explore the concept of effective education and highlights the importance of incorporating both effective learning and values re-orientation into Nigeria's secondary education system. The concepts of values re-orientation and sustainable national development were emphasized. The author emphasized that for effective education to promote leadership, values re-orientation, and sustainable national development, it must be properly managed. The aspects of education that require management, the reasons for managing education, and the importance of these practices within the context of effective secondary education were discussed. Efforts were also made to explore how effective secondary education should be managed to achieve sustainable national development, as well as to assess the public's expectations of its graduates.

Keywords: *Re-engineering, effective secondary education, values re-orientation, sustainable national development, leadership.*

Introduction

Education is a means of instilling values that prepare individuals to lead fulfilling lives in alignment with the ideals and principles upheld by their society. It serves as a key driver of transformation in both the intellectual and social spheres of any community (Federal Republic of Nigeria, 2014). While various scholars have presented different perspectives on the purpose of education, there is a shared consensus that it plays a critical role in shaping society, promoting social change, developing leadership, transforming individuals, and fostering ongoing growth and national progress. Education is a designed act in the transmission of knowledge, information and understanding Kumar (2020). This act in itself makes education a fundamental right to every citizen including the physically challenged children. Therefore, the right to education has provided the individual the opportunity to be empowered and to control the course of his or her life and be respected with dignity. Kumar (2020) with education, the individual acquires all the rights because it is considered as a precondition for exercise of all other human rights. In other words, civil and political rights assume relevant form and substance only when a person is educated. Since education enhances social mobility and freedom of individuals from discrimination based on social status, it equally raises people's sense of reasoning and productivity. Tanka (2018), as other social and economic parameters are promoted

through education; it shows that an educated person has greater opportunities to involve in the education of their children. Edem & Afangideh (2019) education is seen as the aggregate of all processes, social in nature, available under specialized settings, selected and controlled by which an individual, develops knowledge, skills culture, attitude and insights in the cognitive, affective and psychomotor domains of learning, that are vital for his/her survival as a person and as a member of the society as well as the enhancement of his/her life and the society. Essentially, education is viewed as a powerful tool that enhances the quality of life for citizens and this is achieved at both the basic, secondary and tertiary levels of education. Secondary education is the bridge between basic and tertiary education.

Secondary education is a structured stage of learning with the primary purpose of equipping students with the knowledge, skills, values, and attitudes necessary to become effective and productive members of society. It serves as a crucial bridge between primary and tertiary education and acts as an entry point into the workforce for those who, for various reasons, do not proceed to higher education. Nsude and Chukwu (2021) described secondary education as the foundation of the entire educational system, noting that it aligns with the adolescent years a pivotal time when individuals make significant life and career decisions. The authors emphasizes that this level of education greatly influences both the quality and quantity of students entering higher institutions, which are responsible for producing the nation's skilled workforce. He also highlights that in India, secondary education is regarded as a complete phase in itself, not just preparation for higher learning. At its conclusion, students should be ready to assume life's responsibilities and engage in meaningful employment if they choose. Secondary education as viewed by Ejimonu (2020) is the spring board from where all the students of higher education take off and all primary education leaders must pass through it to become useful to themselves and society. The secondary education aims at preparing an individual for useful living within the society and higher education as contained in section 4 subsections 18 of the national policy on education (2004). According to Nwonkwo and Idungafa (2020) secondary education is the education that helps children to acquire basic knowledge, skills and development of higher mental faculty. This viewpoint is echoed in the revised Nigerian Secondary School Curriculum, which incorporates academic, vocational, technical, and entrepreneurial education to ensure secondary education in Nigeria is both practical, outcome-oriented and value-oriented. According to the FRN (2014), every Nigerian student who completes secondary education is expected to demonstrate certain behaviours and attributes, reflecting the values they have acquired, in order to thrive in the workforce.

Value refers to the importance or usefulness assigned to something by individuals. In this context, value is linked to the practical benefits of effective secondary education in Nigeria. The positive growth of individuals, groups, or entire societies is influenced by the values they uphold. Education that holds true value is both meaningful and effective. It possesses utility, quality, and is appreciated for its intrinsic benefits. Such education blends knowledge with practical skills, empowering individuals to be productive, support national development, and even create employment opportunities for others. As a result, it becomes a key foundation for leadership and long-term national progress. According to Arikpo (2017), effective education equips graduates to actively contribute to productivity, leadership roles, and the sustainable development of the nation.

Effective education is a meaningful form of learning that equips individuals for a productive life both in the present and in the future. As explained by Adewale in Agbowuro, Saidu, and Junwan, (2017), effective education offers a comprehensive learning experience that emphasizes problem-solving, critical thinking, and informed decision-making in response to real-world challenges. It enables learners to gain relevant knowledge, skills, and attitudes necessary for innovation, and serves as a catalyst for global relevance, peaceful coexistence, sustainable development, and societal progress. It is a powerful tool that empowers both current learners and those seeking self-improvement to become effective and productive members of society. In Nigeria, secondary school graduates are expected to demonstrate the benefits of effective education. However, for effective secondary education to effectively promote leadership, values re-orientation, and sustainable national development, it must be properly managed. Educational management involves the strategic planning, organizing, leading,

coordinating, and controlling of human, financial, and material resources to achieve educational objectives efficiently. It ensures that resources allocated to the education sector are utilized optimally to fulfill the goals at every level of the system. Thus, managing effective secondary education effectively is essential for cultivating quality leadership, instilling proper values, and driving sustainable national development. No country can truly progress without embracing effective secondary education as a foundation for these outcomes. Education, therefore, must be administered with excellence to develop individuals who can think critically, act responsibly, and make sound judgments. The decline observed in Nigerian society today such as poor leadership, lack of respect for elders, erosion of the dignity of labour, wrong value systems, materialism, and social issues like kidnapping can be traced to a loss of core educational values. This troubling trend has had a significant negative influence on the youth. There is an urgent need to address this through a re-orientation of values, made possible by a well-managed, re-engineered and effective secondary education system.

Value re-orientation as opined by Nsude and Chukwu (2021) involves reassessing and realigning something that has deviated from its proper path. In Nigeria, education has strayed from its intended course, and the values it was supposed to impart have been lost. This recognition that the values once associated with Nigerian secondary education no longer reflect the current reality highlights the urgent need for value re-orientation within the system. The values upheld today are questionable, which underscores the importance of implementing effective secondary education to restore these core principles. Value re-orientation aims to make education meaningful once again by emphasizing the right values, knowledge, attitudes, and skills necessary for effective leadership and sustainable national development. It seeks to reinstate the lost values within Nigeria's secondary education system. To maintain progress and ensure the education system stays aligned with its goals, regular evaluation of secondary education is essential. This process acts as a safeguard to confirm that the values taught at this level are of high quality and relevant to the needs of both learners and society, both now and in the future. Therefore, re-engineering effective secondary education is key to fostering leadership, facilitating value re-orientation, and promoting sustainable national development.

Sustainable national development can be viewed as the capacity of a nation in discovering and utilizing new ideas, new innovations, new technologies and techniques to improve the quality of life of citizens in economic, social, political, and environmental 594 dimensions without impairing the ability of the future generation to enjoy the quality of life and opportunities for a long time (Walson & Ajekere, 2020). This simply means the ability of a particular country to plan and achieve betterment and improvements in its socio-economic, political cultural and environmental lives both now and in the future. This indicates that the process of attaining sustainable national development begins with discovery and developing the potentials imbued in human and natural capital of the nation, and rooted in the consistent and efficient utilization and effective management of the human and natural resources of the nation. Sustainable national development is a regulation of the means of living that provides for sufficient and adequate improvement on the previous ways of living in response to contemporary exigencies of life with the full awareness of needs to act in ways and manners which would ensure continued existence and adequate comfort to the succeeding generation (Nwankwo, 2023). Sustainable development of any nation can only be achieved through acquisition of basic skills, knowledge, right attitude, good leadership and desirable values, through effective management of effective secondary education (Kumar, 2020). Managing effective secondary education is attributed to designing, planning, organizing, leading and controlling of resources such as people, machinery, raw materials, information, skills and finances to achieve the targeted goals.

A careful examination of the Nigerian secondary education curriculum clearly shows that graduates from this level should possess enhanced values, provided the curriculum content is effectively delivered and well understood by the students (FRN, 2014). In essence, students completing secondary education are expected to contribute meaningfully and productively to societal activities. Nsude and Chukwu (2021) explain that this contribution involves the ability to apply acquired knowledge, skills, and attitudes to identify, seek out, and utilize available resources. It also includes the capacity to innovate, create wealth for oneself and others both now and in the future, and thereby support national

development. However, it seems that the Nigerian secondary education system currently produces graduates who are unemployed and lack the skills to make significant contributions after graduation. Ibe and Igwe (2020) observed that the economic sector shows little evidence of the benefits of effective secondary education, as many graduates are left wandering without paid jobs, which are scarce. Ifedile and Ofoegbu (2021) agreed, noting widespread concern over the quality of effective education given to Nigerian secondary school students due to the high unemployment rate among graduates.

The current state of values in secondary education is questionable, making value re-orientation necessary to restore its effectiveness by emphasizing the right values, knowledge, and skills essential for national development. Thus, this paper aims to explore how Nigerian secondary education can be made effective to promote leadership, value re-orientation, and sustainable national development, focusing on effective secondary education, values, and their re-orientation.

Effective education refers to learning that holds meaningful value for the individual, the community, and the nation. Magaji (2014) defines effective education as the type of education that provides learners with valuable knowledge while equipping them with the necessary skills and attitudes to be productive and effective in their roles. In this sense, effective education is value-based, instilling lifelong principles that guide the learner and contribute to the sustainable development of both the individual and the nation. Value in education represents the benefits and significance it provides to learners, communities, and society at large. This importance can be seen through indicators such as economic growth, improved health, increased employment opportunities for graduates, progression of secondary school students to higher education institutions, and overall improvements in various aspects of life within individuals, communities, and societies. Kumar (2020) further emphasizes that effective education goes beyond merely completing a specific course of study. It encompasses the development of the whole person throughout their entire life, promoting a balanced growth of physical, mental, and spiritual abilities.

Value re-orientation in Nigerian secondary education acknowledges that the values traditionally associated with this level of education have significantly declined. This re-orientation aims to restore education to its value-based, effective form. Magaji (2014) identifies three key components of effective education: the inputs, the expected outcomes, and the ultimate goals. Teachers are expected to contribute value-based inputs that foster the development and progress of students, as well as support sustainable national development. Students who undergo effective education are expected to exhibit certain qualities. According to Ikonne (2022), these include patriotism, loyalty, politeness, kindness, acceptance, courage, friendliness, trustworthiness, and dependability. Additionally, Ikonne highlights attributes such as competence, diligence, discipline, orderliness, integrity, selflessness, cooperation, and unity. Effective education is meant to nurture individuals who appreciate and uphold the values deemed important by their society. Although different people may prioritize different values, the broader goal is to produce learners who are both productive and aligned with societal ideals. The nation, in turn, expects its education system to produce graduates who are knowledgeable, skilled, and able to contribute to sustainable national development. Kumar (2020) emphasized the role of effective education in shaping individuals who take on responsibilities, lead enterprises, and influence societal character. Effective education's purpose is to empower young people to become independent thinkers rather than simply echo others' ideas.

Good and honest individuals are the outcome of value-based effective education. Graduates who have undergone such education are not expected to betray their communities by misappropriating public funds meant for the welfare of the people. Leaders in Nigeria's various economic sectors must demonstrate that they embody the principles of value-effective education. It is important to recognize that leadership grounded in these values can significantly improve society. What Nigeria and the world urgently need, as Kumar (2020) emphasized, are men and women of integrity those who cannot be bought or swayed, and who remain genuinely truthful and honest at their core. Management involves the processes of planning, organizing, coordinating, directing, leading, and controlling resources to achieve objectives effectively and efficiently. The author believes that for value-effective secondary education to promote value-based leadership and national development, it must be properly managed.

Educational management specifically refers to the planning, organizing, directing, and coordinating of human, financial, and material resources to accomplish organizational goals. According to Ebony and Nsude and Chukwu (2021), educational management focuses on ensuring that the resources allocated to education are effectively utilized and optimized to achieve educational goals and objectives efficiently. It aims to prevent resource wastage or failure in meeting educational targets, align resources to support intended educational outcomes, avoid distractions in program implementation, provide a framework for assessing school performance, and establish standards for enhancing educational quality by ensuring the provision of appropriate resources.

Effective secondary education can be effectively managed to promote leadership, value re-orientation, and sustainable national development. No country can progress without adopting and properly managing value-based effective education. Walson and Ajekere, (2020) identified key elements managed in schools to include the curriculum and instruction, staff, students, physical facilities, finances, and school-community relationships. Njoku (2015) emphasized that coordinating these components is essential for achieving educational goals. To rapidly enhance leadership quality, value re-orientation, and sustainable development, a nation must have a relevant curriculum focused on effective education, qualified and competent teachers, adequate teaching resources, well-maintained school facilities, effective classroom supervision, positive school-community relations, sufficient funding, and efficient management of resources. It is the responsibility of school principals and teachers to ensure these resources are properly utilized to meet educational objectives. Education cannot achieve its goals if not well-managed. Effective education management involves thorough planning and control of human and material resources, fairness, proper maintenance, clear communication, transparency in administration, and proactive planning (Fafunwa in Nsude & Chukwu, 2023). For secondary education to be both effective and productive, the principal who holds the highest managerial role in the school system plays a crucial role. The principal administers the school by giving daily guidance to staff to ensure the successful implementation of effective curriculum, which ultimately produces citizens capable of contributing effectively to society.

When managed effectively and efficiently, effective secondary education is highly valuable because it provides students with the knowledge and skills necessary to be productive and contribute meaningfully to society, ultimately fostering national development. However, Nsude and Chukwu (2021) observed that effective secondary education in Nigeria has deteriorated, limiting its ability to be truly productive and effective. The researchers identified issues such as poor management and insufficient funding as key challenges. Nsude and Chukwu emphasized that these problems have led to Nigerian secondary schools producing graduates who lack the essential knowledge, attitudes, and skills needed to positively impact societal development. Therefore, addressing this concerning situation requires a strong commitment to re-orient the Nigerian secondary education system towards becoming truly effective. Magaji (2014) argues that the decline seen in Nigerian society is largely due to the erosion of educational values. He also noted that the creation of agencies such as the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices Commission (ICPC) represent attempts to compel citizens to uphold positive values for the betterment of Nigeria and to reject wrongdoing. These serves as clear evidence that values have been significantly eroded and continue to be lost within the education sector and other areas of society, potentially undermining good leadership and sustainable national development;

- a. *Examination Malpractice:* The abuse of examination known as examination malpractice has rendered useless the intended purpose of examination results. Okocha in Chidobi and Okenwa (2015) saw it as —a national embarrassmentsl and has made nonsense of most certificates issued in almost all levels of our education sector. At the secondary level, examination malpractices start at internal examinations and graduate to external examinations like the West African Examination Council (WAEC), the National Examination Council (NECO) and the Unified Tertiary Matriculation Examination (UTME). Therefore, efforts should be made by all and sundry to eradicate it so as to ensure effective secondary education for leadership and sustainable national development.

- b. *Inadequate and Demoralized Personnel:* Teachers that drive effective secondary education in Nigeria seem to be unhappy, dissatisfied and demoralized. Salaries are not regularly paid and most times, teachers are owed arrears of salaries. Again, there are also incompetent and uncertified teachers existing in Nigerian secondary schools. Such teachers are cheaters and quacks and will be incapable of driving effective secondary education for leadership, values, re-orientation and sustainable National development.
- c. *Corruption and Lack of Transparency in Government:* Fraud and stealing from government coffers have become tradition in Nigeria. Money that would have been used finance our educational system is always diverted to private advantages. How can this ugly scenario lead to effective secondary education for leadership, values reorientation and sustainable National development? We profess effective secondary education, but the will power to pursue it is dangerously lacking. Nigeria by all standards is rich, but incapable of using effective secondary education to effect good leadership and sustainable national development. According to Oluwo (2014) we have good educational plans but no will power and managerial ability to effectively implement them.
- d. *Inadequate funding:* This has become a major problem in financing education in Nigeria. Whereas the UNESCO is suggesting that 26% of the nation's budget should go to education, Nigeria is budgeting as low as 8%. Oluwo (2014) is in agreement with Okenwa (2015:68) when he note that it is because of this poor funding that we have insufficient facilities in schools' irregular payment of teachers' salaries and low morale of teachers. All these will lead to poor teaching and learning and cannot lead to sustainable national development.
- e. No regular school calendars in many schools due to constant strikes by teachers in public schools. How can a nation whose educational system is characterized by constant strike achieve sustainable national development?
- f. *Poor Policy Implementation:* Nigeria government is known for the formulation of laudable policies but in most cases these policies are either not implemented or left half-way. Chidiobi and Okenwa (2015) lamented that inconsistencies in policies are one of the biggest problems facing Nigerian education system. No nation can drive good leadership, values reorientation and sustainable national development through effective secondary education without effective implementations of its noble educational policies.
- g. Low quality teachers due to the absence of Teachers Training Colleges (TIC) which were the good foundation for training teachers who kept value as a requirement in education.
- h. Organized —Export of young girls to foreign leads for prostitution. The National Agency for Prohibition of Traffic in persons (NAPTIC) has been fighting the war to stop this ugly trade but due to loss of value in homes, schools and society, merchants of this trade and the young girls who are the stock in trade are finding ways to avoid being caught and remain in the trade.
- i. *Inadequate Science and Technological Tools:* No nation can drive sustainable national development through effective management of effective secondary education without embracing science and Technology. Science and Technology are vital components of effective education. Oluwo (2014) noted that Technological education leads to the acquisition of practical skills as well as basic scientific knowledge. Technology makes a difference between developed and developed countries because it is technology that can revolutionize industry and bring changes in the way people do things. Inadequate science and technological tools are major erosion facing secondary education lacks adequate technological facilities to enhance effective management of effective secondary education for sustainable national development. This may be as result of the government inability to have value and to provide technological facilities for effective education in secondary schools.

Re-engineering Effective Secondary Education for Sustainable National Development

A lot of challenges hinder effective management of effective secondary education for leadership, value reorientation and sustainable national development, but efforts should be made to ensure that secondary education system should be organized and managed to achieve values re-

orientation and sustainable national development especially in this era of economic recession and massive unemployment. Effective management is central in realizing effective sustainable secondary education as the paper is geared towards identifying and discussing ways through which effective education could be achieved and sustained. Therefore, effective secondary education can be achieved using the following under listed approaches and strategies:

1. Adequate funding.
2. Facilities/physical infrastructures should be provided and maintained.
3. Human resources management should be enhanced.
4. Time management.
5. Effective curriculum

There's a popular saying, —better soup na money kill am, meaning that the quality of anything depends largely on the financial investment behind it. Anugom (2019) highlighted funding as one of the critical challenges facing education in Nigeria, stressing that it demands immediate attention. The Nigerian government's inadequate funding of the education sector calls for urgent reform. Since effective secondary education requires substantial financial resources, it is essential that sufficient funds are allocated and well-managed to support effective teaching and learning, helping students acquire the knowledge, attitudes, and skills needed to be productive and effective members of society. Allocating only 8% of the national budget to education is insufficient and unacceptable. To ensure the effective management of effective secondary education, funding should not be the sole responsibility of the government. Parents, individuals, and non-governmental organizations must be actively involved in supporting education financing. Since the government alone cannot bear the cost of education at all levels, collaboration is necessary. These stakeholders, including alumni, should be represented on school-based committees to increase their involvement and commitment. The quality of education delivered in schools is closely linked to the availability of educational resources, which, in turn, is directly influenced by the level of funding. Sufficient financial support ensures the provision of necessary facilities, equipment, and the hiring of competent, skilled personnel all of which are vital to delivering high-quality education.

The provision and maintenance of facilities and physical infrastructure are essential for the effective re-engineering and management of effective secondary education in Nigeria, which is key to achieving sustainable national development. The availability of tools such as computers, word processors, internet access, automated teller machines, micrographic equipment, along with sufficient classroom buildings, laboratories, and libraries, is crucial. These resources serve as vital inputs that directly influence the quality of education. No country can attain lasting national development without integrating adequate facilities into the teaching and learning process. To address this, there should be collaborative efforts among alumni associations, non-governmental organizations, philanthropists, parents, and the government to supply and support educational infrastructure. Once these facilities are provided, it becomes the duty of school principals to oversee their proper usage and upkeep. Additionally, the local community should take an active role in safeguarding school property against vandalism. Strengthening human resource management is also necessary to ensure that all available resources are utilized effectively and responsibly.

Effective human resource management is essential for achieving effective secondary education in Nigeria. It is the skills of people that enable the proper use of educational facilities for teaching and learning. To manage effective secondary education successfully, schools need staff who are not only intellectually capable but also emotionally stable, morally upright, and proficient in teaching methods. There is also a strong need for continuous professional development through regular training and retraining of staff to help them meet the objectives of effective education. Teachers should be equipped with modern technological skills, including the use of computers and the internet, to enhance effective teaching and learning, ultimately producing graduates who are both capable and productive. Additionally, classroom activities must be closely monitored to prevent teaching malpractice and ensure instructional quality. Effective secondary education aimed at promoting leadership, value re-orientation,

and sustainable national development cannot be achieved without qualified, committed teachers who uphold high moral standards and demonstrate creativity. Furthermore, leadership training and value re-orientation should be embedded into the curriculum of effective education. This integration will help students internalize the values needed to become responsible citizens. Education that focuses on character building, skill development, entrepreneurship, and job creation will prepare learners to contribute meaningfully to society both now and in the future.

Time management plays a crucial role in the effective administration of effective secondary education. With a wide range of subjects scheduled on the school timetable, no single teacher should dominate or overextend their time in the classroom. For effective education to be efficiently managed, school principals must ensure that teachers arrive on time, use their allotted class periods appropriately, and avoid encroaching on the time allocated to others. Instances of absenteeism and poor teaching practices should be closely monitored and addressed with appropriate disciplinary measures in line with professional standards. Teachers who are negligent or unproductive should face consequences. This is because, what the system needs are true educators, not individuals who undermine the profession. To drive effective secondary education that fosters leadership, instills core values, and supports sustainable national development, schools require teachers who are hardworking, focused, creative, morally upright, adaptable, emotionally balanced, intelligent, and skilled in effective teaching methods. These qualities should not only be expected but also recognized and rewarded appropriately to encourage excellence in the education sector.

An effective curriculum is essential for effective teaching and learning in secondary schools, as it serves as the foundation for achieving the goals and objectives of education. To this end, a well-structured curriculum should be implemented; one that goes beyond academic learning to include vocational, technical, and entrepreneurship education. This approach will ensure that, upon graduation, students are not only employable but also capable of becoming self-reliant and creating job opportunities for themselves and others. The curriculum should be broadened and enriched to support a comprehensive and integrated form of effective secondary education. It must offer a diverse selection of subjects and practical trade options to meet the varied interests and needs of students, ultimately preparing them to contribute meaningfully to society.

Conclusion

Effective secondary education provides learners with meaningful content that imparts lasting knowledge, skills, and values. It aims to shape individuals in a way that these attributes become a permanent part of their lives. Graduates of such value-driven education should embody qualities like trustworthiness, reliability, loyalty, and patriotism. They should also be hardworking, productive, and prepared to take on leadership roles that contribute positively to the growth of their society and nation. Without a solid foundation in effective secondary education, individuals may lack the capacity to thrive, and true sustainable national development would remain out of reach. For a nation to achieve sustainable development, its education system must be practical, value-driven, and rich in knowledge and skills. Effective secondary education can only be realized when there is a strong emphasis on value re-orientation and efficient management of the entire education system. This requires the proper allocation and utilization of financial resources, human capital, facilities, a relevant and practical curriculum, and effective time management, all essential to advancing national development through functional secondary education. The need for value re-orientation in Nigerian secondary education highlights the gap between the values the system is meant to instill and the reality currently experienced. Today's values are increasingly being questioned, underscoring the urgent need to realign and reinforce core values within the secondary education framework.

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PRINCIPALS' FAITH-BASED ETHICAL TECHNIQUES AS PREDICTORS OF ADMINISTRATIVE EFFECTIVENESS IN RIVERS STATE SECONDARY SCHOOLS



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Abstract

This study investigated the relationship between principals' faith-based ethical techniques and their administrative effectiveness in private secondary schools in Rivers State. Two research questions and two hypotheses guided the study. A correlational survey design was adopted. The population consisted of 672 private senior secondary schools' principals in Rivers State, from which a sample of 251 was proportionally selected using multistage sampling across 15 Local Government Areas (LGAs). Data used in the study were collected using two validated instruments: The Faith-Based Ethical Techniques Questionnaire (FBETQ) and the Administrative Effectiveness Questionnaire (AEQ), with reliability coefficients of 0.89 and 0.81 respectively. The data were analyzed using Pearson Product Moment Correlation and simple linear regression. Findings revealed that principals' moral guidance techniques significantly predicted administrative effectiveness ($r = .548, p < .001$), accounting for 30% of the variance. Similarly, community engagement techniques were also significant predictors ($r = .473, p < .001$), explaining 22.3% of the variance. The study concluded that faith-based ethical leadership enhances administrative competence and institutional discipline. Based on the findings, this study recommended that moral guidance and community engagement should be deliberately integrated into leadership practices and training programmes to improve school governance and goal attainment.
Keywords: Faith-based ethics, moral guidance, community engagement, administrative effectiveness, school leadership.

Introduction

Secondary education plays a crucial role in preparing learners for meaningful living and further education. According to the Federal Republic of Nigeria (FRN, 2013), the goals of secondary education are to develop individuals who can contribute productively to society and pursue tertiary education. These goals are largely dependent on effective school leadership, particularly the role of the principal, who serves as the chief promoter of the school's values and ethical standards (Mendoza & Melchor, 2024). The principal is more than an administrative figure. He or she is a moral leader expected to model integrity and ensure a positive school climate. Effective principals foster ethical behaviour among staff and students, cultivate trust, and uphold the moral standards needed to guide the school

community. Ujata (2024) emphasised that ethical behaviour is vital for national development, while Amadi (2013) argued that students' everyday experiences in schools offer opportunities for moral development and life learning.

A critical component of such ethical leadership is the integration of faith-based ethical techniques into school administration. These techniques are grounded in religious beliefs and serve as moral compasses for decision-making and leadership. Mijah and Sirari (2024) explained that faith-based ethical strategies help students build responsibility, morality, and accountability. These strategies, when employed effectively, can strengthen a school's institutional culture, creating an environment marked by respect, mutual trust, and spiritual well-being (Ghanem as cited in Nyaga & Muasa, 2024).

Faith-based ethics refer to moral principles and values derived from religious doctrines and traditions. These values shape behaviour by offering a framework for distinguishing between right and wrong. When applied in educational leadership, faith-based ethics can support spiritual growth, personal discipline, and moral awareness among students. Yildrin and Durdaji (2020) observed that school principals who embrace these techniques can positively influence not only students' academic and moral development but also societal well-being. Principals who apply faith-based ethics foster inclusive school cultures where discipline, fairness, and responsibility are promoted. They also create spaces for spiritual and character development by incorporating moral teachings into curricular and extracurricular activities. Steyn (cited in Shula et al., 2022) noted that ethical school leadership is visible when trust, respect, and dignity are reflected in the interactions between staff and students.

Ethics can be broadly defined as the study of moral values rooted in culture, religion, and professional conduct. It guides the development of enduring principles such as fairness, honesty, and accountability. Unobunjo (2022) remarked that no society can progress without a moral foundation, and this applies equally to school systems. Therefore, when principals embed faith-based values in school operations, they not only uphold administrative order but also help students form ethical identities. A direct connection exists between faith-based ethical practices and administrative effectiveness. Principals who integrate spiritual values into school culture are better positioned to model appropriate behaviour, manage conflicts justly, and inspire both staff and students. Njoku (2016) affirmed that faith-based ethics promote moral and spiritual development, which are foundational goals of education. When teachers observe ethical leadership, their morale, commitment, and performance improve, further enhancing students' learning outcomes. In contrast, the absence of such moral leadership may result in disorganisation, reduced staff motivation, and poor student discipline. Wey-Amaewhule and Ogbonnaya (2024) remarked that principals who fail to supervise instructional practices ethically may demoralise teachers, leading to ineffective classroom delivery. Therefore, faith-based ethical techniques such as moral guidance and community engagement are strategic tools for school leadership.

Moral guidance entails modelling virtuous behaviour, setting clear expectations, and fostering a values-based school climate. Han (cited in Hakizayezu & Andala, 2022) noted that ethical leadership encourages transparency and trust, while Lilian and Afianmagbon (2025) argued that principals must integrate academic excellence with spiritual growth. This dual mandate makes administrative effectiveness a matter of both competence and character. Principals are expected to communicate ethical expectations clearly, apply rules justly, and address issues like bullying or dishonesty in ways that reflect both justice and compassion (Igbozuruike et al., 2017).

Community engagement is another vital ethical practice. It involves building inclusive partnerships between schools and their surrounding communities. Luchuo et al. (2022) defined it as a respectful collaboration that empowers stakeholders and supports positive development. Faith-based schools, in particular, often rely on religious networks and moral teachings to strengthen community ties. Through initiatives such as community outreach, parental involvement, and culturally responsive leadership, principals can make school management more transparent and responsive. Adogame (cited in Ifenatuora et al., 2021) asserted that integrating faith with leadership can promote discipline and shared values. Similarly, Galvin (2023) found that schools practicing faith-based ethics often benefit from strong family and community engagement. These partnerships reinforce moral values at home and in school, supporting students' emotional and social development.

Administrative effectiveness is realised when school leaders apply moral frameworks that support efficient decision-making, staff motivation, and student discipline. Nebo and Afianmagbon (2025) defined administrative effectiveness as the ability to fulfil both academic and spiritual mandates. Principals who model honesty, fairness, and respect can influence school culture positively and support goal attainment. They also promote inclusivity, transparency, and a safe learning environment for all stakeholders. In Rivers State, there is growing concern about the decline in moral values among students and the apparent inability of some principals to uphold ethical standards (Igbozuruike et al., 2017; Amadi, 2013). The rising incidences of examination malpractice, drug abuse, dishonesty, and general indiscipline in secondary schools. These behaviours undermine the goals of secondary education and question the ethical leadership capacity of school administrators.

Despite the significance of moral guidance and community engagement, many principals appear to neglect their ethical leadership responsibilities. Nebo and Afianmagbon (2025) noted that moral failure among school leaders compromises both academic performance and spiritual development. Eremie and Amadi (2020) expressed discontent with the neglect of community-focused services that once cultivated honesty, diligence, and social responsibility in students. Similarly, Ozah (2024) criticised the lack of a moral evaluation framework among school principals, arguing that ethical lapses in leadership can lead to flawed policies and poor administrative outcomes. These concerns necessitate greater awareness and intentional adoption of faith-based ethical techniques by school leaders. Ethical school leadership must go beyond policy compliance; it should involve a lived commitment to values that build trust, foster inclusion, and support moral behaviour. When principals embrace these values, they can positively influence both staff performance and student discipline, ultimately enhancing school effectiveness. However, there appears to be a gap in the integration of faith-based ethical principles in school administration in Rivers State. This shortfall may be contributing to the erosion of moral standards and diminishing administrative effectiveness. A deliberate focus on moral guidance and community engagement, which are two essential faith-based ethical techniques, may help principals improve school governance. Therefore, this study seeks to investigate the relationship between principals' faith-based ethical techniques and their administrative effectiveness in private secondary schools in Rivers State.

Statement of The Problem

Principals are expected to provide ethical leadership that promotes integrity, discipline, and administrative effectiveness in schools. However, many secondary schools in Rivers State face rising cases of examination malpractice, substance abuse, indiscipline, and other forms of moral decline. These issues suggest a weakening of the moral foundation expected in schools, particularly those with a faith-based orientation. Admittedly, faith-based ethical techniques such as moral guidance and community engagement are essential tools for promoting ethical conduct and administrative order, however many school principals appear not to apply them effectively. This failure may be arising from a lack of awareness, inadequate training, or disregard for ethical leadership responsibilities. Without the integration of faith-based values into the curriculum and school culture, many schools may struggle to cultivate the discipline and accountability necessary for achieving educational goals. Moreover, administrative effectiveness is often compromised when ethical values are absent in school leadership practices. There is growing concern therefore, that the non-application of faith-based ethics may be contributing to the erosion of students' moral behaviours and poor governance in schools. Given these challenges, this study seeks to examine the relationship between principals' use of faith-based ethical techniques and their administrative effectiveness in private secondary schools in Rivers State.

Research Questions

The following research questions guided the study.

1. To what extent do principals' moral guidance techniques predict their administrative effectiveness in private secondary schools in Rivers State?

2. To what extent do principals' community engagement techniques predict their administrative effectiveness in private secondary schools in Rivers State?

Hypotheses

The following hypothesis were tested at 0.05 significance level

1. There is no significant predictive relationship between principals' moral guidance techniques and their administrative effectiveness in private secondary schools in Rivers State.
2. There is no significant predictive relationship between principals' community engagement techniques and their administrative effectiveness in private secondary schools in Rivers State.

Methodology

This study adopted a correlational survey research design. The design was deemed appropriate because the study aimed to examine the relationship between principals' faith-based ethical techniques, with focus on moral guidance and community engagement, and their effects on principals' administrative effectiveness in private secondary schools in Rivers State. The target population for this study comprised all 672 principals of registered private secondary schools across the 23 Local Government Areas (LGAs) of Rivers State (Rivers State Ministry of Education, 2025). Using Taro Yamane's (1967) formula at a 5% margin of error, a sample size of 251 principals was determined. To ensure equitable geographical representation, 15 LGAs were purposively selected, and the sample of principals was proportionally drawn from population. Accordingly, Obio/Akpor and Khana LGAs contributed 37 and 27 principals respectively. Emohua contributed 20, Etche 19, Ahoada East 16, and Ahoada West 15. In addition, Keana and Port Harcourt contributed 16 principals each, Gokana 15, Andoni and Abua/Odual 14 each, Asari-Toru 12, Degema 11, Eleme 10, and Akuku-Toru 9 principals. A multistage sampling technique was adopted. The researchers compiled private secondary school lists in each of the 15 selected LGA. Each school was coded, and a simple random sampling method was employed to select proportional number of schools from which the principals were drawn. This process produced a final sample of 251 respondents.

Two validated, self-developed instruments were used for data collection: The Faith-Based Ethical Techniques Questionnaire (FBETQ) and the Administrative Effectiveness Questionnaire (AEQ). The FBETQ consisted of Section A, which contained items used to obtain demographic information of the respondents, and Section B, which comprised 14 items used to assess principals' use of moral guidance and community engagement. AEQ contained 12 items used to measure administrative competence, leadership effectiveness, and school operational efficiency. Both instruments were validated by experts in educational management and psychometrics in University of Port Harcourt. Their reliability was confirmed using the Cronbach Alpha method, which yielded coefficients of 0.89 for FBETQ and 0.81 for AEQ, indicating strong internal consistency. A total of 251 copies of the instruments were distributed, and 243 valid responses were retrieved and used for data analysis. The data were analysed using Pearson Product Moment Correlation to determine the strength of the relationships, and simple linear regression analysis to assess the predictive influence of the faith-based ethical techniques on administrative effectiveness. All hypotheses were tested at the 0.05 level of significance. To interpret the strength of the relationships observed, the correlation coefficients were assessed using the scale recommended by Schober, Boer, and Schwarte (2018): .00–.10 = negligible correlation, .11–.39 = weak correlation, .40–.69 = moderate correlation, .70–.89 = strong correlation, and .90–1.00 = very strong correlation.

Research Question One: To what extent do principals' moral guidance techniques predict their administrative effectiveness in private secondary schools in Rivers State?

Table 1: Simple Regression Analysis for Moral Guidance Techniques as Predictor of Administrative Effectiveness

Predictor	R	R ²	Adjusted R ²	Std. Error	B	β	t	p
Moral Guidance Techniques	.548	.300	.296	10.52	1.58	.548	8.57	.000**

Dependent Variable: Administrative effectiveness.

Table 1 presents a regression analysis showing how principals' moral guidance techniques predict their administrative effectiveness. The correlation coefficient ($R = .548$) suggests a moderate positive relationship, while the R^2 value (.300) indicates that 30 percent of the variation in administrative effectiveness is explained by moral guidance techniques. The standardized beta value ($\beta = .548$) reflects the strength of the predictor, and the t-value (8.57) is statistically significant at $p < .001$, confirming the predictor's importance.

H₀₁: There is no significant predictive relationship between principals' moral guidance techniques and their administrative effectiveness in private secondary schools in Rivers State.

Table 2: Test of Moral Guidance Techniques as a significant Predictor of Administrative Effectiveness

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8133.315	1	8133.315	73.441	.000 ^b
Residual	18937.610	241	110.746		
Total	27070.925	242			

a. Dependent Variable: Administrative effectiveness
b. Predictors: (Constant), Moral guidance techniques

$P < 0.05$

Table 2 provides the ANOVA result testing the predictive significance of moral guidance techniques. The F-statistic (73.44) and the p-value (.000) confirm that the model is statistically significant. This indicates that moral guidance techniques meaningfully explain variance in administrative effectiveness, justifying their inclusion in the model.

Research Question Two: To what extent do principals' community engagement techniques predict their administrative effectiveness in private secondary schools in Rivers State?

Table 3: Simple Regression Analysis for Community Engagement Techniques as Predictor of Administrative Effectiveness

Predictor	R	R ²	Adjusted R ²	Std. Error	B	β	t	p
Community Engagement Techniques	.473	.223	.219	11.09	0.91	.473	7.01	.000**

Dependent Variable: Administrative effectiveness.

The analysis in Table 4 showed a correlation coefficient of $R = .473$. The result indicates a moderate positive relationship. The R^2 value of .223 shows that community engagement techniques account for 22.3% of the variance in administrative effectiveness in private secondary schools.

H₀₂: There is no significant predictive relationship between principals' community engagement techniques and their administrative effectiveness in private secondary schools in Rivers State.

Table 4: Test of Community Engagement Techniques as a significant Predictor of Administrative Effectiveness

	Sum of Squares	df	Mean Square	F	Sig.
Regression	6047.789	1	6047.789	49.192	.000 ^b
Residual	21023.136	241	122.942		
Total	27070.925	242			

a. Dependent Variable: Administrative effectiveness
b. Predictors: (Constant), Community engagement techniques

P < 0.05

Table 4 contains the ANOVA result for community engagement techniques. The F-value (49.19) and p-value (.000) show that the regression model is statistically significant. This supports the hypothesis that community engagement techniques are a meaningful predictor of administrative effectiveness among principals.

Discussion of Findings

The findings from the regression analysis indicate that principals' moral guidance techniques significantly predict their administrative effectiveness in private secondary schools in Rivers State. The observed Pearson correlation coefficient of $r = .524$ signified a moderate positive relationship between the two variables. This suggests that when principals adopt and consistently apply moral guidance practices such as ethical decision-making, fairness in leadership, value-based supervision, and integrity, they are more likely to be administratively effective. This result confirms the theoretical expectations that moral guidance serves as a cornerstone for school leadership effectiveness. Principals who demonstrate moral clarity and fairness in their conduct often foster a climate of trust, mutual respect, and accountability, all of which are central to school effectiveness. When leadership is value-driven, it transcends superficial compliance and promotes behavioural transformation in both staff and students.

This finding is in line with Wey-Amaewhule and Ogbonnaya (2024), whose study affirmed that ethical leadership techniques driven by fairness and open communication enhance teachers' morale, foster professional trust, and improve institutional effectiveness. They also reported that principals who displayed respect and upheld moral standards during supervision activities were more likely to encourage high teacher-performance and achieve desired educational outcomes. The current result of this study reinforces their assertion by providing statistical evidence affirming that moral guidance positively influence administrative behaviour.

In the same vein, Nwabueze (2022) reported that principals' ethical attributes such as diligence, honesty, and accountability have meaningful associations with improved administrative outcomes in secondary schools in Enugu State. His study revealed that leaders who consistently model ethical behaviour inspired similar behavioural standards among staff, thereby contributing to operational stability and coherence. Thus, the finding in this present study supports his claim that moral grounding is essential to effective school management.

Furthermore, Hakizayezu and Andala (2022), observed that principals who are guided by ethical frameworks anchored in fairness, honesty, and justice are better able to manage their institutions with effectiveness. This correlation becomes even more relevant within the context of Rivers State, where reports from Weli and Emelole (2023) highlighted a moral decline among students manifested in examination malpractice, drug use, and other unethical behaviours. The present result implies that moral guidance by school heads can serve as both a preventive and corrective force in combating such challenges.

By contrast, in school systems where leadership is primarily administrative without a strong ethical foundation, it is common to witness lapses in accountability and inconsistent rule enforcement. This is echoed by Unobunjo (2022) who observed that administrative systems that lack moral clarity are unlikely to sustain developmental progress. Hence, the moderate predictive strength ($r = .524$) recorded in this study validates the strategic importance of moral leadership in achieving not only institutional

goals but also social transformation among students. The result of this study further showed revealed a Pearson correlation coefficient of $r = .458$ and a p-value of .000, indicating a moderate positive and statistically significant relationship between principals' community engagement techniques and their administrative effectiveness. This result led to the rejection of the null hypothesis and confirmed that community engagement is a significant predictor of administrative effectiveness among principals in private secondary schools in Rivers State.

This result resonates strongly with the idea that community engagement is a strategic component of faith-based ethical leadership. Schools that actively involve parents, religious stakeholders, community leaders, and civic institutions tend to enjoy stronger institutional trust and social capital. According to Lucho et al. (2022), community engagement supports mutual respect, social justice, and responsiveness to stakeholders' expectations, all of which are essential for effective school administration. Adogame, as cited in Ifenatuora et al. (2021), further emphasized that community participation in educational processes enhances student behaviour and builds collective responsibility. Their study established that where school principals intentionally foster partnerships with the community, discipline issues decrease while accountability and transparency increase. Galvin (2023) reported that family and community involvement significantly impacts students' mental well-being, social adjustment, and academic resilience. Galvin's work observed that in schools where parents were empowered and seen as partners, there was a notable and greater alignment between home and school values, leading to improved institutional performance. The current study aligns with this, confirming that community engagement is not a peripheral task but a structural pillar of leadership success in private schools. Conversely, Matovu and Atim (2020) observed that lack of proper community engagement by school leadership often results in increased resistance to school policies, low parental involvement, and weak communal trust. This reaffirms that community disengagement can become a risk factor for ineffective administration. When school leaders fail to cultivate mutual partnerships with their communities, they not only lose moral support but may also face difficulty enforcing behavioural expectations among students.

Additionally, Ghanem, as cited in Nyaga and Muasa (2024), contended that school leaders who emphasize inclusive engagement tend to build morale and loyalty among staff and students. The benefits of such a positive atmosphere tend to transcend the school compound, as it helps in shaping perceptions of the school in the broader society. Thus, the significance of the correlation ($r = .458$) in this study mirrors this broader observation, affirming that a well-engaged school community can serve as a critical driver for administrative cohesion and image building. The findings of this study also corroborate the views of Steyn (as cited in Shula et al., 2022), who observed that effective school administration is nurtured when principals support both internal and external relationships with dignity, trust, and compassion. His work particularly emphasized the role of community engagement in enhancing not only students' conduct but also teachers' job satisfaction and commitment.

It is important to note that in the context of Rivers State, where private schools operate within highly dynamic and culturally diverse communities, engagement strategies must be deliberate and context-sensitive. Ozah (2024) raised concerns about school heads who fail to develop frameworks for evaluating the ethical and social implications of their policies. Such oversight weakens their leadership credibility and compromises administrative outcomes. In this light, strengthening community ties is essential, as it not only helps to improve school-community relationships, communication, and decision-making, but also enhances the legitimacy of the school and the principal in the eyes of the public. This strengthens the idea that community engagement should not be limited to consultation or public relations, but must include genuine partnership, where schools work collaboratively with their communities to co-create moral standards and behavioural expectations. When principals actively promote school-community interaction such as through parent forums, religious events, and social outreach programs they not only enhance transparency but also model the values they wish to instil in students (Manafa, 2020; Womemi, 2024). Therefore, this moderate but statistically meaningful relationship between community engagement and administrative effectiveness provides a compelling case for embedding community-based strategies into principal leadership training. Rather than

perceiving community interaction as a public relations task, educational policymakers and private school proprietors in Rivers State should prioritize it as an indispensable part of value-based school leadership.

Conclusion

Based on the findings, this study concludes that moral guidance and community engagement as faith-based techniques significantly influence principals' administrative effectiveness in private secondary schools in Rivers State. The findings revealed moderate and statistically significant relationships, indicating that principals who integrate ethical values rooted in faith demonstrate stronger leadership performance. The results affirm that faith-based ethical leadership enhances not only institutional discipline but also enhanced administrative outcomes. Therefore, incorporating moral principles into school leadership is vital to promoting holistic development and achieving educational goals.

Recommendation

Based on the recommendations, the following findings are proffered.

1. Principals should integrate faith-based moral guidance into daily administrative decisions to promote fairness, integrity, and discipline across the school environment.
2. School proprietors and education stakeholders should prioritize training programmes that strengthen principals' ethical leadership capacity, especially in faith-based moral education and community engagement.
3. Private secondary schools should establish structured platforms for community involvement, including parent forums and local partnerships, to reinforce mutual accountability and support.
4. Education policymakers should develop guidelines that encourage ethical leadership practices, ensuring that school heads align administrative goals with moral and spiritual values.

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TEACHERS' EXPERIENCE OF WORKPLACE SEXUAL HARASSMENT: IMPLICATION FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

The main purpose of this study was to investigate the experience of public secondary school teachers on workplace sexual harassment and the implications for sustainable national development. One research question and one research hypothesis were formulated to guide the study. The study was carried out in the Enugu State. The population for the study 9764 public secondary school teachers. Proportionate stratified sampling technique was used to a sample of 977 respondents. A 17 items structured questionnaire developed by the researchers and titled Workplace Sexual Harassment Questionnaire (WSHQ) was used as the instrument for data collection. The instrument was validated by three experts, one expert in Measurement and Evaluation; and two experts in Educational Management, all from the Faculty of Education, Enugu State University of Science and Technology. The reliability of the instrument was determined using Cronbach alpha method. The instrument yielded reliability indices coefficient of 'r' .78, which shows suitability of the instrument for the study. Copies of questionnaire were administered and retrieved by the researchers and 3 research assistants using direct delivery approach. Mean and standard deviation were used to answer the research question. The null hypothesis was tested using z-test statistics at .05 level of significance. From the result of the findings of the study, it was concluded that both male and female teachers were sexually harassed at work in public secondary schools in Enugu State. It was therefore, recommended among others that development partners should work with Post Primary School Management Board and the State Ministry of Education to design interventions on workplace sexual harassment. This will enable victims to speak up and seek adequate redress as well as build positive organizational culture in the schools devoid of such abusive behaviours.

Keywords: Sexual harassment, secondary school, workplace, sustainable development

Introduction

A teacher is a person who displays his or her knowledge of a subject and helps guide students' learn, by taking a curriculum and presenting it in the most interesting and applicable way (Aguba & Ogbuabor, 2021). Also, Hamza, Sani and Abubakar (2010) defined a teacher as all those persons in schools who are responsible for the education of students. Teachers are crucial to ensuring an effective education. The ability of teachers to effectively discharge their responsibilities will position the country for a sustainable national development.

Sustainable Development Goal (SDG) is a global development framework initiated by the United Nations (UN) General Assembly when it adopted the 2030 Agenda for Sustainable Development

in 2015 (Agbedahin, 2019). According to Mensah (2019) sustainable development is progressive transformation process through which nations meets their current needs without compromising their capacity to cater for the future. The SDG 4 aspires to achieve inclusive and equitable quality education and promoting lifelong learning opportunities for all. To achieve this secondary school teachers are pivotal and need to perform optimally. However, one of the factors that can affect teachers' performance, even when requisite resources are provided for teachers to effectively operate is workplace sexual harassment.

Workplace sexual harassment is a pervasive problem in many institutions including the secondary schools in Enugu State. Mabuza (2020) defined sexual harassment as requests for sexual favours or unwelcome sexual behaviour that is bad enough or happens often enough to make you feel uncomfortable, scared or confused and that interferes with your work or your ability to participate in extracurricular activities. In line with the above definition, Equal Employment Opportunity Commission (EEOC, 2016) defined sexual harassment as unwelcome verbal, visual, or physical conduct of a sexual nature that is severe or pervasive and affects working conditions or creates a hostile work environment. Unlike rape and domestic violence, sexual harassment in the workplace has only recently been recognized as a social problem (Alagappan & Marican, 2014).

Hersch (2015) noted that sexual harassment at work includes sexual teasing, jokes, remarks, questions; sexual looks, gestures; deliberate touching, leaning, cornering; pressure for dates; letters, calls, sexual materials; stalking; pressure for sexual favours; and actual or attempted rape or assault. Also, Hejase (2015), identified several forms of sexual harassment such as sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions or sexual threats, sexual suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling or obscene gestures, unwanted physical contact, including touching, pinching, brushing the body, coerced sexual intercourse or assault. Such conduct can be humiliating and may constitute a health and safety problem.

Sexual harassment is a sensitive issue in the workplace. Obviously, the absence of sexual harassment complaints at work may not necessarily mean the absence of sexual harassment. Usually, victims of sexual harassment may feel that there is no point in complaining due to fear of social implications, fear that nothing will be done about it, concern that the complainant will be subjected to being ridiculed, and fear of reprisals (Jahan, 2013). Workplace sexual harassment have been predicated on the notion that sexual harassers are males and victims are females (Harrison, 2012). The victims could also be men. Both male and female teachers could suffer from sexual harassment in secondary schools. There is, however, limited evidence on sexual harassment towards male teachers (Powell & Henry, 2017). Men also account for between 16% and 17% of all sexual harassment charges filed with the EEOC annually (Equal Employment Opportunity Commission [EEOC] 2019). Scarduzio, Wehlage, and Lueken (2018) maintained that these estimates may be highly conservative as male victims of sexual harassment are often reluctant to report their experiences, more than female victims.

It has been reported that people who are sexually harassed at work, fare worse physically and psychologically than people who are not (Cesario, 2020). Mabuza (2020) observed that teachers do suffer sexual harassment from learners mostly through sending teachers nude pictures and sexual gestures that lure teachers into having sex. Moradeke (2014) reported that females are more sexually harassed than males in the workplace. It is pertinent to establish how sexual harassment influence teachers' productivity in secondary schools in Enugu State.

The researchers are worried because workplace bullying is an antithesis of productivity. A bullied teacher may not put in his best in teaching. This is because his integrity and psychological setup are hurt. In this era of technological advancement, teachers' psychological setting has to be sound and adequate for them to deliver quality education to students. Workplace sexual harassment is an aspect of educational management and administration that appears to have been neglected over the years. Much is not known about sexual harassment of teachers at work. If teachers are exposed to high rate workplace sexual harassment, there is likelihood that their productivity will be low and *viz-à-viz* if the rate of exposure is low. It is against this background that this study sought to investigate the teachers' experience of workplace sexual harassment in public secondary schools in Enugu State.

Research question

To what extent does teachers experience workplace sexual harassment in public secondary schools in Enugu State?

Research hypothesis

The null hypothesis stated below, which was tested at 0.05 level of significance guided the study.

H₀₁: There is no significant difference between the mean ratings of male and female teachers on the extent to which they experience workplace sexual harassment.

Research method

Survey research design was used for the study. A survey research design, according to Nworgu (2015) is a design in which data are collected from a relatively large number of people or items considered to be representative of the entire group. The justification for using a survey research design is that questionnaire, will be used to collect data from the sample that represents the population concerning existing condition and that an opinion of the sample will be used to make generalization to the entire population.

The study was conducted in Enugu State. It covers all the public secondary schools in the state. The population for the study was nine thousand seven hundred and sixty-four (9,764) secondary school teachers in Enugu State (Enugu State Ministry of Education, 2021). This number is made up of 3,016 male and 6,748 female teachers. The sample size for the study was nine hundred and seventy-seven (977) secondary school teachers. This sample comprised 301 male and 676 female secondary school teachers. This represents 10% of the population of the study. Proportionate sampling technique was used to select the sample (Nworgu, 2015).

A structured questionnaire titled Workplace Sexual Harassment Questionnaire (WSHQ) developed by the researchers was used as the instrument for data collection. The instrument consists of two sections. Section 1 is on the demographic data of the respondents. Section 2 consists of 17 items which focused on sexual harassment. The questionnaire has response mode of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1).

The instrument was face-validated by three research experts. The validators are one research expert in Measurement and Evaluation in the Department of Mathematics and Computer Education and two research experts in Educational Management, all from the Faculty of Education, Enugu State University of Science and Technology (ESUT). During validation, the items were scrutinized in terms of clarity of the instruction to the respondents, proper wording of items, appropriateness and adequacy of the items in addressing the problem, purpose of the study and the hypotheses of the study. Out of 15 items submitted for the validation, 4 items were modified, while 3 items were removed, which reduced the items to 12. However, 5 new items were introduced, bringing the total number to 17 items.

The reliability of the instrument was carried out by administering 40 copies of the instrument to secondary school teachers (20 male teachers and 20 female teachers), in Ebonyi State, which is outside the area of the study but share similar characteristics with the population of the study. To ascertain the internal consistency of the instrument, Cronbach alpha method was used to compute the reliability estimate of the items, which yielded reliability index of 0.78, indicating that the instrument was reliable and suitable for the study.

The instrument for data collection was distributed to the respondents and retrieved by the researchers with help of three research assistants. The research assistants were briefed in a one-day seminar on the method of administering and retrieving the instrument. Each participant in the data collection was assigned to a particular education zone. Direct delivery and retrieval were used in distributing 977 questionnaires. This will help the researchers to recover the instruments from the respondents without losing any.

The research question was answered using mean and standard deviation (SD). The decision rule for interpreting the result was based on the values of the calculated mean. Responses on the research question were considered high, when the mean is 2.50 and above; and low when it is less. This is derived from the mean of the weights of the response options, i.e $(4+3+2+1)/4 = 10/4=2.5$. The hypothesis on the other hand, was tested with z-test. The z-test is considered appropriate for testing the hypotheses because the sample size was large (more than 30) and only two levels of an independent variable (gender) were involved in each of the hypotheses (Nworgu, 2015). The hypotheses on the other hand, were tested at 0.05 level of significance. The null hypotheses can only be rejected if and only if the z-statistic is less than or equal to 0.05, otherwise accept (Idoko, 2011).

Results

Research question: to what extent does teachers experience workplace sexual harassment in public secondary schools in Enugu State?

Table 1: mean scores of male and female teachers on the extent workplace sexual harassment.

S/ N	I feel uncomfortable to an extent to work if someone:	Male Teachers 301		Female Teachers 676		Total 977		
		X	SD	X	SD	X	SD	Dec.
1	constantly Leer at me.	2.50	1.31	2.56	1.15	2.53	1.23	HE
2	tries to brush sexual part of my body.	2.75	1.28	3.25	1.24	3.00	1.26	HE
3	attempts to friendly path my body.	2.50	1.31	3.25	1.07	2.88	1.19	HE
4	attempts to squeeze parts of my body.	2.75	1.17	3.44	0.89	3.10	1.03	HE
5	attempts to friendly pinch me.	2.63	1.19	2.81	0.83	2.72	1.01	HE
6	tries to place arm around me.	2.63	1.19	2.88	0.81	2.76	1.00	HE
7	attempts catching me alone for a quick kiss.	2.88	1.25	3.31	1.19	3.10	1.22	HE
8	makes explicit proposition backed by threats.	2.88	1.25	3.31	1.19	3.10	1.22	HE
9	makes sexual comments about me.	2.63	1.19	3.19	1.28	2.91	1.24	HE
10	shows me nude pictures.	2.50	1.07	3.13	1.20	2.82	1.14	HE
11	talks about sex all the time in my presence.	2.38	1.30	3.00	1.32	2.69	1.31	HE
12	addresses me by a "pet name".	2.13	0.99	2.56	0.89	2.35	0.94	LE
13	observes me lustfully.	2.63	1.41	3.25	1.24	2.94	1.33	HE
14	gives me a romantic smile.	2.25	0.89	2.69	1.19	2.47	1.04	LE
15	wears sexy dress	2.38	1.06	2.69	0.87	2.54	0.97	HE
16	embraces me in public.	2.63	1.19	2.88	0.72	2.76	0.96	HE
17	talks to me with a romantic voice.	2.25	0.89	2.50	1.10	2.38	0.99	LE
Cluster mean		2.55	1.17	2.98	1.07	2.77	1.12	HE

Table 1 above shows the mean scores and standard deviation of male and female teachers on experience of sexual harassment in public secondary schools in Enugu State. Both groups expressed having experienced sexual harassment in all the items except 12, 14, and 17. The cluster mean of 2.77 and standard deviation of 1.12, indicate that both groups experienced sexual harassment at work in public secondary schools in Enugu State.

Research hypothesis: H_{01} : There is no significant difference between the mean ratings of male and female teachers on the extent to which they experience workplace sexual harassment in public secondary schools in Enugu State.

Table 2: z-test of significant difference between the mean scores of male and female teachers on the extent of workplace sexual harassment experience.

Group	N	Mean	SD	DF	Z-cal	Z-crit.	Dec.
Male teachers	301	2.55	1.17	975	5.44	1.96	Reject Ho1
Female teachers	676	2.98	1.07				

Table 2 above presents z-test analysis of the mean difference in response opinions of male and female teachers regarding the extent sexual harassment influences teachers productivity in Enugu state. The result shows that the calculated z-value (5.44) was more than the critical value (1.96). Hence, the null hypothesis was rejected. Therefore, there is significant difference between the mean ratings of male and female teachers on the extent to which sexual harassment influences teachers' productivity in public secondary schools in Enugu State. This implies that sexual harassment influences female teachers' productivity more than their male counter parts.

Discussion of the Findings

The finding has shown that male and female teachers are sexually harassed at work in public secondary schools in Enugu State. This implies that workplace sexual harassment is not targeted at a particular gender. This opposes the view of Moradeke (2014) who stated that victims of workplace sexual harassment are females. High rate of sexual harassment in secondary schools as portrayed by this finding engenders organizational conflict and also affects teachers' health outcomes which negatively impacts their productivity. The finding agrees with Powell and Henry (2017) that there is limited evidence on sexual harassment towards male teachers. The implication is that if teachers are constantly harassed sexually at work, they would be unhappy and cannot give their best in the process of teaching.

The findings also revealed that sexual harassment influences female teachers' productivity more than their male counterparts. This means that even though both male and female teachers are prone to sexual harassment in public secondary schools in Enugu State, female teachers are more endangered. Also, this implies that perpetrators of sexual harassment in public secondary schools in Enugu State are more of males. This finding agrees with the findings of Scarduzio, Wehlage, and Lueken (2018) that male victims of sexual harassment are often reluctant to report their experiences, more than female victims.

Conclusion

From the findings of this study, it can be inferred that both male and female teachers experience workplace sexual harassment in public secondary schools in Enugu State, Nigeria. Hence, without adequately addressing the menace of workplace sexual harassment in the public secondary schools, Enugu State cannot boast of good quality secondary education, and without good quality education, the state cannot achieve the sustainable development goals. As increase in population explosion continues, there is every need to consciously manage the relationships that exist among secondary school personnel in the state.

Recommendations

Based on the findings, the following recommendations were proffered.

1. Development partners should work with Post Primary School Management Board and the State Ministry of Education to design interventions on workplace sexual harassment. This will enable victims to speak up and seek adequate redress.
2. School administrators should organized regular workshops on organizational culture for their teachers. This will help to build positive organizational culture for the schools devoid of such abusive behaviours like sexual harassment.

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PREVALENCE OF STUDENTS' DROPOUT IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE



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Abstract

The study investigated prevalence of students' dropout in public secondary schools in Ebonyi State. Three research questions guided the study. The population of this study comprised all the 120,882 students in 222 public secondary schools in Ebonyi State. The instrument tagged Prevalence of Students Dropout Scale (PSDS) was used to collect data from the respondents. The instrument incorporated other useful data from the Students' Annual Census Report Chart, Students Records. The instrument was presented for face validation by three experts, one expert from Measurement and Evaluation option of Science Education Department and two experts from Educational Administration and Planning (option) in the Department of Educational Foundations, all in Ebonyi State University. The reliability of the instrument using Cronbach Alpha Analysis yielded a coefficient of 0.76. The data collected was analyzed using frequency and percentage to answer the research questions 1, 2 and 3 on prevalence of students' dropout. Graphs were also used to illustrate the results. The findings among others revealed that the prevalence of students' dropout from public secondary schools by education zones, recorded high students' dropout in Abakaliki, Afikpo and Onueke zones in Ebonyi State. The finding is indeed worrisome and could be detrimental to the future of Nigerian students, especially in Ebonyi State. Among other recommendations, special intervention fund should be made available by the State government to revive the schools that are about to collapse and possibly cater for the educational needs of students in order to reduce high prevalence of students' dropout from public secondary schools in Ebonyi State.

Keywords: Secondary school and prevalence of students' dropout.

Introduction

A student who completes secondary school is likely to acquire some measures of competency, life skills and lifelong education required to become useful in Nigeria. This has become necessary since Nigeria government, across the world have demonstrated commitment in the development of secondary schools by providing them with reading materials, home grown feeding programmes, building of classrooms, equipping schools with computers, employed more teachers, among others. However the efforts of Nigeria government to ensure that every individual in society receives basic education seems to be jeopardized with many students likely to drop out of school.

School dropout has become a critical issue confronting the education system across the world, Nigeria inclusive. School dropout could be defined as a student's untimely removal from school (Achilike & Achilike, 2016). A dropout is a student who abandons school before the end of the final

year of the educational stage or cycle in which the individual is enrolled (UNESCO 2013). When some students drop out of the school, they may find it difficult to go back to the school and such could deny them the opportunity to receive a diploma or certificate of completion. In other words, there is no doubt that any student who withdraws from school prematurely ends up not obtaining any certificate of graduation. According to Ajaja (2012), the concept of dropout in the educational system has piqued the curiosity of many academic professionals and the general public in terms of potential solutions. In the school context, the term "dropout" could be refers to individuals who quit school without permission from the administration, either to attend another school or to stay at home. It is also necessary to note that dropping out of the school cannot just happen without some related causes.

The causes of school dropout affecting the education system in Nigeria may be numerous. Accordingly, the major social causes of dropping out of school include reduced political participation, increased demand for social services, increased crime rates and poor levels of health (Azam, 2007). Others are lower earnings, teeming youth unemployment, prospects of unholy behaviours and greater likelihood of health problems (Thurton, Donaldson, Coladarci and Davis, 2006 Ogiri, 2016). It is clear from the foregoing, that by dropping out of school, most students severely limit their chances of economic and social well-being in the future. This is in tandem with the view of Maton & Moore, (2010) that the problem of dropping out of school indeed has negative consequences on both the individual and society and therefore needs to be the concern of every member of the society. In addition, dropout is not a mere problem that affects an individual but it is a problem that affects the entire community as it has been noticed that certain dropouts get involved in crime and other social vices (Jamil, Waters and Soyibo, 2010). This has become a worrisome situation because (UNESCO, 2013) reported that the population of dropouts in secondary school is alarming across the world. This by implication may result in low levels of secondary school completion. With the UNESCO report of dropout and non-completion of secondary school education, many individuals leave school without obtaining even the most fundamental skills. Failure to complete secondary school not only limits future career opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of secondary education. However, Ogiri, (2016) opines that a study of this nature is pertinent and crucial as it is meant to raise awareness concerning school dropout and to understand more specifically the phenomenon of school dropout in public secondary schools, especially in Ebonyi State.

In Ebonyi State, the case of school dropout is a critical issue affecting many secondary schools. It is also necessary to note that school dropout of students in secondary schools has been observed to exist. It is very common to see secondary school aged children on the streets and public places in Ebonyi State during school hours; even during exams. Observably, the schools in Ebonyi State showed that every year some students for one reason or the other stop coming to school. The challenge so far is to ascertain if the existence of school dropout could be prevalent. Prevalence is something that exists or is very common at a particular time or in a particular place (Hornby, 2010). Prevalence is the percentage to which a population is affected with a particular problem. In this paper, prevalence means the percentage of students' dropout mostly in Ebonyi State. However, to the best knowledge of the researchers, past related studies supporting this study remains largely unexplored with different socio-cultural background and methodology. Again, the prevalence of school dropout among secondary school students has not been widely ascertain. It is on this ground therefore, that investigating on the prevalence of students' dropout in public secondary schools in Ebonyi State becomes necessary.

Statement of the Problem

The overarching idea of Nigeria's educational system is centered on two fundamental issues: integrating the individual into a sound and successful citizen, and providing equitable educational opportunities for all citizens at levels of education mostly in secondary school. Secondary school is an important component of the Nigerian educational system. As a result, secondary education has been treated seriously from its inception, not only as a necessary certification for decent jobs, but also as a gateway to sound higher education, both academic and professional. However, it has been observed that secondary school dropout rates in Ebonyi State seem to be increasing. Every educational zone in the

state is seen to have experience dropout of students in secondary school. It is very common to see secondary school aged children on the streets and public places in Ebonyi State during school hours; even during exam. Observably, some schools showed that every year some students for one reason or the other stop coming to school. Efforts by the teachers and school authorities appear not yielding any positive result to keep some of these students in school or help those who have dropped out to come back to school. Many studies may have been conducted on issues related to school dropout in Nigeria but it seem that the prevalence of school dropout among secondary school students has not been widely explored especially in Ebonyi State. This however inspired the interest of the present study to investigate on students' dropout in public secondary schools in Ebonyi State

Purpose of the Study

The following specific purposes guided the study:

- (1) Ascertain prevalence of students' dropout in public secondary schools in Ebonyi State by education zone.
- (2) Determine the prevalence of secondary school dropout in Ebonyi State Local Government Areas.
- (3) Determine the gender distribution of students dropping out of public secondary schools in Ebonyi State.

Research Questions

The following research questions guided the study

- (1) What is prevalence of dropout in secondary schools in Ebonyi State by education zones
- (2) What is the prevalence of students dropping out of secondary school in Ebonyi State by Local Government Area?
- (3) What is the gender distribution of secondary school dropouts in Ebonyi State?

Methods

Ethical Considerations

The researchers adhered to the ethical consideration of conducting research in the secondary school education board, Ebonyi State, Nigeria. The researchers ensured that the useful information of the respondents of this study were strictly confidential

Design of the study

The researchers adopted a descriptive survey research design which was used to elicit information from the respondents based on the research objectives of this study. It also seek to collect data and describe in a systematic manner what exists or absence of what is being investigated (Ali, 2006; Nworgu 2015). This design is deemed appropriate for this study because it merely examined the prevalence of students dropping out of secondary schools in Ebonyi State, with no variable modification.

Study Area and population

The study was carried out in secondary schools in Ebonyi State which is one of the states in the South Eastern region of Nigeria. The state is famously known as the "Salt of the Nation," called after massive salt lake deposits at Okposi and Uburu Communities in Ebonyi State's Ohaozara Local Government Area (FGN, 2015). The population of this study comprised all the 120,882 students in 222 public secondary schools in Ebonyi State.

Instruments of the Study

The instrument tagged Prevalence of Students Dropout Scale (PSDS) was used to collect data from the respondents. The instrument incorporated other useful data from the Students' Annual Census Report Chart, and Students Records (SEB, 2019/2020) academic session.

Validation of the Instrument

The instrument was presented for face validation by three experts, one expert from Measurement and Evaluation option of Science Education Department and two experts from Educational Administration and Planning (option) in the Department of Educational Foundations, all in Ebonyi State University. The necessary corrections were acknowledged before incorporated it in the final version of the instrument.

Reliability

The reliability of the instrument was trial tested and further subjected to Cronbach Alpha Analysis which yielded a coefficient of 0.76.

Method of Data Collection

The researchers used six research assistants; two for each of the zones Afikpo zone, Onueke and Abakaliki zones. In order to gain access to the respondents (teachers) two letters of introduction were collected from the Head, Department of Educational Foundations, Ebonyi State University, Abakaliki. A letter was presented to Chief Supervising Principals (CSPs) of the three education zones requesting for the release of the zones' annual census reports on students enrolment form 2015 to 2019 academic sessions. These letters help in gaining access to the information as regards this study..

Data Analysis

After the returned copies of the questionnaire were cross-checked for completeness of responses, the data collected was analyzed using frequency and percentage to answer the research questions 1, 2 and 3 on prevalence of students' dropout. Graphs were also used to illustrate the results

Results

The results of data analyses are presented in tables under the research questions as follows:

Research Question One. What is Prevalence of Dropout from Secondary Schools in Ebonyi State by Zones?

Table1: Summary of Prevalence of Students' Dropout from 2015- 2019/20 Sessions by Zones

Zones	Sessions Prevalence (%)			
	2016/2017	2017/2018	2018/2019	2019/2020
Abakaliki	2.84	12.98	-11.71	26.35
Afikpo	6.8	0.68	13.56	-0.85
Onueke	-11.22	4.03	0.88	10.16

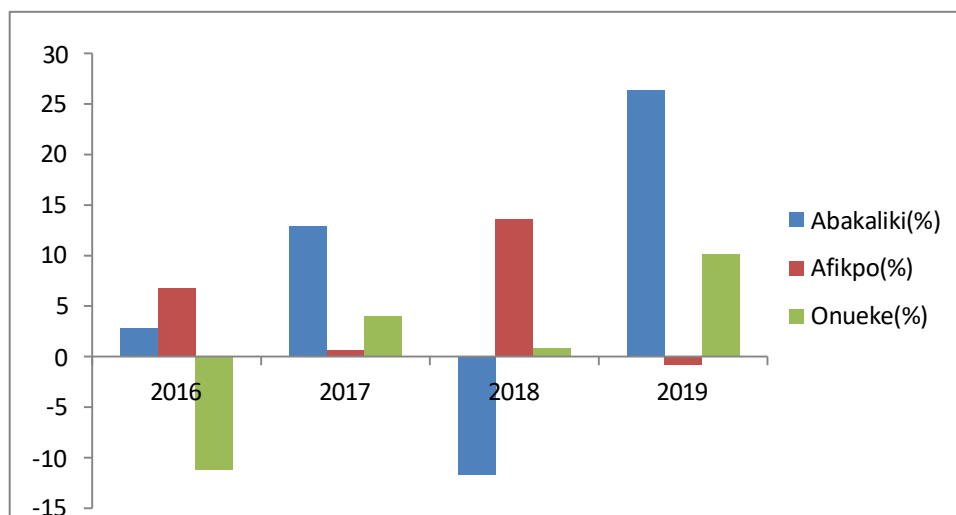


Figure 1: Bar Chart illustration of the Students' Dropout by Educational Zones in Ebonyi State

Table 1 show that Prevalence of students' dropout from public secondary schools in Ebonyi State from 2015 to 2019/20 academic sessions by Zones. In 2016, 2017 and 2019 Abakaliki Zone recorded prevalence rate of 2.84%, 12.98% and 26.35% respectively for students' dropout from Public Secondary Schools. In 2018, the table showed -11.71% which indicated no record of students' dropout in the public secondary schools in the Zone. The result is illustrated in figure 1. Afikpo Zone in 2016, 2017 and 2018 recorded 6.8%, 0.68% and 13.56% respectively as prevalence of students' dropout from all the public secondary schools in 2019, -0.85% was recorded which indicated no record of students' dropout in the public secondary schools in Zone. Figure 1 depicts the end product. In 2017, 2018, and 2019, the recorded prevalence of student dropout from all public secondary schools in Onueke Zone was 4.03 percent, 0.88 percent, and 10.16 percent, respectively. In 2016, the table shows -11.22% which indicated no record of students' dropout from public secondary schools in the Zone.

Research Question Two. What is the prevalence of students' drop out from secondary schools in Ebonyi State by Local Government Areas?

Table 2: Summary of Prevalence of Students' Dropout from 2015- 2019 Sessions by LGAs

LGAs	2016	2017	2018	2019
ABAKALIKI	2.66	1.31	4.95	15.23
EBONYI	4.61	21.47	-	16.84
IZZU	15.28	-3.69	-	46.84
OHAUKWU	-22.4	27.54	-	34.29
AFIKPO NORTH	3.47	1.84	12.69	-2.9
AFIKPO SOUTH	7.29	-0.62	22.0	3.60
IVO	4.6	-8.88	1.09	-11.23
OHAOZARA	5.93	3.54	10.62	12.78
ONICHA	12.67	-0.98	17.72	-2.84
EZZA NORTH	-13.06	-1.28	4.55	20.16
EZZA SOUTH	-14.21	-6.09	-2.74	14.23
IKWO	-21.57	19.17	6.64	10.73
ISHIELU	9.78	-0.98	-8.64	-11.81

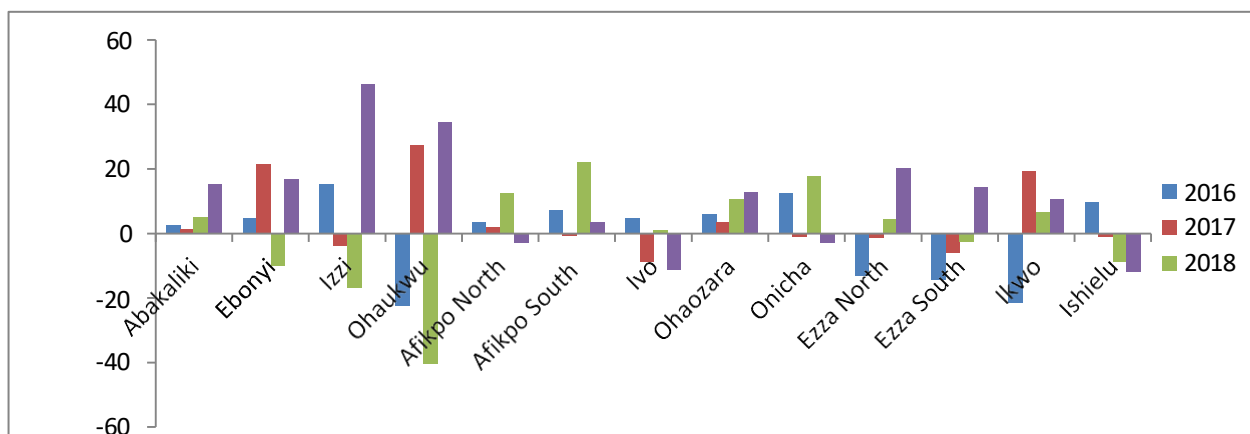


Figure 2: Bar Chart illustration of the Students' Dropout by LGAs in Ebonyi State

Table 2 shows that prevalence of students' dropout from public secondary school in Ebonyi State from 2016 to 2019 academic sessions by Local Government Areas. In 2016, 2017, 2018 and 2019, Abakaliki LGA recorded prevalence rate of 2.66%, 1.31%, 4.95% and 15.23% respectively for students' dropout from public secondary schools in Ebonyi State shows that prevalence of students dropout is gradually dwindling by every session and attention needs to give them. In 2016 and 2019 showed prevalence rate of 15.28% and 46.84%, for students' dropout need urgent intervention by the government and stakeholders in public secondary schools in Izzi LGA. Ohaukwu in 2017 and 2019 recorded second highest prevalence of students' dropout from public secondary schools in Ebonyi state 27.54% and 34.29% show that attention should be given to them to curtail increase in dropout in the LGA. Ohaozara LGA in 2016 to 2019 sessions recorded prevalence of students' dropout in all the years and it calls for attention to dwindle the dropout rate. In 2016 and 2018, Onicha LGA recorded prevalence rate of 12.67 and 17.72 showed that effort of government and others are not enough to reduce prevalence of students' dropout from public secondary school in the LGA. Ezza North LGA in 2018 and 2019 shows 4.55% and 20.16% deserved to tackle students' dropout prevalence rate. In 2017, 2018 and 2019 respectively, the table shows that 19.17%, 6.645 and 10.74% recorded year to year increase in prevalence of students' dropout from public secondary school in Ikwo LGA.

Research Question Three. What is the prevalence of Students Dropout from Public Secondary School in Ebonyi State by Students' Gender

Table 3 Prevalence of Students' Drop out from Public Secondary School by Gender

Table 5.1 Prevalence of Students					Drop out from Public Secondary School by Gender									
GENDE R	2015 NO (%)		2016 NO(%)		Prevalenc e	2017 NO(%)		Prevalenc e	2018 NO(%)		Prevalence	2019 NO (%)		Preval ence
MALE	31955	48.592	31085	48.102	(0.49%)	29210	50.847	(1.62)	27548	43.890	(6.95%)	23844	52.967	(5.25)
FEMALE	33806	51.407	33538	51.897	(0.49)	28236	49.152	(2.74)	34765	55.790	(6.64)	26853	47.032	(8.76)

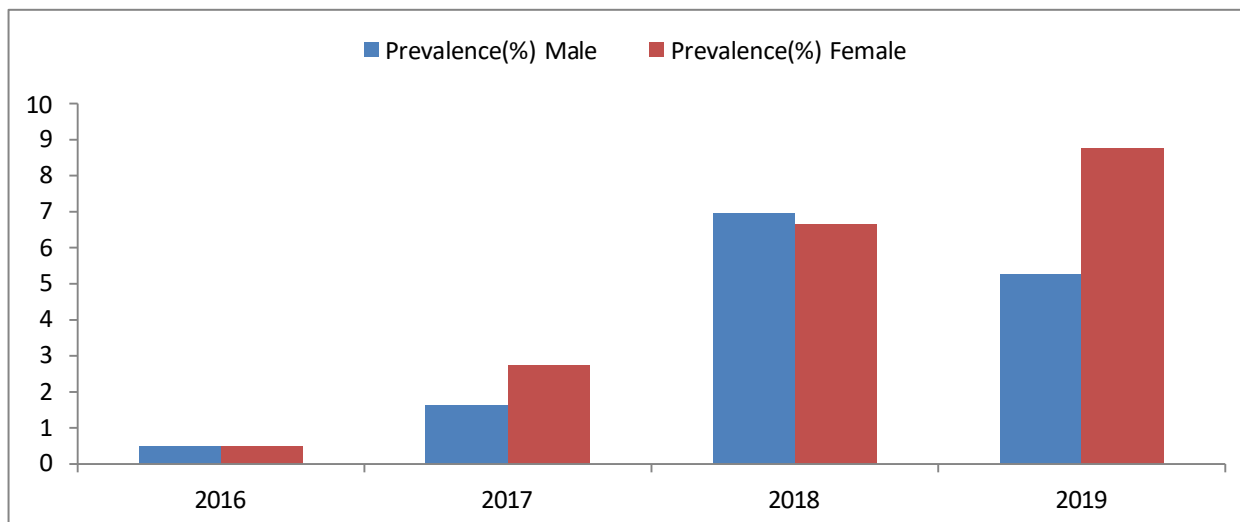


Figure 3: Bar Chart illustration of Students' Dropout from Public Secondary School by Gender

Table 3 shows that the male prevalence of dropout from public schools in 2016, 2017, 2018 and 2019 was 0.49%, 1.62%, 6.96% and 5.24% respectively. The female students' dropout from Public Secondary School was 0.49%, 2.74%, 6.64% and 8.76%. This reveals that female students dropped out more from Public secondary school in the years of the study cumulatively.

Discussions

Prevalence of Students' Dropout from Public Secondary Schools in Ebonyi State by Zones.

The result shows on Prevalence of Students' Dropout from Public Secondary School in Ebonyi State from 2015 to 2019 academic sessions by educational zones recorded high in 2016, 2017 and 2019 in Abakaliki Zone. In Afikpo Zone, in 2016, 2017 also recorded high prevalence rate of students' dropout from all the public secondary schools in the zone. Onueke Zone in 2017, 2018 and 2019 recorded prevalence of students' dropout from public secondary schools in the zone. The high prevalence of school dropout of students recorded in public secondary schools in Ebonyi State by zones is indeed a worrisome situation that may affect the progress of the country and the general society. This is because education is the key to national development and so, any attempt to take it for granted could be disastrous to the future well-being of Nigerian students mostly in Ebonyi State. Therefore, the finding of this study is in tandem with the view of Maton & Moore, (2010) that the problem of dropping out of school exist and it has negative consequences on both the individual and society. In addition, dropout of school is not a mere problem that affects students alone but it is a problem that affects the entire community as it has been noticed that students that dropouts of school get involved in crime and other social vices (Jamil, Waters and Soyibo, 2010). The finding of this study further agreed with the (UNESCO, 2013) reported that the population of dropouts in secondary school is alarming across the world. This by implication may result in low levels of secondary school completion. With the UNESCO report of dropout and non-completion of secondary school education, many individuals leave school without obtaining even the most fundamental skills. Failure to complete secondary school not only limits future career opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of secondary education.

Prevalence of Students' Dropout from Public Secondary Schools in Ebonyi State by Local Government Areas

The result shows on the Prevalence of Students' Dropout from Public Secondary School in Ebonyi State from 2015 to 2019 academic sessions by Local Government Areas. In 2016, 2017, 2018 and 2019, Abakaliki LGA recorded prevalence rate of students' dropout from public secondary schools in the Local Government Area. The rate of dropout in 2016 and 2019 shows that there was high

prevalence rate of students' dropout that needed corroborative urgent attention by the government stakeholders and state ministry of education to come for aid of the LGA before grasses will take over the school premises due to high rate of dropout from schools in Izzi LGA. The result also shows in Ohaukwu in 2017 and 2019 recorded second highest prevalence of students' dropout from public secondary schools in Ebonyi state and serious attention should be given to them to curtail increase in students' dropout in the LGA etc. Onicha LGA also recorded prevalence rate of students' dropout from schools and effort of governments and others are not enough to reduce prevalence of students' dropout from public secondary school in the LGA. The point is that anything, including the high rate of dropping out of school which affected students mostly in the rural or local areas is becoming a critical issue of concern. This could be very dangerous to the future of the students if not addressed. This by implication tends to limit the students chances of economic and social well-being in the future. However, Ogiri, (2016) opines that a study of this nature is pertinent and crucial as it is meant to raise awareness concerning school dropout and to understand more specifically the phenomenon of school dropout in public secondary schools, especially in Ebonyi State.

Prevalence of Students' Dropout from Public Secondary Schools in Ebonyi State by Gender

The data mainly demonstrates that the male student frequency of dropout schools in 2016, 2017, 2018, and 2019 was significant, particularly in 2018 and 2019. This is consistent with Juneja's (2001) observation that if a school is considered too far away from home, young girls drop out more frequently due to their vulnerability to sexual harassment by rapists (Colclough et al., 2000; Nekatibeb, 2002). During the study period, the female prevalence of students dropping out of public secondary schools was significantly greater than the male prevalence of students dropping out of public secondary schools. In a practical approach, the government must consider sensitization to support girl-child education.

Conclusion

In conclusion, prevalence of students' dropout from public secondary schools by education zones, local Government Areas and gender recorded students' dropout in Abakaliki, Afikpo and Onueke zones. However, Onueke, Izzi, Onicha, Ezza North and others recorded greater percentage of students' dropout from public schools and the percentage of female students' dropout is more than male students.

Recommendations

Based on findings of this study, the following recommendations were made:

1. Special intervention fund should be made available by the state government to revive the schools that are about to collapse and possibly cater for the educational needs of students in order to reduce high prevalence of students' dropout from public secondary schools in Ebonyi State.
2. Considering the high prevalence of students' dropout from public secondary schools by Local Government Areas, in Ebonyi State, there should be awareness campaign on the danger of dropping out of school. In addition, Authorities of Local government areas with the support of State government, NGOs/corporate organizations should introduce free education and scholarships to the students who are prone to drop out of the school in Ebonyi State.
3. Government at all levels should give adequate attention to gender related issues and most importantly protect the right of female students by allowing law to take its course on abuse of female students and that will encourage them to bounce back in their numbers to school for learning.

Limitations of the study

Like other quantitative studies, one of the limitations of this study is the inability of the researchers to cover more years of information related to the prevalence of school dropout in Ebonyi State.

Again, the inability of using complex research analytical tools (i.e., using both quantitative and qualitative approach) in this study may not give the generalizability of the findings.

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ADMINISTRATION OF ETHICAL STANDARDS IN SCHOOL SUPERVISION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN UMUAHIA EDUCATION ZONE OF ABIA STATE



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Abstract

This study investigated the Administration of Ethical Standards in School Supervision for Sustainable National Development in Public Secondary Schools in Umuahia Education Zone of Abia State, Nigeria. The study adopted the descriptive survey research design with a total population of 662 individuals that comprised 56 Principals, 112 Vice Principals, and 494 teachers from Public Secondary Schools in Umuahia Education Zone. The study's sample size was 170, chosen through simple random sampling. It comprised 60 principals/vice principals and 110 teachers. The instrument used for the collection of data was a 19-item self-structured questionnaire titled; —Administration of Ethical Standard in School Supervision for Sustainable National Development in Public Secondary Schools in Umuahia Education Zone of Abia State, Nigeria Questionnaire (AESSSNDPSQ) which was validated by two experts from Education Measurement and Evaluation and Education Management and Planning, Imo State University, Owerri. The reliability of the instrument was established at $r = 0.82$ using the Cronbach Alpha statistical tool. Two research questions guided the study. Mean and standard deviation were used to analyse research questions 1 and 2, structured on a 4-point scale of Very High Extent VHE, High Extent HE, Low Extent LE, and Very Low Extent VLE with a mean point of 2.50. The findings revealed that the respondents indicated the extent of the ethical standards administered in school supervision in public secondary schools as being high, with a cluster mean of 2.5, and that the respondents agreed to a high extent with the strategies to be administered to implement ethical standards in school supervision in public secondary schools. Based on the findings, it was recommended that the government should provide continuous professional development (CPD) in ethical leadership and decision-making through partnership with the teachers' training institutions or educational consultants, the supervisors should schedule regular feedback forums where teachers can express concerns or suggest improvements, there is need to maintain regular monitoring and evaluation to ensure that ethical practices are sustained and conduct an orientation programme for appointed government officials to lead by example.

Keywords: Administration, Ethical Standard, School Supervision, Secondary School, Sustainable National Development.

Introduction

Education is viewed as an indispensable catalyst that strongly influences nations' development and economic fortunes and the quality of life of their people. In Nigeria, education is the instrument par

excellence for national development (FGN, 2013). The Nigerian nation believes that education is the vehicle that can drive the country to national development (Kalu and Nwaneri, 2019). They further state that the relevance of education to an individual and the Nigerian society cannot be overemphasized, as it permits all spheres of human endeavours. Anyaogu (2021) sees education as the eyes, the way, and the means for the development of any nation. Therefore, an individual masters his environment and acquires the necessary equipment for living a worthwhile life. Isiozor (2019) asserted that secondary education occupies a very unique position in the education system in Nigeria, because it is that level that determines the academic and professional career of students. Anyaogu (2021) noted that secondary education is the education children receive after primary education and before the tertiary level. The duration of study at this level is six years.

According to the Federal Government of Nigeria (2013), the goals of secondary education are to prepare students for useful living within society and to prepare them for higher education. Specifically, secondary education is aimed to provide opportunity for qualitative education for primary school leavers, offer diversified curriculum to cater for the differences in talents of the pupils, develop Nigeria cultural heritage, produce a generation of people who respect the dignity of labour, foster Nigeria unity and to inspire its students with the desire for achievement and self-improvement both at school and in later life. Anyanwu, as cited in Isiozor, Emeribe, and Anyanwu (2017), states that quality education is a functional and sustainable system that serves the needs of individuals and enables them to facilitate the development of their nation. Education, therefore, is of quality if it has the potential to produce individuals who can render useful services to their country and themselves. To this effect, quality education is a tool for sustainable development. Isiozor et al (2017) added that national development means the level of improvement sustained over a period in the economic, social, and political sectors of a nation, resulting in traceable better welfare of the citizens. Kalu and Nwaneri (2019) view education as that which forms the bedrock of development, adding that to develop, there must be relevant education of all citizens, both in quality and quantity. Isiozor (2019) asserted that only the provision of qualitative education can guarantee the accomplishment of the secondary education goals. Olowonwfa and Orieha, as cited in Akuchie and Amataobi (2020), asserted that to achieve the educational goals as enunciated in her National Policy on Education, the educational system must be reliable. The reliability of the educational system can only be achieved through proper and effective school supervision.

The concept of supervision is common to all professions and occupations. This implies that no organisation can function effectively without effective supervision (Jeremiah and Queensoap, 2024). Supervision is defined by Babalola, as cited in Jeremiah and Queensoap (2024), as the interaction between at least two persons for the improvement of activities. It is a formative, supportive, and developmental process directed to improve and promote growth and development. According to Aja-Okorie and Oko (2021), School supervision can be described as the development of an authentic helping relationship between teachers and supervisors. It involves providing a guide for teachers to facilitate improved performance on the job. They further affirm that supervision is a service to help teachers improve instruction. Supervision influences the quality of teachers in service delivery. Aja-Okorie and Oko (2021) see supervision as a phase of school administration, which deals primarily with the achievement of all the appropriate selected instructional expectations of education services. Okeke, Njoku, and Obasi (2019) defined administration as the range of activities connected with organising and supervising the way our institution or organisation functions. Furthermore, it is the guidance, leadership, and control of a group effort towards the achievement of expected goals. Anukam, as cited in Anyaogu (2021), emphasised that the process involves decision making, organising, communicating, directing, coordinating, and evaluation carried out to achieve the organisational goal. Isiozor and Odu (2021) see supervision as a process of assisting, directing, stimulating, and motivating teachers to embrace the teaching and learning process in educational institutions. According to Oku, Emenalo & Okeke as cited in Akuchie and Amataobi (2020), school supervision therefore becomes a veritable tool for proper monitoring, guidance, direction and integration of available human and material resources for school utilization as well as an important component of quality control strategy in education for the maintenance of high educational standard in Nigeria. Akuchie and Amataobi (2020) asserted that school

supervision leads to high productivity in the educational system as it enables the efficient and effective utilisation of the available resources to achieve the goals and objectives of education in Nigeria via teaching and learning. Agbajeola (2019) asserted that maximum productivity is achieved when the resources are prepared, aligned, and used for their intended purpose with learners. Okeke and Uwazuruike, as cited in Akuchie and Amataobi (2020), maintained that the supervisor's primary function is to oversee and coordinate school activities. According to Nwaokugha and Danladi (2016), Supervisors assist, guide, and mentor fellow teachers on their day-to-day activities to enhance effective service delivery, and inspectors obtain information and disseminate it to stakeholders in the education industry. This practice is a fundamental norm for effective service delivery and a core and determinant issue on the workability or otherwise of the government's innovations and policies in education that target possible review or change of gear that can bring in the much-desired change or result in the education system. Nwakpa in Aja-Okorie and Oko (2021) states that supervision is a way of stimulating, helping and improving, guiding, refreshing, encouraging, and overseeing teacher in their tasks. From the foregoing, supervision extends beyond finding faults in service delivery but includes providing guidelines for improvement more cordially.

According to Eziugo, cited in Ojeka (2024), there are two main types of supervision: internal and external supervision. Internal supervision is more effective, their reasons being that it helps the less effective and inexperienced teachers to improve their teaching. The internal supervision is more regular and effective because the internal supervisors are always with the teachers; they do not schedule visits like the external supervisors. On the other hand, external supervisors are educators and administrators from the Ministry of Education, the Education Board, etc. Aja-Okorie and Oko (2021) define internal supervision as all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. This could suggest the following: stimulation of professional growth and development of teachers, selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction. Aja-Okorie and Oko (2021) further asserted that in secondary schools, internal supervision is the functional role of the principal, dean of studies, and the sectional heads of departments or those delegated to do so. According to Isiozor and Odu (2021) supervisor role connotes opportunities for teachers to be groomed through discursive critical study of classroom interaction to carry out their teaching tasks in line with professional codes of conduct. Tedla, as cited in Ojeka (2024), asserted that teachers' supervision is one of the best ways principals enhance and upgrade teachers' profession, maintain school standards, and ensure checks and balances. Edomwande and Anakah (2020) asserted that a 21st-century principal can juxtapose visionary, instructional, and managerial leadership to support changes and stability.

Supervision becomes imperative for monitoring the factor resources for the pursuit of maintaining standards and quality. Supervision is generally aimed at improving teaching-learning situations and identifying the demanding needs of the school to find appropriate solutions (Abdullahi, Omosidi, Sheu & Abdulkareem as cited in Abdullahi and Adebayo, 2019). According to Jeremiah and Queensoap (2024), reports from school supervision and inspection provide feedback for regulatory agencies, which are used as quality control mechanisms to modify or otherwise the content area, methodology, teacher production and utilisation, school plant management, and other related aspects of the school programme. Nwaokugha and Danladi (2016), maintained that constant surveillance of the activities of teachers, students, parents and host communities of educational institutions is necessary because, in addition to admitting constant changes, the education industry bristles with thorny social, economic, moral, and political, scientific and general issues that consistently demand the attention of stakeholders and the general public as to ensure that the objectives upon which schools and educational institutions are established are achieved. Fatimah (2022) concluded that a supervisor must have the competence to guide and motivate teachers to use technology in learning to achieve effective and efficient educational goals.

The primary obligation of supervision is to fulfill the responsibility of professional development of teachers. Professional improvement is a basic requirement of successful supervision as it facilitates teachers with supervisors' expertise and educates them in the art of instruction (Saeed and Ain, 2022).

According to the National Council of Education Research and Training, as cited in John-Nelson, Ihunwo, and Ohanyiri (2025) asserted that the process of education inculcates ethics and values to equip the learner with a kind of life that is satisfying to the individual under the cherished values and ideals of the society. According to Kanu, as cited in John-Nelson, Ihunwo, and Ohanyiri (2025), ethics is a branch of philosophy that deals with the morality of human actions or the norms of human behaviour. Ethics studies the proper course of action for man. Ethics is primarily concerned with those actions that fall within the sphere of humankind's morality. Many humans work throughout their lives to earn a living. This employment is sometimes called —professionsl, and the acts of people while engaged in these enterprises fall into the scope of ethics. Professional ethics, which emerged along with the process of professionalisation, addresses the —rightl and —wrongl actions pertinent to a certain profession (Demirtas, 2011). Ethical standards include integrity, competence, confidentiality, and responsibility. The purpose of this Code of Conduct is to establish and maintain standards for supervisors and to inform their supervisees and organisations seeking their services, as well as members of the public (www.hult.edu/en/ashridge/). Professional ethics refers to the ethical principles and standards that govern the behaviour and decisions of professionals in their specific fields. These principles and standards are established to ensure that professionals act with integrity, honesty, and accountability while providing services to their clients, customers, or stakeholders (<https://edukedar.com>). Hazi, as cited in Gordon (2019), described classroom visitation, curriculum work, and staff development as three functions of supervision, and predicted increased regulation of all three functions —because these three aspects of supervision are interconnected and focus on teacher quality and student learning. Wiles as cited in Gordon (2019), a supervisor should exhibit a belief in the worth of all individuals, respect for the wishes and feelings of others, the will to see that all live and work in harmony, plus skill in working with individuals and groups in such a way that these ends are promoted.

Ethical considerations in school supervision are crucial to maintaining professional integrity, supporting teacher development, ensuring student welfare, and fostering a positive learning environment. Glickman, Gordon, and Ross-Gordon (2014) asserted that supervision should be aimed at growth rather than punitive measures. Ethical supervision supports continuous professional learning and reflective practice. Atik (2017) found that ethical issues related to confidentiality, privacy, and avoidance of multiple relationships appeared in supervision. According to Koçyiğit (2022), the most challenging factors were conducting supervision, supervision methods, techniques, evaluation, and the focus of supervision. The supervisor encounters ethical problems such as confidentiality and privacy, emergency, evaluation process, unprofessional behaviour of the supervisee, and multiple relationships. Shapiro and Stefkovich (2016) asserted that supervisors must respect their autonomy while guiding instructional improvement. Ethical supervision involves recognising and avoiding any conflicts that could influence decisions or evaluations. Wiles, as cited in Gordon (2019), proposed that the supervisor promote human relations by developing self-confidence, inspiring self-confidence in others, and respecting others. He believed the supervisor should promote teacher creativity and teacher leadership. Supervisors should bring teachers, pupils, and parents together in collaborative efforts toward a common purpose (Gordon, 2019). According to Kelly, Diamond, Davis and Whalen (2019), supervisors should serve as role models for supervisees in evaluating the rights and responsibilities of both parties and ensuring the welfare of both their clients and themselves.

Implementing ethical standards in school supervision is vital to fostering a just, respectful, and effective educational environment. Shapiro and Stefkovich (2016) asserted that school leaders and supervisors should undergo ethical leadership training to model and enforce ethical behaviours. Glanz (2014) maintained that supervision should be objective, fair, and transparent. Clear criteria for evaluation and feedback should be used. To maintain a sustainable accountability system, According to Issa-Onilu (2024), the National Orientation Agency (NOA) shall organise a compulsory orientation programme on the National Values Charter for all appointed and elected government officials. This programme is critical for building a competent, ethical, practical public service. Issa-Onilu (2024) further asserted that by providing essential training, fostering an understanding of roles and responsibilities, and promoting a culture of accountability and continuous improvement, it will ensure

that government officials are well-prepared to serve the public and contribute to the effective functioning of government institutions. The main purpose of this study is to investigate the administration of ethical standard in school supervision for Sustainable National Development in public secondary schools in Umuahia Education Zone of Abia State, Specifically, the study sought to ascertain the extent that ethical standards are administered in school supervision and the extent agreed with the strategies to implement ethical standards in school supervision in public secondary schools in Umuahia education Zone in Abia State.

Statement of the Problem

Supervision is a major aspect of personnel administration in the education system. Supervision in secondary schools is carried out with the hope of ensuring the quality and effectiveness of teaching and learning activities. Ethical considerations in school supervision are crucial to maintaining professional integrity, supporting teacher development, promoting inclusive practices, ensuring student welfare, and fostering a positive learning environment. Unfortunately, these efforts have not yielded better results in maintaining competent, ethical, sustainable practical public service. Given the above premise, this study seeks to investigate the administration of ethical standards in school supervision for Sustainable National Development in public secondary schools in Umuahia Education Zone of Abia State.

Research Questions

To what extent are the ethical standards administered in school supervision in public secondary schools in the Umuahia education zone of Abia State?

To what extent do you agree with the strategies to implement ethical standards in school supervision in public secondary schools in Umuahia education zone in Abia State?

Methodology

The study adopted the descriptive survey research design with a total population of 662 individuals that comprised 56 Principals, 112 Vice Principals, and 494 teachers from Public Secondary Schools in Umuahia Education Zone. The study's sample size was 170, chosen through simple random sampling. It comprised 60 principals/vice principals and 110 teachers. The instrument used for the collection of data was a 19-item self-structured questionnaire titled; —Administration of Ethical Standard in School Supervision for Sustainable National Development in Public Secondary Schools in Umuahia Education Zone of Abia State, Nigeria Questionnaire (AESSSNDPSQ) which was validated by two experts from Education Measurement and Evaluation and Education Management and Planning, Imo State University, Owerri. The reliability of the instrument was established at $r = 0.82$ using the Cronbach Alpha statistical tool. Two research questions guided the study. Mean and standard deviation were used to analyse research questions 1 and 2, structured on a 4-point scale of Very High Extent VHE, High Extent HE, Low Extent LE, and Very Low Extent VLE with a mean point of 2.50.

Results and findings

Research Question 1

To what extent are the ethical standards administered in school supervision in public secondary schools in the Umuahia education zone of Abia State?

Table 1. Mean scores and standard deviation of responses on the extent of ethical standards administered in school supervision in public secondary schools in the Umuahia education zone of Abia State.

S/N	Ethical standards	VHE	HE	LE	VLE	$\bar{X}$	STD	Decision
1.	The use of rubrics and clear performance indicators when conducting classroom observations	20	32	79	39	2.2	.44	LE
2.	Handling sensitive information about teachers, students, and the school with discretion.	59	65	26	20	3.0	.60	HE
3	Possess the necessary skills and knowledge to guide and support educators effectively	19	46	65	40	2.3	.45	LE
4	Acknowledging teachers' expertise in subject areas.	39	65	46	20	2.7	.45	HE
5	Ensuring teachers use culturally responsive pedagogy and equitable practices in diverse classrooms.	72	66	19	14	3.2	.87	HE
6	Foster a culture of trust and respect within the school community	49	39	38	44	2.6	.54	HE
7	Applying consistent assessment standards and avoiding bias.	20	26	65	59	2.0	.32	LE
8	Transparency in their decision-making processes and being accountable for their actions	34	25	51	60	2.2	.44	LE
9	Advocating for equitable access to resources and opportunities for all students	39	79	32	20	2.8	.51	HE
10	Recognize and avoid any conflicts that could influence decisions or evaluations.	40	60	49	21	2.7	.51	HE
11	Maintenance of appropriate professional boundaries with staff and students	34	38	40	58	2.3	.45	LE
12	Encouraging collaborative goal-setting and offering constructive feedback to help teachers improve.	17	29	62	62	2.0	.32	LH
13	Fostering an inclusive environment where everyone feels valued and respected	27	47	45	51	2.3	.45	LH
Cluster mean and Standard deviation						2.5	.5	HE

Expected mean = 2.50

HE = High Extent

LE = Low Extent

No. of Respondents = 170

The data analysis presented in Table 1 revealed that it is only items 2, 4, 5, 6, 9, and 10 in the table has a mean above the expected mean of 2.50. The respondents indicate the extent of the ethical standards administered in school supervision in public secondary schools in the Umuahia education zone of Abia State as being high, with a cluster mean of 2.5

Research Question 2

To what extent do you agree with the strategies to implement ethical standards in school supervision in public secondary schools in Umuahia education zone in Abia State?

Table 2. Mean scores and standard deviation of responses on the extent of the strategies to be administered to implement ethical standards in school supervision in public secondary schools in Umuahia education zone in Abia State

S/N	Items	VH E	HE	LE	VLE	$\bar{X}$	STD	Decision
14.	Conduct training sessions and workshops to familiarise staff with the code.	62	57	28	31	2.9	.60	HE
15.	Partner with teacher training institutions or educational consultants to offer structured workshops	53	63	30	24	2.9	.60	HE
16.	Schedule regular feedback forums where teachers can express concerns or suggest improvements.	70	49	28	23	3.0	.63	HE
17.	Designate an ethics officer or committee to handle complaints and inquiries.	59	55	31	25	2.9	.60	HE
18.	Conduct an orientation programme for appointed government officials to lead by example	48	61	33	28	2.8	.5	HE
19.	Conduct periodic ethics climate surveys among staff and students	72	54	20	24	3.0	.63	HE
Cluster mean and Standard deviation						2.9	.6	HE

Expected mean = 2.50 HE = High Extent LE = Low Extent No. of Respondents = 170

From Table 2, the results of the findings revealed that items 14 to 19 have mean values above the criterion mean value of 2.50, as evidenced in the mean values of 2.9, 2.9, 3.0, 2.9, 2.8, and 3.0. The findings revealed that the respondents agreed to a high extent with the strategies to be administered to implement ethical standards in school supervision in public secondary schools in Umuahia education zone in Abia State with a cluster mean of 2.9.

Discussion of Results

The results of the findings revealed that the extent of the ethical standards administered in school supervision in public secondary schools in the Umuahia education zone of Abia State was high, with a cluster mean of 2.5. The findings revealed ethical violations such as clear performance indicators when conducting classroom observations (2.2), possess the necessary skills and knowledge (2.3), applying consistent assessment standards and avoiding bias (2.0), maintenance of appropriate professional boundaries with staff and students (2.3), encouraging collaborative goal-setting and offering constructive feedback to help teachers improve (2.0) and fostering an inclusive environment where everyone feels valued and respected (2.0). Similar to the findings of this study, Koçyigit (2022) found that ethical issues related to confidentiality, privacy, and avoidance of multiple relationships appeared in supervision. The findings of Gordon (2019) are in tandem with this study, which revealed that a supervisor exhibit a belief in the worth of all individuals, respect for the wishes and feelings of others, the will to see that all live and work in harmony, plus skill in working with individuals and groups in such a way that these ends are promoted. The finding also conforms to Shapiro and Stefkovich (2016), who asserted that supervisors must respect their autonomy while guiding instructional improvement. According to Kelly, Diamond, Davis, and Whalen (2019), supervisors should serve as role models for supervisees in evaluating the rights and responsibilities of both parties and ensuring the welfare of both their clients and themselves. The above-mentioned findings were per the research of U-Sayee and Adomako in Saeed and Ain (2022) about principal supervision, which was encumbered by a lack of resources for teachers, inexperienced teachers, nonprofessional behaviour of teachers,

The findings of this study revealed that the respondents agreed to a high extent with the strategies to be administered to implement ethical standards in school supervision in public secondary schools in Umuahia education zone in Abia State, with a cluster mean value of 3.1. This conforms to Shapiro and Stefkovich (2016), who asserted that school leaders and supervisors should undergo ethical

leadership training to model and enforce ethical behaviours. According to Issa-Onilu (2024), the National Orientation Agency (NOA) organises a compulsory orientation programme on the National Values Charter for all appointed and elected government officials. This programme is critical for building a competent, ethical, practical public service. Issa-Onilu (2024) further asserted that by providing essential training, fostering an understanding of roles and responsibilities, and promoting a culture of accountability and continuous improvement, it will ensure that government officials are well-prepared to serve the public and contribute to the effective functioning of government institutions. This study agrees with the findings of Saeed and Ain (2022) that regular feedback from the head as a supervisor helps the teachers improve and gain excellence in their work. The researcher believes that supervisors should take precautionary measures to avoid ethical problems, for this is an important professional responsibility.

Conclusion

Based on the result of this study, it was established that implementing ethical standards in school supervision is vital to fostering a just, respectful, and effective educational environment. In secondary schools, where students are at a formative stage and educators are managing both academic and developmental guidance, ethical supervision helps uphold professionalism, trust, and fairness. A comprehensive approach to implementing ethical standards in school supervision involves leadership commitment, staff training, transparent systems, and continuous reflection. Ethics must be embedded in school culture, not just enforced through policy.

Recommendations

Based on the findings, the following are the recommendations proffered;

The government should provide continuous professional development (CPD) in ethical leadership and decision-making through partnership with the teachers' training institutions of educational consultants. The supervisors should schedule regular feedback forums where teachers can express concerns or suggest improvements.

There is a need to maintain regular monitoring and evaluation to ensure that ethical practices are sustained.

Conduct an orientation programme for appointed government officials to lead by example

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DIGITALIZATION OF THE RECRUITMENT AND SELECTION OF ACADEMIC STAFF OF COLLEGES OF EDUCATION IN NIGERIA



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Abstract

Digitalization has significantly transformed various sectors worldwide, and the educational sector in Nigeria is no exception. This study explored the impact of digitalization on the recruitment and selection processes for academic staff in Nigerian Colleges of Education. Historically, these processes were manual and paper-based, involving face-to-face interactions and physical advertisements. However, with the advent of digital technologies, such as online job portals, electronic applications, and advanced data analytics, there has been a notable shift towards digitalization. This transition promises increased efficiency, broader reach, and improved accuracy in candidate assessment. The study adopted a qualitative approach, utilizing secondary data sources, including academic journals, government documents, and relevant publications. Theoretical insights from the Diffusion of Innovations theory were used to understand the stages of digital adoption and its challenges. Key findings showed that while digitalization offers numerous benefits, such as streamlined application processing and enhanced candidate screening through AI. The included limited technological infrastructure, disparities in digital access, data privacy concerns, and the need for digital literacy among staff and candidates. To enhance digital recruitment, Colleges of Education should expand job postings to digital platforms, adopt application management systems, integrate automated screening tools, and invest in virtual interview infrastructure. Additionally, electronic onboarding systems can streamline hiring and improve new staff integration. This paper suggests that Colleges of Education should expand their recruitment and selection, strategies to include digital platform such as job boards, social media and professional methods.

Keywords: Digitalization, Recruitment, Selection, Colleges of Education

Introduction

Digitalization has revolutionized various sectors across the globe, significantly impacting how organizations operate and deliver services. The educational sector, particularly in Nigeria, has not been left behind in this digital wave. The recruitment and selection of academic staff in Colleges of Education in Nigeria is one such area that has experienced notable transformation due to digitalization (Emmanuel, 2024). Recruitment and selection are critical functions within educational institutions, as they directly influence the quality of education delivered. According to Onah and Anikwe (2016), the ability to attract, identify, and retain competent academic staff is essential for maintaining high educational standards and fostering a productive learning environment. Traditionally, these processes in Nigerian Colleges of Education were predominantly manual, involving considerable paperwork, face-to-face interviews, and physical advertisements. However, the advent of digital technologies has introduced new methods and tools, significantly altering these conventional practices. Digitalization in recruitment and selection involves a range of activities, from online job postings and electronic applications to the use of advanced data analytics and artificial intelligence (AI) in candidate screening and assessment (Odili, Daudu, Adefemi, Ekemezie & Usiagu, 2024). These technologies offer several advantages, including broader reach, efficiency, cost-effectiveness, and improved accuracy in identifying suitable candidates. They also present challenges such as the need for technological infrastructure, digital literacy, and concerns regarding data privacy and security.

Recruitment and selection processes in Nigerian Colleges of Education can be traced back to the colonial era when formal education systems were first introduced. During this period, the recruitment of academic staff was primarily influenced by the British educational model, with a strong emphasis on qualifications and experience. Selection processes were largely manual, involving rigorous scrutiny of academic credentials and personal interviews conducted by colonial administrators and educationists (Odor, Martins-Emesom, & Bakwuye, 2019). In the post-independence era, the Nigerian educational system underwent significant expansion, leading to the establishment of numerous Colleges of Education across the country (Imam, 2012). The recruitment and selection of academic staff during this period were characterized by increased autonomy, with individual institutions developing their own procedures and criteria. Despite this decentralization, the processes remained predominantly manual, relying heavily on physical advertisements, written applications, and face-to-face interactions. The late 20th century and early 21st century marked the beginning of a gradual shift towards digitalization in various sectors, including education. The introduction of computers and the internet provided new opportunities for streamlining administrative functions, including recruitment and selection (DigitalDefynd, 2024; Yamin, 2019). However, Nwokike, Abasili and Ezeneme (2023) state that the adoption of digital tools in Nigerian Colleges of Education was initially slow, hindered by factors such as limited technological infrastructure, inadequate funding, and resistance to change among staff.

The turn of the 21st century brought about a more concerted effort towards digital transformation in Nigeria's educational sector. Government initiatives and policies aimed at promoting ICT integration in education played a crucial role in this shift. For instance, the National Information Technology Development Agency (NITDA) was established in 2001 to drive ICT development and implementation across various sectors (Irele, 2021). Additionally, the National Policy on Information and Communication Technology in Education, launched in 2010, provided a framework for incorporating digital tools into teaching, learning, and administrative processes (Federal Ministry of Education, 2019). These initiatives created a conducive environment for the digitalization of recruitment and selection processes in Nigerian Colleges of Education. Online job portals and electronic application systems began to emerge, offering more efficient and accessible platforms for both institutions and prospective candidates. The use of email and other electronic communication methods also became commonplace, replacing traditional mail and face-to-face interactions in many instances. In recent years, the adoption of more advanced digital technologies has further transformed recruitment and selection practices in Nigerian Colleges of Education. The use of AI and machine learning algorithms for candidate screening and assessment has become increasingly popular, enabling institutions to process large volumes of applications quickly and accurately (Okatta, Ajayi & Olawale, 2024). Video interviews and virtual assessment centers have also gained traction, especially in the wake of the COVID-19 pandemic, which necessitated a shift towards remote and online interactions.

Despite these advancements, the digitalization of recruitment and selection processes in Nigerian Colleges of Education is not without challenges. One of the primary issues is the digital divide, with disparities in access to technology and internet connectivity across different regions of the country (Okoye & Umeifekwem, 2023). This divide can limit the reach of digital recruitment efforts and exclude potential candidates from remote or underserved areas. Additionally, concerns about data privacy and security have emerged as critical considerations, particularly with the increasing reliance on digital platforms for handling sensitive information (Olaoye & Adedokun, 2023). Moreover, the success of digitalization efforts depends on the digital literacy of both staff and candidates. Ensuring that academic staff possess the necessary skills to navigate and utilize digital tools effectively is essential for maximizing the benefits of these technologies. Training and capacity-building initiatives are therefore crucial components of the digital transformation journey in Nigerian Colleges of Education. This study aims to provide a comprehensive analysis of these dynamics, offering insights and recommendations for enhancing the recruitment and selection of academic staff in Nigerian Colleges of Education in the digital age.

Concept Clarifications

Digitalization

Digitalization has profoundly transformed the global landscape across myriad aspects of life in recent decades. Industries have undergone seismic shifts, adopting advanced technologies to streamline processes, enhance productivity, and create new market opportunities. Communication has been revolutionized, enabling instantaneous global connectivity and fostering unprecedented levels of collaboration and knowledge sharing. Governments and organizations alike have embraced digital tools to improve service delivery, governance, and decision-making processes. Education and healthcare have also seen significant advancements through digital platforms, expanding access to learning resources and medical expertise. Social interactions and cultural exchanges have transcended geographical boundaries, fostering a more interconnected and inclusive global community. As digitalization continues to evolve, its impact on economies, societies, and individual lives grows ever more profound, promising further innovations and challenges as we navigate an increasingly digital future. Parviainen, Tihinen, Kääriäinen and Teppola (2017) state that digitalization has been recognized as a transformative force reshaping both society and business in the foreseeable and distant future. Its impact is projected to be profound, often likened by various scholars to the magnitude of the industrial revolution. This comparison underscores the far-reaching implications of digital technologies across sectors, from manufacturing and finance to healthcare and education, fundamentally altering how organizations operate and interact with stakeholders in a globally connected environment.

Digitalization refers to the interaction between digital technologies and both the social and institutional processes, converting traditional methods and systems into digital formats. This transformation integrates digital tools and platforms into existing social structures and institutional frameworks, aiming to enhance efficiency, accessibility, and connectivity (Calderon-Monge & Ribeiro-Soriano, 2023). It involves leveraging technologies such as artificial intelligence, cloud computing, and data analytics to streamline operations, improve decision-making, and facilitate seamless interaction between individuals, organizations, and governmental bodies in the digital ecosystem. Wirtz, Weyerer, and Heckerroth (2022) emphasized that digitalization is significantly impacting organizations, triggering disruptive changes within firms and their immediate business environment. This phenomenon is accelerating the obsolescence of current business models, compelling companies to swiftly adapt or face the risk of becoming irrelevant in rapidly evolving markets. The integration of digital technologies is reshaping operational strategies, customer interactions, and market dynamics, challenging traditional paradigms and demanding innovative approaches to sustain competitive advantage in the digital era.

Digitalization signifies the comprehensive integration of digital technologies into various aspects of daily life, spanning processes, organizational structures, businesses, and broader societal realms. It involves the widespread adoption and application of digital tools and platforms aimed at enhancing efficiency, connectivity, and accessibility across sectors. This transformation encompasses several key elements: the digitization of information and processes, automation of tasks through artificial intelligence and robotics, and the leveraging of data-driven insights to foster innovation, streamline decision-making, and optimize overall operations. In practical terms, digitalization empowers organizations to digitize their workflows and operations, enabling seamless communication, collaboration, and resource management. Businesses increasingly utilize cloud computing, Internet of Things (IoT) devices, and advanced analytics to drive productivity gains and operational efficiencies. Similarly, governments leverage digital technologies to enhance public service delivery, improve governance frameworks, and engage citizens more effectively (Baykal, 2020). At a societal level, digitalization facilitates greater connectivity and access to information, transforming how individuals interact, learn, and participate in economic and social activities. It underpins the emergence of digital economies and ecosystems, where online platforms and digital marketplaces enable new business models and consumer behaviours. Moreover, digitalization plays a pivotal role in addressing global challenges such as sustainability, healthcare access, and inclusive economic growth by enabling innovative solutions and scalable interventions (Mihu, Pitic & Bayraktar, 2023).

Recruitment and Selection

Recruitment is defined as the process of generating a pool of qualified candidates for a particular job. This process involves various activities aimed at attracting potential candidates who possess the necessary skills, qualifications, and experience for the job (Adjei-Bamfo, Yeboah-Assiamah & Bawole, 2018). The recruitment process can include job postings, advertising, networking, and other strategies to reach a wide audience of potential applicants. On the other hand, selection is described as the process of making a 'hire' or 'no hire' decision with respect to each applicant for a job. Selection involves a series of steps to evaluate and choose the best candidate from the pool of applicants generated during the recruitment phase. This process typically includes reviewing resumes, conducting interviews, administering tests, and assessing candidates' qualifications against the job requirements (Oyadiran, Ishaq & Agunbiade, 2023). Job analysis helps in creating a detailed job description and specification, which serve as the criteria for evaluating candidates during the selection process.

Recruitment and selection processes as critical components of human resource management (Ahmad, 2020). The primary objective of recruitment is multifaceted: it involves seeking out or exploring potential candidates, evaluating their qualifications and suitability, inducing their interest, and ultimately obtaining their commitment to fill positions necessary for the successful operation of the organization. Selection goes beyond merely choosing the best candidate from a pool of applicants. It is a complex process that involves picking individuals who possess the relevant qualifications to fulfill specific job roles within the organization (Imam, 2012). The selection process aims to achieve a harmonious balance between what the applicant can do and desires to do and what the organization needs. This ensures that the chosen candidates are not only capable but also motivated and aligned with the organization's goals, leading to a more effective and cohesive workforce.

Colleges of Education

Colleges of education (COEs) are crucial teacher education institutions responsible for preparing educators for Nigerian schools. These institutions occupy a significant position as the third tier in Nigeria's tertiary educational framework (Ezugoh, Adesina, & Yakubu, 2020). They play a pivotal role in shaping the academic and professional development of future teachers, equipping them with the necessary knowledge, skills, and pedagogical techniques essential for effective teaching and learning in the country's educational system. College of education" refers to a tertiary institution or teacher training college primarily dedicated to teaching or conducting research tailored to the requirements of early childhood, primary, secondary, or higher education and training sectors (Law Insider (2024).

Methodology

This study adopted a qualitative approach, primarily utilizing secondary data sources. These sources included academic journals, online government documents, gazettes, and other relevant publications. The focus was on examining the effect of digitalization on the recruitment and selection processes for academic staff in Colleges of Education in Nigeria. By analyzing these various secondary sources, the study aimed to provide a comprehensive understanding of how digital tools and platforms are transforming traditional recruitment and selection methods, identifying both the benefits and challenges associated with these changes.

Theoretical Framework

The Diffusion of Innovations Theory (DOI) was adopted for this work, developed by Everett Rogers in 1962, explains how, why, and at what rate new ideas and technology spread through cultures. The theory posited that innovation diffusion is a process that occurs over time through a series of stages: knowledge, persuasion, decision, implementation, and confirmation. This framework is highly relevant in understanding the effect of digitalization on the recruitment and selection of academic staff in Nigerian Colleges of Education. In the context of Nigerian Colleges of Education, the knowledge stage involves awareness of digital recruitment and selection tools. Institutions must disseminate

information about the benefits and functionalities of digital systems. This can be achieved through workshops, seminars, and training sessions aimed at familiarizing faculty and administrative staff with digital tools and platforms.

Once knowledge is acquired, the next stage is persuasion, where stakeholders form an attitude towards the innovation. In Nigerian Colleges of Education, it is crucial to address concerns and demonstrate the advantages of digitalization, such as increased efficiency, transparency, and the ability to reach a wider pool of candidates. Success stories from other institutions and pilot projects can be effective in persuading stakeholders. The decision stage involves the commitment to adopt or reject the innovation. For Colleges of Education, this may involve administrative decisions to allocate resources towards digital infrastructure, selecting suitable digital platforms, and incorporating digital processes into existing recruitment policies. The decision to adopt digital recruitment systems must be supported by a clear implementation strategy. The implementation stage is where the actual integration of digital tools into the recruitment process takes place. Nigerian Colleges of Education need to invest in the necessary technological infrastructure, provide training for staff, and ensure that the digital tools are user-friendly and accessible. This may involve setting up online application systems, digital interview platforms, and databases for candidate information. In the final stage, confirmation, the institution evaluates the outcomes of the digital recruitment process and seeks reinforcement for the decision. Continuous monitoring and feedback mechanisms are essential to ensure that the digital systems are functioning as intended and to make any necessary adjustments. Success in this stage can lead to the institutionalization of digital recruitment practices and pave the way for further innovations.

The Diffusion of Innovations Theory can be applied to digitalize recruitment and selection in Nigerian Colleges of Education through integrated strategies. Awareness and training programs are essential. Regular training sessions can enhance digital literacy among administrative and academic staff, ensuring proficiency with digital tools. Awareness campaigns can highlight the benefits of digital recruitment, addressing initial resistance. Implementing pilot projects in a few departments can demonstrate the benefits and effectiveness of digital processes. Feedback from these pilots can refine the tools before a full-scale rollout. Resource allocation is crucial. Colleges must allocate budgets to procure necessary hardware and software, invest in reliable internet connectivity, and ensure robust cybersecurity to protect sensitive data. Developing and updating recruitment policies to incorporate digital procedures is vital. These policies should be transparent and provide clear guidelines. Regular monitoring and evaluation ensure effectiveness, with metrics established to evaluate success and updates based on feedback. Engaging stakeholders, including faculty, administrative staff, and prospective candidates, is key. Addressing concerns, providing support, and involving them in the transition fosters acceptance and smoother implementation.

Challenges of Digitalization on the Recruitment and Selection of Academic Staff in Nigeria Colleges of Education

Among Nigerian Colleges of Education, the advent of digitalization has promised transformative possibilities for the recruitment and selection of academic staff. However, this transition is not without its challenges. This research examines the numerous barriers hindering the full adoption of digital practices in this context.

Limited Reach and Visibility: Many colleges of education in Nigeria still rely on traditional methods for advertising job openings, such as physical postings and word-of-mouth, rather than leveraging digital platforms. This limited reach can restrict the pool of potential candidates to those within immediate geographic proximity or those who are already connected with the institution (Baykal, 2020). The lack of digital advertising reduces the diversity and inclusivity of the applicant pool. Institutions may miss out on highly qualified candidates who are beyond their immediate area but are interested in the roles. This constraint hinders the ability of colleges to attract top talent and fosters a narrow perspective in institutional culture.

Inefficiencies in Application Processing: With a reliance on paper-based application systems, there are inherent inefficiencies in the processing and management of applications. Manual handling of

applications increases the risk of errors and delays (Ahmed, Omotunde, Atoloye & Olayemi, 2021). The slow and cumbersome nature of processing applications can lead to extended recruitment cycles, affecting the institution's ability to fill vacancies promptly. This inefficiency also places additional administrative burdens on HR staff, potentially leading to burnout and decreased job satisfaction among employees.

Challenges with Automated Screening Tools: Many colleges do not use automated screening tools to filter and manage applications. This absence of digital tools results in reliance on manual review processes, which can be time-consuming and prone to human error (Albassam, 2023; Odili, Daudu, Adefemi, Ekemezie, & Usiagu, 2024). The lack of automated screening tools can perpetuate biases and inconsistencies in the selection process, leading to less objective and fair evaluations of candidates. Institutions might inadvertently overlook qualified candidates due to the limitations of manual sorting and filtering.

Virtual Interview Challenges: While the adoption of virtual interviews has increased, not all colleges are equipped with the necessary infrastructure or digital literacy to conduct effective virtual interviews. Technical issues, such as poor internet connectivity and inadequate software, can disrupt the interview process (Miller, Thakkar, & Das, 2024; Yunusa, Sanusi, Dada, Oyelere, Agbo, Obaido, & Aruleba, 2021). Technical disruptions during virtual interviews can hinder communication, resulting in a less effective assessment of candidates' skills and suitability. The lack of face-to-face interaction may also make it difficult to evaluate candidates' interpersonal skills and cultural fit, which are critical aspects of the recruitment process.

Inadequate Electronic Onboarding Systems: The onboarding process in many institutions still relies on traditional methods, such as in-person orientations and printed handbooks, rather than utilizing digital onboarding systems (Jeske & Olson, 2021). The absence of electronic onboarding tools can lead to inconsistent onboarding experiences for new hires, potentially causing confusion and delays in their integration into the institution. Inefficient onboarding can affect new employees' early engagement and productivity, impacting their overall experience and retention.

Conclusion

Digitalization has brought transformative changes to the recruitment and selection processes in Nigerian Colleges of Education. The shift from traditional, manual methods to digital platforms has introduced significant improvements in efficiency, reach, and accuracy. Online job postings, electronic applications, and advanced data analytics have streamlined the recruitment process, enabling institutions to attract and evaluate a diverse pool of candidates more effectively. The benefits of digitalization are evident in the broader reach of job advertisements, reduced administrative burdens, and the ability to process applications more quickly. The use of AI and machine learning tools has enhanced candidate screening and assessment, leading to more precise matches between candidates' skills and job requirements. Additionally, digital tools have the potential to overcome geographical and logistical barriers that previously limited recruitment efforts. However, this digital transformation is not without its challenges. The digital divide in Nigeria, characterized by uneven access to technology and internet connectivity, can hinder the effectiveness of digital recruitment efforts, particularly in remote or underserved areas. Concerns about data privacy and security are also significant, necessitating robust measures to protect sensitive information. Furthermore, the success of digital recruitment relies heavily on the digital literacy of both staff and candidates, making training and capacity-building essential. To fully realize the benefits of digitalization, Nigerian Colleges of Education must invest in technological infrastructure, address digital divide issues, and ensure data security. Providing comprehensive training for staff and candidates will also be crucial in maximizing the effectiveness of digital recruitment tools. By overcoming these challenges and embracing digital innovation, institutions can enhance their

recruitment processes, ultimately contributing to improved educational outcomes and the overall quality of education in Nigeria.

Suggestions

In order to successfully navigate the challenges posed by digitalization in the recruitment and selection of academic staff within Nigerian colleges of education, it is imperative to adopt a strategic approach focused on fostering digital literacy, improving infrastructure, and ensuring robust data security measures. The following recommendations are tailored to address these critical areas and promote effective integration of digital technologies:

6. Colleges of education should expand their recruitment strategies to include digital platforms such as job boards, social media, and professional networks. Leveraging these platforms can significantly enhance the visibility of job openings and attract a broader and more diverse pool of candidates beyond immediate geographic areas. This approach not only improves the chances of finding highly qualified candidates but also fosters a more inclusive institutional culture by tapping into a wider range of applicants.
7. They should invest in digital application management systems. These systems can streamline application processing, reduce the risk of errors, and accelerate recruitment cycles. Automation in application handling not only minimizes administrative burdens but also enhances the overall efficiency of the recruitment process, ultimately improving the institution's ability to fill vacancies promptly.
8. To overcome the limitations of manual review processes, colleges should incorporate automated screening tools. These tools can assist in filtering and managing applications more objectively and efficiently. By reducing human error and bias, automated screening can ensure fairer evaluations of candidates and help institutions identify the most suitable individuals for the roles.
9. To improve the effectiveness of virtual interviews, colleges should invest in robust digital infrastructure and provide training to staff on virtual interview best practices. Ensuring reliable internet connectivity and using up-to-date software can minimize technical disruptions and facilitate smoother communication during interviews.
10. They should transition to electronic onboarding systems. These systems can provide a consistent and streamlined onboarding process, including digital orientation modules and online handbooks. Effective electronic onboarding can help new employees integrate more quickly and smoothly into the institution, improving their early engagement and productivity.

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ETHICAL STANDARDS IN SCHOOL SUPERVISION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA



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Abstract

This work assesses Ethical Standards in School Supervision for Sustainable National Development in Nigeria. Supervision is the process of helping, guiding, advising and stimulating growth in subordinates in order to improve on the quality of his work. The Scope of School Supervision was examined; the purpose, importance, key ethical standards and unethical practices to avoid were considered. In addition, the consequences of unethical behavior in supervision was looked into and the ways of promoting ethical conduct. Lastly school supervision standard was examined including key areas covered by supervision standards in supervision. It was concluded that Schools where unethical practices in schools cannot produce disciplined and quality graduates. This reduces the value of our school products, based on the standard by which we judge human behavior. In other words, moral rules, promoting those things thought of as good and minimizing or avoiding those things thought as bad learnt at early age at home and school. It was recommended among others that School supervisors should create a positive and productive learning environment where all individuals are treated with respect and dignity.

Keyword: Ethical Standards, School Supervision, Sustainable National Development

Introduction

Educational system as an investment lies in its capability to continuously serve its targeted beneficiaries (students, teachers, parents, employers of labor and the society at large) and consistently remain relevant. Educational stakeholders are saddled with the responsibility of managing the educational system with the challenge of making schools as good as expected through supervision with professional ethics. School supervision is an indispensable variable in the teaching learning process which has brought about ethical standards in the teaching profession in the world general and Nigeria in particular. The history of supervision for improving educational programmes which helps teachers to achieve both qualitative and quantitative instructional delivery could easily be deduced that supervision is life wire of any educational system. Igbo, (2002) looked at supervision as the process of helping, guiding, advising and stimulating growth in subordinates in order to improve on the quality of his work. Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction with fairness (Ethics) for a better future. Ethical standards in school supervision emphasize the principle of fairness, respect, and confidentiality, ensuring a supportive and

professional environment for supervisor, educators and students for a conducive teaching/ learning environment. This paper exposes you to the nitty gritties of ethical standards in school supervision for Sustainable National Development in Nigeria.

Concept Clarification

What are Ethical Standards?

Ethics is derived from the Greek word —ethos, meaning the science of morality that regulates human conduct. Ethics, though ancient in its origin, has in recent time and clime become a novel and compelling topic, both in its theoretical and practical engagements. Globally, issues of ethics are legion (Shambe, 2017). Implementation of ethical values could be seen as moral principles and practices that govern a person's behavior or the person's way of conducting an activity. It is the branch of knowledge that deals with moral principles affecting how people make decisions and live their lives.

Ethical standards are guidelines that promote good behavior and positive image for individual and organizations. Ethical standards encompass principles like fairness, kindness, integrity, honesty, respect, responsibility and trustworthiness. These standards help individuals and organizations make sound judgments and decisions in various situations. These standards guide supervisors in their interactions with teachers and students, ensuring a positive and productive learning environment. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. They include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Nevertheless, unethical behaviors occur when decisions enable an individual or organization to gain at the expense of the larger society (Wuese, 2023). Unethical behaviors can include issues like favoritism, unfair assessment practices, and exploitation of students. Unethical issues relates to issues concerning rape, indiscipline, dishonesty, gangsterism, staff criticism, gossip, sexual harassment and molestation related to abuse of office, plagiarism, drug abuse, cultism, intimidation, bribery and corruption, embezzlement of funds, greed, stealing, murder, assault, slander, fraud, examination malpractices and any kind of malpractice of sort, kidnapping, among others (TRCN, 2013).

Ethical problems have forced various governments in Nigeria since the 1976 administration to introduce one form of legislation or the other to curb this monster. Since, 1997 and up to date, Nigeria had consistently been listed as one of the corrupt countries in the world by Transparency International. In its 2001 annual corruption index released by Transparency International (TI), Nigeria was second to the Asian country of Bangladesh (Iorbee, 2021). Other factors as highlighted in the study include: lack of facilities, gender, age, marital status with its responsibility, inability to cope with stress, employment status, nature of employment, income level, lack of morals and education status distribution, work experience and commitment to organization. These unethical practices have great consequences on school supervision for sustainable national development in Nigeria. This could lead to lack of attractiveness of investment opportunities to foreign investor especially in education sectors in Nigerian and the world at large. On the other hand, the cost of attracting foreign investment will become higher in Nigeria vis-à-vis other parts of the world. That is why in most public organization and professions in Nigeria there is code of conduct which are ethical principles that guides people's actions, behavior and their relationships with other people and their job. Failure to maintain good work ethics in schools, it has great consequences on school supervision for Sustainable National Development in Nigeria.

Importance of Ethical Standards

Ethical standards are of immense importance and can be found in the following ways:

- a. Building trust: Ethical behavior builds trust between individuals, organizations, and the public.
- b. Promoting positive relationship: Ethical standards help foster positive relationships based on respect and fairness.
- c. Ensuring accountability: Ethical standards provide a framework for holding individuals and organizations accountable for their actions.

- d. Protecting stakeholders: ethical standards help protect the rights and interests of all stakeholders, including employees, customers, and the public.

Some of the key ethical standards in school supervision are

- Honesty and integrity: Supervisors should be truthful and act with integrity in all their dealings.
- Fairness and impartiality: All individuals, including teachers and students, should be treated fairly and without bias.
- Respect for dignity and rights: Supervisors should respect the dignity and rights of all individuals, including their right to privacy and freedom from harm.
- Professional competence and responsibility: Supervisors should possess the necessary skills and knowledge to carry out their duties effectively and responsibly.
- Confidentiality: Information shared in supervision sessions should be treated confidentially.
- Avoiding conflicts of interest: Supervisors should avoid situations where their personal interest might conflict with their professional responsibility.
- Due process: Supervisors should uphold the principles of due process and protect the civil and human rights of all individuals

As school supervisors there are some Unethical practices to be avoided, these include the following as outlined by Kuna (2015) as truancy, lateness to school, cheating at examination, improper dressing, drug abuse, lying and lateness to school and lessons. At tertiary level, lecturers extortion of money from students, conduct of armchair research, sexual harassment by both lecturers and students, plagiarism, delaying unduly the marking and release of examination results, and leaking examination questions among others. These unethical conducts disturb the minds of teachers and students, which interfere with the learning of both the students and their peers (Kater, 2019). Notwithstanding, solutions to unethical behavior must focus on changing people by employing the following approaches as identified by Jingi, (2022); values related, economics, legal/judicial sanctions, religious, managerial, leadership, family, socio-cultural, educational, training and development, police/armed forces reforms, motivation, modernization, development and multi-dimensional approaches. Practice of learning and work ethics is a good determinant of qualitative education.

Promoting Ethical Conduct

To foster ethical behavior in school supervision, schools and educational institutions should

- iv. Develop and implement a clear code of ethics for supervisors
- v. Provide training and professional development on ethical leadership and unethical conduct
- vi. Regularly evaluate and monitor the ethical conduct of supervisors

By upholding high ethical standards, school supervisors can create a positive and productive learning environment where all individuals are treated with respect and dignity. School ethical behavior and standards is expected of all – be it teachers, staff, lecturers or teaching staff, non-teaching staff, students and likewise their parents and guardians.

Who is a School Supervisor?

A school supervisor could be the principal of a school, or a senior member of staff of a school checking the efficiency of work done in the school. It is also a person that is involved in an evaluative, long-term relationship between a —more senior member of a profession and —a more junior member of that same profession (Bada, 2010). The school supervisor is selected by the head office or ministry to do the work of supervision in a school be it a primary, secondary or tertiary institution (Akuta 2025). The primary responsibility of supervisors is to see that high ethical standards are maintained and that schools are run in accordance with the laid down regulations.

What is School Supervision?

Supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out. Mbahan (2010), viewed school supervision to involve the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools. School Supervision involves the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and method of teaching and evaluation of instruction (Naabo, 2012).

School supervision occupies a unique place in the entire education system. Just as the personality of each supervisor differs from the other, the supervisory strategies adopted are varied and so their effects on the educational system. The supportive and educative process of supervision is aimed toward assisting supervisees in the application of theory and techniques to their works (Association for Counselor Education and Supervision, 2003). The supervision of personnel and materials in order to ensure the set minimum standards are attained, sustained and seen to meaningful impact on Nigeria and society at large. The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. According to Atooye (2022) schools are presently supervised by two categories of people, viz: (i) internal supervisors those within-the school, supervisors as principals, vice-principals and heads of departments: (ii) external supervisors those outside the school, supervisors as the formally designated officials from the inspectorate division of the Ministry of Education and the various Area or Zonal Education Offices.

Having a Quality supervisor is important because it will ensure that goods services produced in a school are of highest possible ethical standard, as well as protecting buyers from purchasing sub-standard products which will be half baked graduates (Mbahon, 2023). Quality supervision is a baseline standard in education which can be measured on a scale of reference. It is an expression of standard or a means by which a certain set standard in education can be achieved. It could easily be deduced therefore that quality in education is a totality of the combination of such indispensable variables such as quality teachers, quality instructional materials and quality infrastructure (classrooms, seats, tables, chalkboards etc.). Others include, favorable teacher/pupils ratio, favorable pupils/classroom ratio and quality instructional supervision. All these and more surely results to quality product (student) who is exposed to a balanced and result oriented education. A supervisor who is well prepared for his/ her job should not only face the challenges of supervision but the challenge of professional ethical standards to administer supervisory roles through technical and administrative service in any school set up, that is, primary, secondary or tertiary education.

Forms of School Supervision

To Egbebi and Harbau (2019) supervision of schools can take different forms which are:

1. **Full scale supervision:** This form of supervision covers all that concerns the school system. After the conduct of this form of supervision, a report is usually compiled, published and forwarded to the appropriate education agency that is responsible for the implementation of the recommendations of such report. In most cases this form of supervision lasts for days (3-5 days depending on the school size and the area to cover).
2. **Routine supervision:** This involves routine visits to schools by designated school supervisors to inspect selected aspect of the school that require urgent attention and help solve the problem on the spot. The report in this form of supervision is usually not published.
3. **Follow-up Supervision:** This form of supervision is mostly carried out after a full or routine supervision to ascertain the extent which the observations and recommendations made during a full or routine supervision have been implemented.

The Purpose of School Supervision

According to Rumum (2021), school supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. The effective school research identifies schooling practice and characteristics which supervisors use in doing their jobs associated with measurable improvements in student achievement and excellence among student achievement. These —effective school practices— include elements of schooling associated with ethical and clearly defined curriculum; focused classroom instruction and management, firm consistent discipline, close monitoring of student performance; and strong instructional leadership as follows:

9. To acknowledge that teachers are individuals and professionals with different needs and interests.
10. To define supervision as an art and science.
11. To consider that taken together, passion for learning and reflective practice provides modeling and the basis for individual perception and insight.
12. To maximize individual growth through reflective practice and professional dialog.
13. To provide time and support for growth and change.
14. To encourage self-initiated professional/ ethical development.
15. To develop an educational environment characterized by collaboration cooperation, and communicating yielding a supportive, non-threatening environment to foster professional growth.
16. To assert that all faculty have a professional responsibility to continually learn and improve.

Scope of School Supervision

For the purpose of educational development in Nigeria, the scope of school supervision to Eya and Leonard (2012)) include:

Instructional work: Within this scope, the designated supervisor aims at various areas of improving the existing quality of instructions given. For this the supervisor focus on method of teaching adopted for different subjects, audio-visual aids that are used, school time table, allocation of duties among teachers, students' class works and its corrections, teachers' lesson notes, diaries and scheme of work.

Co-Curricular Activities: Under this, the designated supervisor focuses on how various co-curricular activities are organized in relation to their need and importance to education. These activities include; dramatics, games and sports, school magazines, excursions, field trips, picnics, and library services

Records and register: The designated supervisor has to focus on all school records and attendance register of both staff and students by checking admission register, staff and students' attendance register, the cash book, the log book, the stock register, the movement book, and the receipt book.

The School Environment: In this, the supervisor focuses on the level of discipline among staff and students, inter-relationships between individuals, general behavior of students, plantation of trees, morale of classrooms, hygienic condition of school toilets, school beautification, and relationship between the school and host community

Management: The management of school is also an important area of concern to designated school supervisors without which all efforts of overall improvement of teaching and learning process will be jeopardized. The supervisor therefore need to focus on the cooperation of teachers and members of the host community, the ability of the head of the school to run the school, the coordination and cooperation between teachers and head teacher in organizing school programs, achievements and failures of the school, and how duties and responsibilities are rendered by heads and members of various sub-committees for different school programs.

Guidance to teachers: The work of a designated supervisor is not only to oversee but also to guide the teachers and head-teachers in their inputs in ensuring quality education. Here, the supervisor focuses on the innovation of teachers, remedial instructions, community mobilization and support and organizing seminars, conferences, workshops and in-service trainings.

Importance of School Supervision Standards

School supervision standards are of immense importance to the all stakeholders in the educational sectional sector as follows

5. **Improved teaching and learning:** Supervision helps teachers enhance their skills and improve the quality of instruction, leading to better student outcomes.
6. **Enhanced Accountability:** Standards provide a framework for holding teachers and school administrators accountable for their performance.
7. **Effective Resource Management:** Supervision ensures that resources are used effectively and efficiently to support teaching and learning.
8. **Positive school culture:** Supervision can foster a collaborative and supportive environment that promotes professional growth and student well- being.

Challenges of School Supervision in Nigeria

The challenges facing effective and successful school supervision in Nigeria as outlined by Omorobi (2020) include:

1. Finance: Inadequate financing of the inspectorate unit or department of ministries of education affects the performance of designated supervisors. This can be in form of non-payment of supervisory staff allowances and inadequate funding of the unit or department as a whole.

2. Unqualified Supervisors: Sometimes, there is a wrong assumption that all teachers are qualified supervisors. This has led to the appointment of teachers that are not professionally trained for the purpose of school supervision by using years of service as yardstick for selecting school supervisor. Although, one of the 6 criteria for supervising a school system is teaching experience, but this must be reinforced with relevant academic knowledge and training in education quality control and assurance. If this is not taken into consideration, the art of school supervision will be reduced to mere school visitation.

3. Transportation: The unavailability of functional vehicles at the disposal of school supervisors and poor conditions of roads in the rural parts of the country are militating factor against effective school supervision especially in the raining season. Also some areas such as the coastal areas are usually inaccessible to supervisors. These conditions therefore will limit the role of school supervision in developing education in Nigeria.

4. Lack of Follow-up Supervision: Owing to the current complex nature and rapid expansion of the educational sector, supervisory staffs find it difficult to cover their supervisory jurisdiction even for the first time let alone a follow up supervision.

5. Fault Finding Mission: When the sole aim of supervision is premised on finding the faults of the teachers and head-teachers, it kindles fear in students, teachers and the head-teacher. This will certainly threaten the school development owing to the fact that school supervision is basically for enhancing and improving the quality of instructions given within the school perimeter.

4. Casual supervision: This is carried out by one designated supervisor without any form of formal arrangement. Under this form of supervision, no report is given to the school authorities, but a secrete or confidential report is compiled and forwarded to the appropriate education agency for actions.

5. Certification Supervision: This type of supervision is carried out to affirm the standard and readiness of a school to conduct external examinations such as West African Senior Secondary Certificate examination (WASSCE)

6. Fact Finding Supervision: This type of supervision is carried out to gather information about all sorts of report or petitions against a particular school

7. Internal Supervision: This type of supervision involves qualified an experience head-teachers and teachers in a particular school. They focus on the school work, teachers' behavior and students' attitude to learning. It is carried out under a cordial atmosphere and suggestions for improvements are politely given due to the fact that those supervised are known colleagues.

Key Areas covered by School Supervision Standards

1. Teacher performance and development: Monitoring teacher effectiveness in the classroom and providing feedback for improvement. Also, assessing teacher knowledge, skills, and classroom management strategies and ensuring teachers have access to professional development opportunities
2. Curriculum and instruction: Ensuring the curriculum is implemented effectively and aligned with educational goals and supervising the use of appropriate teaching methods and materials. Also, Monitoring student learning and providing support for struggling learners
3. School environment and operations: Maintain a safe and conducive learning environment for students and staff. Overseeing the use and maintenance of school facilities and resources and ensuring adherence to school policies and procedure
4. Professional Growth and collaboration: Fostering a culture of continuous improvement and collaboration among staff. Providing opportunities for teachers to learn from each other and share best practices
5. Accountability and evaluation: Evaluating the effectiveness of teaching and learning practices. Assessing the overall performance of the school and identifying areas for improvement and ensuring that school resources are used effectively and efficiently

Examples of supervisory activities

1. classroom observations and feedback sessions
2. reviewing lesson plans and instructional materials
3. providing guidance and support to teachers on curriculum and teaching strategies
4. organizing professional development workshops and training sessions
5. monitoring student progress and providing support for struggling learners
6. ensuring compliance with school policies and procedures

In conclusion, school supervision exists nearly everywhere. Supervision was and is a key tool to ensure that all school staffs are respected and treated with dignity in line with the ethical standards (rules and regulations) set for proper smooth running of the school and are followed properly. Schools where unethical practice is highly in operation cannot produce disciplined and quality graduates. This reduces the value of our school products, based on the standard by which we judge human behavior. In other words, moral rules, promoting those things thought of as good and minimizing or avoiding those things thought as bad learnt at early age at home and school.

Concept of Sustainable National Development

Sustainable National Development describes the practice for sustainability (Amadi, 2014). Sustainable National Development is the practice of learning how to achieve global and local sustainable communities through the constant provision of desirable educational needs to the people of young generation in a way that it will be meaningful in their future aspirations. It is said that a country cannot grow beyond its education system, this therefore implies that Sustainable National Development

is educational growth that is integrated with economic, scientific, political and home based technological expansion which collectively indicates the level of individual development in terms of increased skills and capacities, greater freedom for self actualization, creativity, self-discipline, responsibility, and general well-being of the society (UNESCO, 2005). The focus of Sustainable Development is to promote lifelong learning process that transcends beyond the four walls of the school premises because it is usually directed towards imparting knowledge, providing job satisfaction, and upholding the tenets of sustainability.

To achieve Sustainable National Development in education, there are statements which are formulated to guide and describe the patterns, skills and attitudes of its participants during and after the completion of an educational program. The goals of Sustainable National Development to Oghiagbephan (2018) are extractions from the seventeen (17) United Nations' (UN) Sustainable Development Goals (SDG) that were aimed to be achieved by 2030, which include:

1. Ensuring inclusive healthy lives and promote well-being of all at all ages
2. Achieving gender equality and empowering all women and girls
3. Clean water sanitation
4. Decent work and economic growth
5. Sustainable cities and communities
6. Strongly institutionalized peace and justice
7. Partnership for goals

The goals of Sustainable National Development highlighted above shows the major areas of sustainability in the education sector of any nation as well as covering issues in teaching and learning such as climate change, bio-diversity, poverty eradication, and sustainable consumptions. The achievement of these is likely to ease the burden of insecurity, violence, unemployment and other associated social vices.

Challenges facing Sustainable Educational Development in Nigeria

There exist myriads of challenges facing the quest of attaining Sustainable National Development right to quality education which is worthy of emulation and to be sustained. However, this has failed due to neglect of the use of proper ethical standards in supervision, lack of trained supervisors to handle supervision, lack of supervision knowledge, poor job motivation, unqualified or inexperienced human resources in the education sector and total absence of interest in the teaching and learning profession (Bourn & Hunt, 2017). Furthermore, the role of gender disparities and socio-cultural beliefs in access to basic education is a militating factor against the development of Sustainable Nation in Nigeria (UNESCO, 2005). Another major problem is the inability of most public primary, secondary and tertiary institutions to have supervisors at each level to supervise the students in totality (Wanjegbar 2024).

Ethical Standards in School Supervision for Sustainable National Development

Effective school supervision affords stakeholders in the education sector a democratic and co-operative involvement under capable, understanding and discerning administrators. Supervision should be effectively done in line with the laid down rules and regulations, each person involved in the teaching and learning process must be willing to assume certain level of supervisory responsibilities. Schools should focus on ensuring quality teaching, learning, and overall school operations. These standards address areas like teacher performance, curriculum implementation, and the learning environment, aiming to create a supportive and effective educational experience. Supervisors should avoid favoritism and discrimination: showing preference for certain teachers or students based on personal relationships or other irrelevant factors, unfair assessment practices: grading students unfairly or inconsistently or assessing the on skills not taught or practiced, exploitation of students: taking advantage of students for personal gain or benefit, neglecting professional duties: failing to fulfill professional responsibilities or providing inadequate supervision and lack of transparency: not being open and honest about decisions and actions.. Therefore, for Sustainable National Development to be

achieved through effective school supervision, school supervision must be a continuous, comprehensive and in line with the rules and regulatory process designed to cover all scopes of school supervision as highlighted earlier in this paper by embracing all educational experiences through primary, secondary and tertiary educational institutions.

Conclusion

This paper examined ethical standards in school supervision for Sustainable National Development in Nigeria. It established that ethical standards are guidelines that promote good behavior and positive image for individual and organizations, the paper noted that school supervision is aimed at improving the quality of instructions given in educational institutions. Also, the paper examined the forms, purpose, scope, and importance in school supervision; it looks at the challenges confronting school supervision for Sustainable National Development in educational institutions which include poor funding, deteriorating infrastructure, and unqualified designated supervisors among others. Conclusively, the paper concludes that effective school supervision provides an honest accurate and definite report on: the teachers observed and; educational values obtained from the expenditure of public funds. Consequently, sustainable National Development lies with how functional those that are saddled with the responsibility of school supervision are on the job.

Recommendation

1. School supervisors should create a positive and productive learning environment where all individuals are treated with ethical integrity, that is, respect and dignity.
2. Designated school supervisors should endeavor to make follow-up supervision to ensure that recommendations have been implemented
3. Government should provide statutory authority, prestige and resources to school supervisors in order to continuously work with teachers to develop, maintain and evaluate goals of education for sustainable education development.

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LECTURERS' EXPERIENCE, EFFECTIVE INSTRUCTIONAL DELIVERY AND STUDENTS' ACADEMIC PERFORMANCE IN FACULTY OF EDUCATION, ABIA STATE UNIVERSITY UTURU



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Abstract

The study lecturers' experience, effective instructional delivery and students' academic performance was carried out in Abia State University, Uturu. The research employed ex-post-facto research design. Ex-post-facto research design with a population of 159 lecturers'. A researcher self-developed instrument titled —Lecturers' Experience, Effective Delivery of Instruction and Students Academic Performance was used to solicit information from the respondents. The instrument was validated by two experts from the Department of Educational Administration and Planning and one expert from the Department of Psychology with major in Measure and Evaluation, all from Faculty of Education, Abia State University, Uturu. Cronbach alpha statistic was used to determine the reliability index which yielded a coefficient alpha of 0.79. Data was analyzed using mean rating to answer the research questions and linear regression to test the hypotheses at 0.05 level of significance. The study revealed that lecturers' experience and effective delivery of instruction to a high extent determines the academic performance of students as indicated by the respondents mean rating and SD of 2.72 and 0.72 for male and 2.62 and 0.89 for female lecturers respectively. The null hypothesis was rejected as the alternative hypothesis accepted as a result of the t-cal. value of 0.68 > t-crit. value of 1.96 indicating that significant difference does not exist between experience, effective instructional delivery and quality performance of students academically. Based on the findings of the study, the researchers recommended that Professional development of lecturers' should be encouraged among lecturers in order to ensure quality job delivery. That adequate provision and accessibility of development fund is made available to lecturers' so as to improve their academic experience.

Introduction

Lecturers remain vital elements in the university educational system of any nation because they develop the economy. Lecturers' could be seen as person or group of persons trained to inculcate right values, attitudes, norms and sound discipline to learners in order to contribute effectively to the development of their nation. Modebelu (2017) defined lecturers as group of individuals trained specifically to impart knowledge and skills to children, youth, and adult to enable them develop healthier attitude and live in harmony with all others. This means that lecturer is persons who pilot the daily instructional activities, transformation of students' attitudes, skills, new concepts and innovativeness among the university learners. To Aladejana (2014), lecturers are seen as individuals who have the prerequisite academic qualifications required to teach in schools. Our deduction from the above is that lecturers' are those individuals who are professionally certified through educational training to inculcate right values, ideas, new concepts and skills to learners in order to be useful to self and the society at large.

Lecturers' are the foundation of any given economy and therefore the pivot on which education compass revolves. Ashimole in Ogedi, Onweh and Onweh (2024) asserted that instruction and learning depends largely on teachers such that lecturer's number, quality and devotion determine the effectiveness of the overall educational arrangement, development and growth. This implies that the lecturers' remains a sound source of implementation of educational curriculum thus enhance quality performance of the learners.

The quality of education of a nation could be determined by the quality of her lecturers. The most important factor in improving students' performance in economics is by employing seasoned qualified lecturers in all higher institutions of learning. In education, lecturers' experience remains the key factor in personnel policies and quality educational outcome and sustainability and as such promotes their effectiveness in discharging their duties. Klitgaard and Hall (2014) are of the view that inexperienced instruction is less effective if compared with experienced ones who has taught for over ten years. This becomes obvious that lecturer must possess a professional knowledge base and exhibit knowledge of subject matter. Successful lecturers should have a vast repertoire of instructional strategies and techniques that reflects their knowledge of the subject. Supporting this idea, Shek (2015) aptly opined that lecturers' are those that consciously reflect upon, conceptualize and apply understanding from one lecture experience to the next.

Cogently, experience is a vital measure through which professionalism in the university system can be assured. Vyas and Veer (2005) defined experience as the sign, result and the reward of that interaction between organism and environment which when it is carried to the full, is a transformation of interaction into participation and communication. This entails that experience is self-sufficiency and individual quality that gives meaning into event or phenomenon. Wright, Mccarthy and Meekison (2003) opined that experience is a subjective and holistic phenomenon was users construct the eventual interaction within a given environment. Put differently, experience is the knowledge of an event or subject gained through involvement or exposure to such event. This makes experience dynamic and interaction centred. Experience therefore is very essential in order for a lecturer to understand the rudiments of instructional planning, instructional delivery as well as instructional evaluation.

More-importantly, lecturers' experience is vital pre-requisite for students' attainment of educational goals, such lecturers' experience becomes a salient measure towards equipping students in terms of cognitive, affective and psychomotor domain which in return enhance their performance academically. Federal Republic of Nigeria in the National Policy on Education (FRN, 2014) succinctly recognizes the importance of lecturer by stating that no nation education system can be greater than the standard of their lecturers. This is an indication that lecturer remain the major factor needed for the success of any educational system, and their quality of instructional delivery is undoubtedly one of the most important measures in shaping the instruction/learning and students' performance.

Lecturers' experience is a relevant factor in human resource policies. This is so because the idea is that experience gained over time enhances the knowledge, skills and attitude of educational workforces (lecturers) as such productivity in terms of students' performance, quality in education and accomplishment of curriculum activities is attained.

Academic performance by students has always been a subject of interest to educational institutions. Academic performance refers to how well a student is accomplishing his or her task (Scott, 2013). Ipem, (2012) defined academic performance as performance of students in various subjects offered in the school over a specified period of time. Educational sector as a production circle measures its productivity through students' academic performance. This shows that an educational industry can be seen to have achieved a high level of production when its students' performance is at a high pace and could be seen as unproductive when its students' performance is at low pace. Ajuo in Fasasi (2014) opined that students' academic performance in both internal and external examinations has been used to determine excellence in teacher's effectiveness. Students' academic performance thus deals with improved value, attitude and preparedness to meet the required standard set by the school. Mushtaq and Kalm (2012) maintained that lecturers are ultimately responsible for translating educational policies and principles into action based on practice during interaction with the students which enhance students'

performance. It is worthy to note that lecturers with higher experience in a given subject area contributes greatly to academic performance of students

Statement of the problem

Lecturers' experience and effective instructional delivery remains one of the major factors that enhance students' academic performance in secondary schools. One of the major problems confronting various universities is poor recruitment of qualified and experienced lecturers. The ideal situation in the university education should incorporate planning activities toward recruiting qualified and well experienced lecturers in universities, lecturers' professional development through on-the-job training, in-service training, off-the-job training, pre-service programme, seasonal orientation of new and old lecturers, constant encouragement of lecturers to attend conferences and seminars in other to develop them.

However, the problem of lecturers' inability to develop professionally through in-service training, on-the-job training, poor ability to set high expectation among students, inability to manage classroom activities, lack of orientation among new and old lecturers, recruitment of unqualified lecturers, lack of fund to attend conferences by lecturers, inability of lecturers to harmonize, introduce, culminate and evaluate instructional materials, and poor attitude of lecturers towards advancing in their profession remain a major problem in university education. The problem of this study put in question form is: how does lecturers' experience and instructional effectiveness relates to students' academic performance in Abia State University, Uturu?

Purpose of the Study

The purpose of the study is to determine how lecturers' experience effective instructional delivery influences academic performance of students' in Abia State University, Uturu. Specifically, the following objectives guided the study. They are:

1. Ascertain the extent to which lecturers' experience and effective instructional delivery influences students' academic performance.
2. Ascertain the extent lecturers' qualification influences students academic performance.

Research Questions

The following research questions were asked to guide the study. They are:

1. to what extent does lecturers' experience and effective instructional delivery influences students' academic performance?
2. to what extent does lecturers' qualification influences students' academic performance?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study. They are:

Ho1: there is no significant difference in the mean rating of lecturers' experience and effective instructional delivery on students' academic performance.

Ho2: significant difference does not exist between lecturers' qualification and students' academic performance.

Methodology

The research employed ex-post-facto research design. Ex-post-facto research design is ideal for conducting social research when it is not possible or acceptable to manipulate the characteristics of human participants. It is a substitute for true experimental research and can be used to test hypotheses about cause and effect or correlational relationship, where it is not practical or ethical to apply a true experimental or even quasi-experimental design (Cohen, Manion and Morison in Ogedi, 2017). The choice of the researcher employing ex-post-facto design is that; the event of study has already taken place and as such the researcher cannot manipulate nor have control over the independent variable. The

population of the study was 159 lecturers from the Faculty of Education, Abia State University, Uturu. The sample size for the study was 159 lecturers. There were no sampling techniques for the study since the population of the study was controllable and manageable by the researchers. A researcher self-developed instrument titled —Lecturers' Experience, Effective Instructional Delivery and Students Academic Performance Questionnaire' (LEEIDSAPQ). The instrument for data collection was validated by two experts from the Department of Educational Administration and Planning and one expert from Science Education Precisely Measurement and Evaluation all from Faculty of Education, Abia State University, Uturu. The essence of the instrument validation by these three experts validation is to ensure general test format, relevance, suitability and clarity of the instrument. The experts' corrections and suggestions were effected as the final draft of the instrument that was administered to the respondents. The reliability of the instrument was determined using Cronbach Alpha statistics which yielded a reliability index of 0.79 which is reliable. Data was analyzed using mean rating to answer the research questions and linear regression to test the hypotheses at 0.05 level of significance.

Data Analysis

Research question 1

To what extent does lecturers' experience and effective instructional delivery influence students' academic performance?

Table 1: Mean rating of lecturers' response on experience and effective instructional delivery on students' academic performance.

S/n	Variable	Male (X ₁)	SD	Remark	Female (X ₂)	SD	Remark
1.	Lecturers' with lower years of experience from 0-5 years perform better in delivery of instruction effectively than lecturers with average experience?	2.80	0.78	High Extent	2.50	0.69	High Extent
2.	Lecturers' with average years of experience from 6-10 years perform better in delivery of instruction effectively than lecturers' with lower experience?	2.85	0.69	High Extent	2.80	0.91	High Extent
3.	Higher years of experience from 10 years and above perform greatly well in instructional delivery than lecturers' with average years of experience?	2.68	0.75	High Extent	2.50	0.78	High Extent
4.	Early-career experience by lecturers' has a clear-payoff in their effectiveness in instructional delivery?	2.72	0.77	High Extent	2.81	0.81	High Extent
5.	Lecturers' high experience is systematically related to his/her productivity level in the university system?	2.56	0.95	High Extent	2.51	0.82	High Extent
	Pooled Mean	2.72	0.79		2.62	0.89	

Key Decision: Mean rating of 3.0 and above is regarded as Very High Extent; 2.99-2.50 High Extent; 2.49-2.0 Low Extent and 1.99 and below as Very Low Extent.

Table 1 shows that the pooled mean and SD of 5 questionnaire items for male lecturers' were 2.72 and 0.97 which is High Extent while the female lecturers has a pooled mean and Sd of 2.62 and 0.89 which

is also High Extent. We therefore conclude based on the respondent's view that lecturers' experience and effective delivery of instruction has an influence on students' academic performance.

Hypothesis 1

There is no significant difference in the mean rating of male and female lecturers' experience and effective instructional delivery on students' academic performance.

Table 2: t-test Analysis of mean ratings of male and female lecturers on experience, effective instructional delivery and students' academic performance

Status	N	X	SD	df	t-cal.	t-crit.	Remark
Male	72	2.72	0.79	157	0.68	1.96	NS
Female	87	2.62	0.87				

Data in Table 2 reveal a t-calculated value of 0.68 and the t-critical value of 1.96 at degree of (df) of 157. Since the t-calculated value of 0.68 is less than t-critical value of 1.96, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between male and female lecturers perception on lecturers experience and effective instructional; delivery on students' academic performance.

Research question 2

To what extent does lecturers' qualification influences students' academic performance?

Table 3: Mean rating of lecturers' response on lecturers' qualification on students' academic performance.

S/n	Variable	Male (X)	SD	Remark	Female (X)	SD	Remark
1	Lecturers' with higher qualification is a good measure for students' academic performance?	2.78	0.71	High Extent	2.80	0.69	High Extent
2.	Students taught by lecturers who acquired PhD before joining education profession performs better than students under the instruction of lecturers' with M.Ed?	2.73	0.86	High Extent	2.78	0.91	High Extent
3.	Lecturers' who started with NCE certificate could be more experienced than lecturers' who started M.Ed certificate?	2.61	0.70	High Extent	2.72	0.78	High Extent
4.	Lecturers' professional development enhances their experience and ensures good academic performance by students?	2.79	0.84	High Extent	2.71	0.81	High Extent
5.	Lecturers' who attend conferences, seminars and workshop is likely to be well experienced than those who do not attend?	2.77	0.67	High Extent	2.55	0.82	High Extent
Pooled Mean		2.73	0.76		2.71	0.80	

Table 3 shows that the pooled mean and SD of 5 questionnaire items for male lecturers' were 2.73 and 0.76 which is High Extent while female lecturers has a pooled mean and SD of 2.71 and 0.80 which is also High Extent. We therefore conclude based on the respondent's view that lecturers' qualification and effective delivery of instruction has a relationship with students' academic performance.

Hypothesis 2

Significant difference does not exist between lecturers' qualification and students' academic performance.

Table 4: t-test Analysis of mean ratings of male and female lecturers on experience, effective instructional delivery and students' academic performance

Status	N	X	SD	df	t-cal.	t-crit.	Remark
Male	72	2.72	0.76	157	0.14	1.96	NS
Female	87	2.62	0.80				

Results in Table 4. reveal a t-calculated value of 0.14 and the t-critical value of 1.96 at degree of (df) of 157. Since the t-calculated value of 0.14 is less than t-critical value of 1.96, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean ratings male and female lecturers' qualification on students' academic performance.

Findings of the study were:

- Lecturers' experience and effective delivery of instruction to a high extent determines the academic performance of students as indicated by the respondents mean rating and SD of 2.72 and 0.72 for male and 2.62 and 0.89 for female lecturers respectively.
- Qualification of lecturers' influences delivery of instruction thus determines students' academic performance to a high extent as indicated by the mean rating and SD of 2.73 and 0.76 for male lecturers and 2.71 and 0.80 for female lecturers.
- The null hypothesis was rejected as the alternative hypothesis accepted as a result of the t-cal. value of 0.68 > t-crit. value of 1.96 indicating that significant difference does not exist between experience, effective instructional delivery and quality performance of students academically.
- The result of the analysis shows that significant difference does not exist between qualification of lecturers and students' academic performance as evidenced by t-cal. value of 0.14 > t-critical value of 1.96.

Conclusion

Based on the result of the study, the following conclusions emerged:

- Experience among lecturers' remains vital in delivery of instruction effectively as well as facilitate quality academic performance.
- Lecturers' qualification remains a factor of effective instructional delivery and students' outstanding academic performance.
- Professional development of lecturers' plays a vital role in improving lecturers' experience in delivery of instructional content effectively.
- Significant difference does not exist between lecturers' experience, effective delivery of instruction and students' academic performance.

Recommendation

Based on the findings and conclusion reached by the researchers, the following recommendations were made;

- Professional development of lecturers' should be encouraged among lecturers in order to ensure quality job delivery.
- Experience lecturers' should be assigned more courses in university community in other to ensure that instruction is effectively delivered. More so, knowledge of course content should be considered before assigning any course to any lecturer.

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INFLUENCE OF JOB SATISFACTION ON TEACHER'S JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOL IN BENUE STATE, NIGERIA

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Abstract

This study investigated the influence of job satisfaction on teachers' job performance in public secondary schools in Benue State, Nigeria. Key variables examined included staff welfare, physical facilities, principals' leadership styles, staff promotion, and staff training-factors identified as critical to both teacher satisfaction and performance. the study adopted a descriptive survey design. The teachers and principals from 304 government-owned population comprised 4,888 teacher secondary schools, with a sample of 370 participants selected using a multistage sampling technique. Data were collected using a researcher-developed questionnaire (JSTJPQ), whose reliability was confirmed through a pilot test using Cronbach's Alpha. Descriptive statistics mean and standard deviation) were used to analyze research questions, while Chi- square tests where employed to test the hypotheses at a 0.05 significance level. Findings revealed that all the variables significantly influenced teachers job performance. Specifically, staff welfare, had strong positive effects, while leadership style, school location, promotion, and training also played significant roles. The study concludes that enhancing job satisfaction through targeted improvements in these areas can send to better teacher performance. It recommends strategic policy actions focused on staff welfare, leadership, equitable promotion, and continuous

Keywords: Influence, Job satisfaction, Teacher's Performance.

Introduction

Background to the Study

Generally, workers may come to organizations with expectations of having their personal needs met, such as a good working environment, welfare packages, and other incentives. Welfare packages, physical facilities, instructional materials, and other amenities positively impact teachers' job performance and overall productivity. In many organizations like schools, a teacher's effectiveness often seems to be influenced by the conduciveness of the school atmosphere or the prevailing school climate. In order to achieve the goals and objectives of the educational system, an appropriate and conducive school climate is necessary to ensure teachers' Job performance within the school.

Job satisfaction refers to an employee's comfort level with their workplace. In the teaching profession, indicators of teachers' job satisfaction include the prompt payment of monthly salaries, staff promotions, favourable school conditions, and a supportive working environment (Adams & Martinez 2021). Dissatisfaction sets in easily when these conditions are not met. According to Abdul (2018), job satisfaction is the willingness to achieve organizational goals, conditioned by the ability to meet individual needs. When a worker is dissatisfied, it might be due to a lack of motivation, resulting in diminished interest in the job, absenteeism, reduced commitment to work, among other factors. When motivation, interest or encouragements are absent a corresponding decline in output is likely. Teachers are more likely to perform at their best when their incentives are promptly addressed.

Job performance is an individual's fulfilment of specific objectives according to definer standards and descriptions (Anderson & Clark, 2018). It encompasses behaviours and actions managed by employees that contribute to an organization's goals. Performance is heavily reliant on job satisfaction. A highly motivated teacher is more likely to achieve optimal results. Therefore, being motivated and encouraged is crucial for putting forth one's best effort.

Job performance may vary from satisfactory to unsatisfactory depending on the group's ability to work efficiently and effectively to achieve organizational aims and objectives (Amali 2013). However, teachers' job satisfaction could result from a combination of indices such as welfare packages, physical facilities, instructional materials, leadership styles, school location, staff promotions and staff training (Adeyemi, 2015).

Staff welfare may encompass a comprehensive array of strategies aimed at ensuring the physical, emotional, and psychological well-being of employees, nurturing a supportive work environment that extends beyond job-related concerns Adams & Martinez (2022). This comprehensive approach may include mental and emotional well-being, work-life balance, and personal/familial needs. It seems to involve fair compensation, benefits, health, and wellness support, professional development, and fostering a positive workplace culture (Jones & Brown, 2020). For teachers, robust staff welfare measures seem to positively influence job satisfaction, motivation, and teaching performance (Robinson, 2018). Competitive salaries, recognition, and equitable compensation incentivize commitment, enthusiasm, and effective classroom management. A supportive work environment reduces stress and burnout, enhancing mental well-being and physical health, ultimately contributing to teaching excellence and staff retention (Anderson & White, 2021). Comprehensive staff welfare programs may encourage teacher growth through professional development, enhancing classroom practices, resulting in improved student learning outcomes. Balancing work and personal life prevents burnout and strengthens teacher-student relationships, positively impacting student engagement and achievement (Thompson, 2022). Effective communication with administrators and parents, facilitated by staff welfare, fosters a cooperative school climate, boosting collective efficacy, morale, and student success. Within this interconnected framework, prioritizing staff welfare leads to thriving educators, subsequently elevating teaching quality and positively shaping the educational landscape as a whole.

Apart from staff welfare Physical facilities may also improve teachers' job performance. Physical facilities within educational institutions encompass school buildings.

classrooms, libraries, laboratories, and infrastructure that contribute to learning (Dok 2015). Modern schools necessitate well-equipped facilities like laboratories, libraries, conducive classrooms, and ICT resources (Miller, 2019). The arrangement and aesthetics of classrooms seem to influence

teacher morale and student engagement. Adequate teaching tools, modern technology, and reliable internet access may enhance educators' effectiveness and enable diverse teaching techniques (Johnson & Martinez, 2020). Safety measures, including emergency exits and security systems, may ensure a secure environment for teaching and learning. Facilities designed for comfort, including ergonomic furniture, proper lighting, and ventilation, seems to positively influence teachers' well-being and teaching performance (Roberts, 2018). Thoughtfully designed shared spaces and meeting rooms encourage collaboration among educators, fostering a sense of community and innovation (Turner & White, 2019). Spaces for parent-teacher interactions facilitate transparent communication and collaboration, enabling comprehensive student support. Well-designed facilities may create an environment conducive to effective education as well as the efficient use of instructional materials.

Promotion in the educational context involves elevating an employee to a higher position with increased responsibilities, better compensation, and enhanced working conditions (Clark, 2022). From the employee's perspective, it signifies moving to a higher grade with greater salary and duties, while from the employer's perspective, it involves filling higher posts with the most suitable individuals from within the organization (Adams & Thomson, 2023). Promotion is driven by public interest, but fairness is essential to avoid perceptions of injustice. It differs from upgrades or transfers, with promotion having inherent motivational value (Adeyemi, 2015). Essential elements of promotion include position, duties, responsibility, pay, and title changes (Adeogun, 2015). Promotion positively influences teachers' motivation, engagement, job satisfaction, and overall performance (Adeyemi, 2015). It may bring acknowledgment and appreciation, fostering commitment and enthusiasm. Teachers in higher roles serve as role models, impacting respect and interactions with students, colleagues, and parents (Adams & Martinez 2021). Promotion requires aligning individual aspirations with institutional goals, leading to enhanced performance and a sense of purpose. Evaluations and feedback may play a crucial role in the promotion process, guiding staff training and performance improvement (Adams & Thompson 2023).

Staff training is a pivotal component of human resource management, aimed at enhancing the abilities of educators and the educational institution as a whole. It may involve continuous learning to improve knowledge, skills, and attitudes, fostering scholarly values and creativity (Adeyemi, 2021). Education's goal is to develop students' knowledge, skills, and character, while teachers are required to possess mastery, professional training, health, and dedication (Anderson & Martinez, 2023). Comprehensive training empowers educators with contemporary teaching methods, technology integration, and innovative strategies, resulting in improved competencies and classroom management (Brown, 2019).

Training enhances teachers' confidence, motivation, and willingness to innovate, aligning them with the evolving educational landscape (Anderson & Clark Johnson, 2019). Collaboration among educators during training encourages knowledge exchange and innovative problem-solving, contributing to a cohesive educational environment. Effective training positively impacts student learning outcomes by refining instructional approaches and facilitating personalized learning (Adams & Thompson, 2023). High-quality training initiatives may promote teacher retention, institutional excellence, and a reputation for pedagogical excellence (Anderson & White, 2020). However, training's effectiveness lies in its relevance, design, and on-going execution to address educators' evolving needs and challenges in the dynamic educational sphere (Anderson, White & Johnson, 2021). Against this background, the researcher is investigating the influence of job satisfaction on teachers' job performance in public secondary schools in Benue State.

Statement of the Problem

Job satisfaction is a crucial factor that seems to influence employees' overall job performance and organizational effectiveness. Education is the corner one of development, and teachers play a pivotal role in shaping the future. Understanding the connection between job satisfaction and job performance may help educational institutions enhance teaching quality and ultimately contribute to the holistic development of students. Over the years, there seem to be a noticeable decline in the

performance of school teachers, which has potentially influence negatively the academic achievement of secondary school students. This decline in teacher performance may, have been attributed to several factors including inadequate motivation, low compensation, poor working editions, and at commitment within the teaching profession. This may have led to poor performance, premature exits from teaching, recruitment of under-qualified educators, and a general lack of dedication to the profession. Consequently, some teachers have sought employment in other sectors, such as oil companies and banking, due to more favorable salaries, benefits, and working conditions. The deterioration of the professional standards of the Nigerian school system can be attributed to poor staff welfare, poor school physical facilities, poor 'instructional materials, principals leadership styles, school location staff, inconsistency in promotion and staff training..

Despite government efforts to enhance the working conditions of secondary school teachers, such as wage increases, job security provisions, and promotion based on merit, these initiatives may have not yield a significant improvements in teachers job performance. This contrasts with other sectors where similar policies have had a positive impact. Secondary school teachers often exhibit disenchantment with their work lives, as evidenced by frequent strikes, absenteeism, truancy, and a pursuit of alternative sources of income. Moreover, the absence of essential school facilities like classrooms, workshops, libraries, and sports amenities further hampers job satisfaction and effective teaching and learning.

The Leadership style of school principals also contributes to the problem. Many principals are perceived to adopt an autocratic leadership approach, hindering open communication and collaboration between teachers and administrators. This strained relationship may potentially undermines teachers' job performance. Despite various attempts by the government to improve teachers job performance through strategies like salary Increments, job security, and fostering positive relationships among educators, these endeavors may have not yielded the desired outcomes. Given these challenges, there exists a need to investigate the impact of job satisfaction on teachers' job performance in public secondary schools in Benue State. Understanding the role of job satisfaction influencing teacher performance may provide insights into potential solutions to address the decline in educational standards and ensure a conducive learning environment for students.

Objective of the Study

The objective of this study is to examine the influence of job satisfaction on teachers' Jeb performance in public secondary schools in Benue State. Specifically, the study seek to:

ascertain the influence of staff welfare on teachers' job performance in public secondary schools in Benue State.

identify the influence of staff promotion on teachers' job performance.

Investigate the influence of staff training on teachers' job performance.

Research Questions

The following research questions are raised to guide the study:

To what extent does provision of staff welfare influence teachers' job performance in public secondary schools in Benue State in Benue State Local Government Areas?

To what extent does school location influence teachers" job performance in public secondary schools in Benue State?

To what extent does staff promotion influence teachers' job performance in public secondary schools in Benue State?

To what extent does staff training influence teachers' job performance in public secondary schools in Benue State?

Hypotheses

The following null hypotheses are formulated and will be tested at 0.05 level of significance:

Staff welfare have no significant influence on teachers job performance in tablic secondary schools in Benue State

Staff promotion has no significant influence on teachers' job performance in public secondary schools in Benue State.

Staff training has no significant influence on teachers' job performance in public secondary schools in Benue State.

Research method

A descriptive survey design was utilized for this study. This design was selected due to its suitability for examining a sample of the population and drawing conclusions that can be generalized to a larger group. Collection of data often through questionnaires-to interpret existing conditions, qualities, or perceptions within a given population. The present study was well-aligned with this approach. as it required data collection from a representative sample of schools and teachers to investigate the influence of job satisfaction on teachers job performance in public secondary schools in Benue State.

Several reasons justified the choice of a descriptive survey design for this research Firstly, the design facilitated the examination of a sample and enabled generalization to the broader population. Secondly, the use of questionnaires proved effective in gathering data on existing conditions, qualities, and perceptions. In this study, data were collected from representative samples of schools, teachers, and principals to assess the impact of job satisfaction on teachers' job performance. The use of a survey design provided efficiency allowing for the collection of data from a large number of participants within a relatively some period.

Descriptive statistics, including the mean and standard deviation were used to the questions. Items with a mean rating ranging from 3.50 to 4.00 were interpreted as High Extent (VHE); those with a mean rating from 2.50 to 3.49 were classified as High Extent (H mean rating from 1.50 to 2.49 was considered Low Extent (LE); and a mean rating from 1.00 to was categorized as Very Low Extent (VLE).

To test the hypotheses, the Chi-square (χ^2) goodness-of-fit test was employed at a level of significance. According to the decision rule, if the p-value obtained from square test was less than the alpha level of 0.05, the result was deemed statistically significant. In such cases, the null hypothesis was rejected, indicating a significant influence of the fim under investigation. Conversely, if the p-value was greater than or equal to 0.05, the result was not statistically significant, and the null hypothesis was retained.

The Chi-square statistic was chosen because it is an appropriate inferential stat tool for analyzing non-parametric data of this nature. its application allowed for the eff testing of associations between categorical variables relevant to the study.

Results And Biscussion Analysis and Interpretation

A total of 370 copies of the questionnaire were taken to the field and administered to 370 respondents, with 369 copies of the questionnaire returned. The questionnaires was approximately 49.73%. The presentation, analysis, and interpretation of data were structured based on seven research questions and seven hypotheses that guided the study.

The research questions were analysed using mean and standard deviation

Research Question One: To what extent does provision of staff welfare influence teachers job performance in public secondary schools in Benue State 'n Bepxe Stare Local Gov Areas?

Table 1: Mean and Standard Deviation of Respondents on influence staff welfare teachers' on job performance in public secondary schools.

S/N	Items Description	VHE	HE	LE	VLE	N	(x ²)	SD	decision
1	When teachers feel adequately compensated and supported, this increases their dedication to teaching	43	105	146	75	369	2.31	0.93	VLE
2	Prompt payment of teachers' salaries motivates them to perform effectively.	116	213	40	-	369	3.21	0.62	HE
3	When teachers have access to relevant training, workshops, and developmental programs, and development programs, these improve their.	101	203	65	-	369	3.21	0.62	HE
4	When the salaries of the teachers are neglected, teachers performance will	116	213	65	-	369	3.21	0.65	HE
5	Provision of good residential accommodation increase teachers' performance.	101	203	65	-	369	3.21	0.62	HE
							3.00	0.69	HE

Deviation

Source: Field Work 2025.

The analysis of Table 1 reveals that respondents generally agreed that staff welfare has a significant influence on teachers' job performance in public secondary schools. The cluster mean of 3.00 and standard deviation of 0.69 indicates a High Extent (HE) perception overall. Four of the five items had mean scores above 3.00, all falling within the High Extent range, suggesting strong agreement that prompt salary payment, access to professional development, salary consideration, and residential accommodation positively impact performance. Item 1. however, recorded a lower mean of 2.31, categorized as Low Extent (LE), indicating that fewer respondents felt that general compensation and support alone substantially increased teaching dedication. This outlier may reflect variability in how compensation is experienced across schools. Nonetheless, the overall responses support the conclusion that aspects of staff welfare-particularly tangible provisions like timely salaries and professional development opportunities-contribute meaningfully to enhanced job performance among teachers.

Research Question Two: To what extent does staff promotion influence teachers' job performance in public secondary schools in Benue State

Table 2: Mean and Standard Deviation of Respondents on influence staff promotion on teachers' on job performance in public secondary schools.

S/N	Items Description	VHE	HE	LE	VLE	N	(x)	SD	decision
1.	Staff promotion acknowledges hard, dedication and competence of	43	105	146	75	369	2.31	0.93	VLE
2.	Staff promotion expose teachers to new academic new academic environment	116	213	40	-	369	3.21	0.62	HE
3.	Staff promotion open doors to further career advancement and professional growth.	101	203	65	-	369	3.21	0.62	HE
4.	Teachers are promoted serve as role models for their colleagues, inspiring them to	116	213	40	-	369	3.10	0.65	HE
5.	Staff promotion help teachers to improve on educational ideas	101	203	65	-	369	3.21	0.62	HE
Cluster Mean/Standard							3.00	0.69	HE

Deviation

Source: Field Work 2025.

Table 3 provides data on how staff promotion influences teachers' job performance in public secondary schools, with a cluster mean of 3.00 and a standard deviation of 0.69, indicating a High Extent (HE) of influence overall. Most of the items suggest that staff promotion positively impacts various aspects of teachers' professional lives. Specifically, respondents agreed that promotion exposes teachers to new academic environments (M = 3.21), opens opportunities for career advancement (M = 3.21) helps in improving educational ideas (M = 3.21) and enables promoted teachers to serve as role models (M = 3.1) These findings highlight that promotion not only supports individual growth but also contributes to a culture of professional excellence. However, one item (Item 31), which emphasizes recognition of hard work and dedication as a motivational factor, received a low mean score (M = 2.31) rated as Very Low Extent (VLE). This indicates that while promotion is seen as beneficial for development, it may not be effectively perceived as a reward for effort and competence. Therefore, while staff promotion significantly influences performance, its motivational impact could be enhanced by ensuring fairness, transparency, and merit-based recognition.

Testing Hypotheses

Chi-square was used in testing the hypotheses at 0.05 alpha level of significance

Hypothesis One: Staff welfare have no significant influence on teachers' job performance in public secondary schools in Benue State

Table 4: Chi-Square Test of Influence of Staff welfare on teachers' Job performance in secondary schools

Response Options	Fo	Fe	a	df	X ^{2-cal}	Asymp. Sig.	Remarks
VHE	-	-				0.000	
HE	40	123					
LE	213	123	0.05	3	122.260a		S, Reject H ₀
VLE	116	123					
Total(N)	369						

The Chi-square test result ($\chi^2 = 122.260$, $p = 0.000$) shows a significant influence of staff welfare on teachers' job performance in secondary schools. Since the p-value is less than 0.05, the null hypothesis is rejected, indicating the staff welfare meaningfully impacts how well teachers perform their duties.

Hypothesis Two:, Staff promotion has no significant influence on teachers' job performance in public secondary schools in Benue State

Table 2 Chi-Square Test of Influence of Staff promotion on teachers' job performance in secondary schools

Response Options	Fo	Fe	a	df	X ^{2-cal}	Asymp. Sig.	Remarks
VHE	92	92.3				0.000	
HE	178	92.3					
LE	76	92.3	0.05	3	186.574 ^a		S, Reject H ₀
VLE	23	19.3					
Total(N)	369						

The chi-square test result ($\chi^2 = 186.574$, $p = 0.000$) reveals a significant influence of staff promotion on teachers's job performance in secondary schools. Given that p-value is less than 0.05, the null hypothesis is rejected, indicating that promotion practices-such as recognition, career advancement, and exposure to new opportunities-significantly impact teachers' motivation and effectiveness in their roles.

Hypothesis Seven. Staff training has no significant Influence on teachers' job performance in public secondary schools in Benue State

Table 6: Chi-Square Test of Influence of Staff training on teachers' job performance in secondary schools

Response Options	Fo	Fe	a	df	X ^{2-cal}	Asymp. Sig.	Remarks
VHE	92	92.3				0.000	
HE	178	92.3					
LE	76	92.3	0.05	3	186.574 ^a		S, Reject H ₀

VLE	23	19.3
Total(N)	369	

The Chi-square test result (186.574, p 0.000) reveals a significant influence of staff training on teachers' job performance in secondary schools. As the p -value is less than 0.05, the null hypothesis is rejected, indicating that staff training-such as in-service programs, workshops, and professional development opportunities-meaningfully affects how well teachers perform their duties in public secondary schools in Benue State.

Discussion of Findings

In this study, 3 hypotheses were formulated and tested at the 0.05 alpha level of significance. The findings are discussed in line with the research questions and hypotheses.

The first finding indicates that staff welfare has a significant influence on teachers' job performance in secondary schools in Benue State, Nigeria. This finding aligns with research conducted by Omoregbe, Kehinde, and Adejumo (2015), which revealed that remuneration significantly affects job performance. It also showed that communication has a significant effect on job satisfaction. Similarly, Fadeyi, Sofoluwe, and Gbadeyan (2015) found a significant relationship between increased teachers salaries, promotion, and their job performance.

The second finding reveals that staff promotion significantly influences teachers' job performance in secondary schools in Benue State, Nigeria. This supports the findings of Abdul (2018), who concluded that salary, promotion, and relationships with colleagues significantly affect teachers job satisfaction.

The third finding indicates that staff training significantly influences teachers job performance in secondary schools in Benue State, Nigeria. This aligns with the work of Monyamane (2020), who found that secondary school teachers in Botswana's Central Region were significantly satisfied with the provision of professional development. Similarly, Essien, Akpan, Okon, Edem, and Obot (2016) reported a positive, albeit small, relationship between teachers' participation in in-service training, seminars, and workshops, and student academic performance social studied.

Summary, Conclusion-And-Recommendations

Summary

The study focused on the influence of job satisfaction on teachers' job performance in public secondary schools in Benue State, Nigeria. The variables examined included staff welfare. A descriptive survey design was adopted for the study. The population consisted of 4,888 teachers and principals from 304 government-owned public secondary schools in Benue State, as reported by the Benue State Teaching Service Board. The sample comprised 370 participants, selected using a multistage sampling technique that ensured representation across various regions and school types. To collect data, the researcher developed a structured questionnaire titled the Job Satisfaction and Teacher's Job Performance Questionnaire (JSTJPQ). To determine the reliability of the instrument, a pilot test was conducted in two secondary schools in Nasarawa State, where 20 teachers were randomly selected. Their responses were analyzed using Cronbach's Alpha, which confirmed the internal consistency of the instrument, appropriate for the continuous response am

Descriptive statistics, including the mean and standard deviation, were employed to analyze responses to the research questions. Mean scores were interpreted using a four-point scale: 3.50-4.00 as Very High Extent (VHE), 2.50-3.49 as High Extent (HE), 1.50-2.49 as Low Extent (LE), and 1.00-1.49 as Very Low Extent (VLE).

The Chi-square statistical test was selected to test the hypotheses at the 0.05 level of significance, as it is suitable for analyzing non-parametric, categorical data, The analysis revealed that

all seven independent variables had a significant influence on teachers' job performance. Specifically, the findings showed that staff welfare significantly influences teachers' job performance.

Furthermore, principals' leadership styles were found to significantly affecting teachers' motivation and performance. Staff promotion emerged as a motivational factor that boosts performance through recognition and advancement opportunities. Finally, staff training, particularly in-service training and professional development programs, was shown to significantly enhance teacher performance. These findings collectively suggest that improving job satisfaction through targeted organizational and professional supports can positively influence teacher performance in public secondary schools in Benue State.

Conclusion

This study concludes that staff welfare, staff promotion, and staff training significantly influence teachers' job performance. These findings collectively suggest that improving job satisfaction through targeted organizational and professional support can positively impact teacher performance in public secondary schools in Benue State."

Recommendations

Based on the findings of this study on the influence of job satisfaction on teachers' job performance in public secondary schools in Benue State, the following recommendations are made:

1. **Improve Staff Welfare:** The government and school administrators should prioritize staff welfare by ensuring timely payment of salaries, provision of housing allowances, health benefits, and other incentives to enhance job satisfaction and performance among teachers. Special consideration should be given to teachers posted to remote or hard-to-reach schools through the provision of incentives, transportation allowances, and better infrastructure to minimize the negative impact of school location on performance.
2. **Ensure Fair and Timely Promotion:** Staff promotion should be based on merit, dedication, and experience. A transparent and consistent promotion policy will motivate teachers to put in their best, knowing that their efforts will be recognized and rewarded.
3. **Enhance Staff Training and Professional Development** Regular in-service training, workshops, and seminars should be organized for teachers to update their knowledge and skills. Professional development should be a continuous process to ensure teachers remain effective and motivated.

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INSTITUTIONAL MANAGEMENT VARIABLES AS CORRELATE OF TEACHERS' INSTRUCTIONAL DELIVERY IN SPECIAL NEEDS SCHOOLS IN CROSS RIVER STATE: IMPLICATION FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

Over the past decade, the concept of inclusive education has gained global acceptance. However, ensuring the educational development of children with special needs remains a significant challenge for teachers, necessitating intervention. This study explored institutional management variables and their impact on teachers' instructional delivery in special needs schools in Cross River State, specifically focusing on the relationship between professional development, instructional supervision, and instructional delivery. The study employed a correlational research design and involved a population of 191 teachers from 26 special needs schools in the state, using a census method. A questionnaire, titled "Institutional Management Variables and Teachers' Instructional Delivery Questionnaire (IMVTIDQ)," was used for data collection. The instrument comprised two sections: Section A gathered demographic data, while Section B assessed institutional management variables and teachers' service delivery. The questionnaire was based on a four-point Likert scale, and its validity was confirmed by experts from the Department of Educational Management and Measurement and Evaluation at the University of Calabar. Reliability was established through a trial test on 20 teachers outside the study area, yielding a high Cronbach Alpha coefficient ranging from .81 to .83. Data analysis was conducted based on the null hypotheses that guided the study. Pearson Product Moment Correlation analysis was employed to test the hypotheses. All hypotheses were tested at a 0.05 level of significance. The findings revealed a significant positive relationship between professional development, instructional supervision, and teachers' instructional delivery in special needs schools. This highlights the importance of continuous professional development and effective instructional supervision in improving teachers' effectiveness. Based on these findings, it is recommended that educational authorities in Cross River State invest in tailored professional development programs to enhance teachers' pedagogical and classroom management skills.

Keywords: Institutional Variables, Instructional Delivery, Professional Development, Instructional Supervision, Special Needs Schools.

Introduction

Education plays a fundamental role in empowering individuals, fostering social development, and driving national growth by equipping learners with the essential knowledge, skills, and values necessary for meaningful societal contributions. In Nigeria, secondary education acts as a critical transition between basic education and higher learning, preparing students for tertiary education,

vocational training, and holistic personal development, thereby contributing to economic progress. This underscores the significance of education at this level (Ejom, Onyebu, Eji, & Ayi, 2024; Ngene, Oweikpodor, & Obona, 2025).

Special needs schools are educational institutions specifically structured to support learners with disabilities or learning challenges by providing specialized teaching methods, resources, and support systems. These schools implement Individualized Education Plans (IEPs), utilize assistive technologies, and employ trained professionals such as special education teachers and counselors to address the varied needs of students with physical, intellectual, emotional, or sensory impairments. Their primary objective is to establish an inclusive environment that nurtures academic, social, and personal growth while preparing students with the necessary life skills for independence and integration into society. The effectiveness of teachers' instructional delivery plays a vital role in achieving these goals (Obona, Uguba, Otuu, & Ejom, 2025).

In the context of special needs schools, teachers' service delivery refers to the quality, consistency, and effectiveness with which educators carry out their responsibilities to address the diverse cognitive, emotional, and physical needs of students with disabilities. As noted by Madukwe, Dede, and Obona (2024), service delivery entails fulfilling designated tasks to achieve specific educational goals. Koko and Nabie (2019, as cited in Obona, Udang, & Egwu, 2023) describe it as the execution of responsibilities within a defined timeframe. Ayoro, Onyeike, and Jack (2023) further emphasize that teachers' service delivery reflects their meaningful contributions toward the realization of school objectives. Thus, effective service delivery transcends classroom teaching—it includes cultivating a responsive, inclusive, and equitable learning environment that ensures all learners, regardless of ability, can succeed.

The effectiveness of teacher service delivery in special needs schools is evaluated using several interconnected indicators. These include the development of individualized instructional plans that align with each student's unique learning profile to enhance academic performance; the application of adaptive teaching methods and the integration of technology to cater to various learning styles and challenges; and the fostering of collaborative relationships among educators, parents, and specialists to create a holistic support system. These strategies not only improve academic outcomes but also promote social and emotional development, contributing to equitable and long-term success for students with disabilities (Garcia & Patel, 2023). Furthermore, service delivery encompasses teachers' ability to manage inclusive classrooms, communicate effectively with stakeholders, and ensure the overall growth and inclusion of students. As noted by Onaolapo, Olajiga, and Onaolapo (2019), the quality of service delivery is ultimately determined by the extent to which educational goals are achieved.

In recent years, the concept of inclusive education has gained widespread acceptance as a transformative approach to teaching and learning. It emphasizes creating an inclusive school culture, formulating supportive policies, and developing practical strategies that promote the participation of all learners (Angeloska Galevska & Ilic Pesic, 2018). Effective teacher service delivery is therefore crucial, as it underpins the creation of learning environments that are responsive, nurturing, and capable of addressing the complex needs of learners with special educational requirements.

Inclusive education practices have been adopted across schools in Nigeria, supported by government policies and legislation aimed at providing appropriate education and support for children with special needs according to their abilities. This shift has led to a steady increase in the enrollment of students with disabilities in mainstream classrooms. Consequently, teachers are now responsible for instructing and evaluating students with special needs alongside their typically developing peers. However, concerns have been raised about the declining quality of teacher service delivery, drawing attention from researchers and education stakeholders (Ayoro, Onyeike, & Jack, 2023; Onaolapo et al., 2019; Okoye, 2017; Obona et al., 2023). Assessing the progress of students with disabilities remains a significant challenge, and teachers frequently express the need for clear guidance on implementing assessment practices within inclusive settings (Angeloska Galevska & Ilic Pesic, 2018). Teachers, particularly those in special education, face numerous obstacles, including insufficient administrative support, limited resources, and low morale. Similarly, Aiyeloso (2016) identified systemic challenges in

Nigeria's special education system, such as inadequate funding, deteriorating infrastructure, poor working conditions, and the absence of incentives for teachers in special schools.

The situation is particularly alarming in special needs schools across Cross River State, where numerous teachers exhibit poor attitudes toward their duties. Many report to work late, while some frequently skip work and classes altogether. Additionally, a number of teachers fail to maintain healthy professional relationships with their students. Some students have complained that certain teachers prioritize selling personal goods during official hours, neglecting their instructional responsibilities. This clearly indicates a decline in teacher performance, which has had far-reaching negative effects on the quality of individuals produced by the education system. Over time, this trend has contributed to a rise in graduate unemployment, moral decay, a lack of respect for authority, increased drug abuse, and an unhealthy dependency on Western nations (Babalola, 2007 as cited in Odigwe, 2019; Oluwaseun, 2016).

Additional issues include truancy among teachers, irregular attendance, poor classroom management, and neglect of administrative responsibilities. These lapses in professionalism and dedication severely compromise the quality of educational service delivery and have raised alarm among stakeholders. Such inefficiencies contribute to low morale among staff, high rates of absenteeism, and hinder the grooming of capable future leaders who are crucial for national development (Luthans, 2002 as cited in Obona et al., 2023; Kinyua & Munyi, 2018; Oluwaseun, 2016 as cited in Obona et al., 2023). Immediate intervention is therefore necessary to prevent further deterioration of educational standards for learners with special needs.

Teachers' job performance has remained a key concern for educational stakeholders and researchers alike. Evidence suggests that teachers are more likely to perform effectively when they operate in a conducive environment with appropriate working conditions (Obona, Udang, & Egwu, 2023). This highlights the need for efficient management of institutional variables to enhance instructional delivery and overall service quality in special needs schools across Cross River State.

Institutional management variables refer to the key organizational and administrative elements within a school system that influence its operations and effectiveness. Arop, Ekpang, and Owan (2018) describe school management variables as distinctive attributes that set schools apart and influence teacher effectiveness. These variables, which must be carefully studied and managed, are categorized by Oregano (2020) into extrinsic (pull) factors which are external incentives like better salaries, job security, and leadership as well as intrinsic (push) factors which refers to internal dissatisfactions such as stress, poor management, and bureaucracy. Barnard and Rodgers (2018) emphasized that push factors often result from frustration with internal conditions. Proper management of these variables, including leadership, work environment, administrative support, communication, staff development, and motivation, is crucial for achieving overall school effectiveness and sustainability. These variables collectively shape the teaching and learning environment and significantly impact teachers' motivation, performance, and instructional delivery. However, this study will examine professional development, and instructional supervision.

Professional Development and Teachers' Service Delivery

Professional development refers to administrative strategies aimed at enhancing the knowledge and skills of employees to improve job performance. In the educational context, it involves equipping teachers with updated instructional techniques and strategies, thereby boosting their competence and effectiveness, which ultimately leads to improved student learning outcomes (Akinwale, 2020). To remain relevant and effective in addressing evolving educational challenges, teachers must engage in continuous professional development. School principals are instrumental in facilitating such opportunities not only for teachers but also for the broader staff, including themselves. This commitment fosters a culture of lifelong learning within the school environment.

One of the key strategies for improving the capacity of special education teachers is the provision of targeted training for both pre-service and in-service educators. Such training helps them operate effectively in inclusive settings alongside their general education counterparts (Drelick et al.,

2024; Norwich & Nash, 2011, as cited in Alsudairy, 2024). Research has consistently shown that well-structured training programs enhance teachers' competencies, which in turn lead to increased job satisfaction and a higher level of commitment.

Sultana (2013) investigated the impact of training on workforce productivity among 250 employees in Dhaka and found a significant positive relationship. In a related study, Okeleke, Uzoka, and Oladejo (2017) examined the link between training, demographic factors, and job performance in public colleges of education in Southwest Nigeria. Their large-scale study involving 4,080 participants revealed a strong correlation between professional development and staff performance. Nevertheless, the focus on tertiary institutions underscores the need for further research within the secondary school context, which this study seeks to provide. Additionally, Mduma and Mkulu (2021) conducted a mixed-methods study in Nyamagana District, Tanzania, to evaluate the role of professional development in teacher performance. Based on a sample of 91 educators, their findings confirmed that training significantly enhances teaching strategies and overall job effectiveness. This supports the current research's emphasis on the importance of professional development in Nigerian secondary schools.

Instructional Supervision and Teachers' Service Delivery

Instructional supervision involves the systematic evaluation and improvement of teaching practices through classroom observations, mentoring, and constructive feedback. It serves as a key mechanism for enhancing teacher effectiveness and ensuring high instructional quality. According to Asiyai (2020), consistent and supportive supervision in Nigerian secondary schools contributes significantly to teachers' professional growth, improves lesson delivery, and boosts student academic performance. Supervision plays a crucial role in strengthening the educational system by improving teachers' job performance. It encompasses offering guidance, evaluative support, and feedback aimed at enhancing instructional practices and professional behavior (Sergiovanni & Starratt, 2007). When supervision is characterized by collaboration and constructive dialogue, it tends to increase teachers' motivation and satisfaction (Glickman, Gordon, & Ross-Gordon, 2014). Such a supervisory approach promotes continuous professional development and helps teachers adapt to emerging educational needs.

Empirical studies support the positive relationship between instructional supervision and teacher performance. In Nigeria, Ofoegbu and Alonge (2016) used a survey design to assess the impact of supervision on job performance in public secondary schools. Drawing data from 200 teachers, their findings revealed that regular supervisory visits especially those offering constructive feedback and developmental assistance greatly improved teachers' effectiveness. Similarly, Mette et al. (2017) examined teachers' perspectives on culturally responsive teaching and the influence of supervision on their instructional decisions. Conducted in two culturally diverse U.S. schools using a qualitative case study method, the research showed that effective supervision encouraged teachers to adopt culturally relevant teaching approaches. However, the study also found that the success of supervision depended on the supervisor's understanding of cultural dynamics and their ability to provide tailored support. In instances where supervision was rigid or disconnected from teachers' needs, it led to reduced engagement and weaker performance.

In Malaysia, Azumi and Abu Bakar (2018) used a mixed-methods design to investigate the effects of instructional supervision on teacher performance. The study involved 150 teachers in a quantitative survey and included interviews with 20 teachers and 10 supervisors for the qualitative component. Findings indicated that mentorship, regular feedback, and ongoing professional development significantly improved instructional performance. Teachers emphasized the value of having approachable and supportive supervisors, noting that such leadership fostered a positive, motivating work atmosphere.

The results of the literature review revealed that there is a relationship between the identified independent sub-variables and the dependent variable, namely teachers' service delivery. However, several gaps were observed in the reviewed literature, particularly in terms of geographical location, research scope, and methodology. Notably, most of the cited studies were conducted in foreign countries or in regions of Nigeria other than the study area. Furthermore, the methodologies,

instruments, and procedures employed in those studies differ from those adopted in the present research. In light of these identified gaps, the researchers deemed it necessary to undertake the current study titled "Institutional Management Variables as Correlate of Teachers' Instructional Delivery in Special Needs Schools in Cross River State." Thus, this study aims to bridge the gap in the literature and contribute meaningfully to the existing body of knowledge.

Statement of the problem

Special needs schools are educational institutions specifically established to support learners with disabilities or learning challenges by providing specialized teaching methods, resources, and support systems. Teachers in these schools are expected to deliver instruction to learners with diverse abilities, interests, and educational needs, while also managing them effectively within the classroom and broader school environment.

However, it has been observed that many teachers in special needs schools in Cross River State tend to exhibit unprofessional behaviors that hinder effective service delivery. For instance, some teachers frequently arrive late to school, others absent themselves from classes, and some engage in personal business ventures during official school hours often to the detriment of the special needs students under their care. Over the years, these developments have become a significant concern to the government and have prompted educational researchers to investigate the underlying factors contributing to such poor attitudes and job performance. In response, the Cross River State Government has introduced several measures, including the provision of textbooks, recruitment of more teachers, renovation of classroom facilities especially through the Universal Basic Education (UBE) platform and the prompt payment of monthly salaries.

Despite these efforts, teachers in special needs schools continue to underperform in their professional roles. There appears to be no noticeable improvement in student behavior, classroom engagement, interpersonal relationships, or terminal examination outcomes. This persistent challenge has led the researcher to question whether the root of the problem lies in the management of institutional variables. Therefore, the central problem of this study is expressed in the form of a question: What is the relationship between institutional management variables and teachers' instructional delivery in special needs schools in Cross River State? The desire to answer this question is what gave rise to this study.

Purpose of the Study

This study investigated relationship between institutional management variables and teachers' instructional delivery in special needs schools in Cross River State. Specifically, the study sought to find out the relationship between:

1. Professional development and teachers' instructional delivery in special needs schools in Cross River State.
2. Instructional supervision and teachers' instructional delivery in special needs schools in Cross River State.

Research hypotheses

The following hypotheses guided study:

1. Professional development does not significantly relate to teachers' instructional delivery in special needs schools in Cross River State.
2. Instructional supervision does not significantly relate to teachers' instructional delivery in special needs schools in Cross River State.

Methodology

The study adopted a correlational research design. This design was deemed appropriate for the study as it aimed to investigate the relationship between institutional management variables teachers' instructional delivery. The population of this study comprised all the 191 teachers in 26 special need

schools in Cross River State. Census method was used in this study. A census is a study of every unit, everyone or everything when the size of the population is small. Therefore, census method was adopted in involving the entire population of 191 teachers found in all the special need schools in the study area.

The instrument used for data collection was a questionnaire titled —Institutional Management Variables and Teachers' Instructional Delivery Questionnaire (IMVTIDQ).¹ The instrument consisted of two sections. Section A was designed to collect demographic data, including age, gender, marital status, and educational qualifications. Section B contained 18 items that measured the sub-variables of Institutional Management Variables, specifically professional development, instructional supervision and teachers' service delivery. The questionnaire was structured on a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Before administering the questionnaires, the items were submitted to research experts for validation. These experts included three lecturers from the Department of Educational Management and Measurement and Evaluation, Faculty of Educational Foundation Studies, University of Calabar. Based on their input, irrelevant items were either removed or modified. Of the 24 items initially designed, six were discarded, leaving 18 items for the final study. Reliability, of the instrument was established through a trial test conducted on 20 teachers selected outside the study area. Data collected were coded and subjected to a reliability test using the Cronbach Alpha coefficient. The reliability coefficient obtained ranged from .81 to .83, indicating a high level of reliability. Statistically, the instrument was deemed appropriate for data collection.

To ensure effective data collection, 7 research assistants were recruited and trained on the study's objectives and proper administration of the questionnaires. Prior to distribution, permission was obtained from school administrators, and the respondents were briefed on the purpose of the study. They were assured that all information provided would be used strictly for research purposes and treated with confidentiality. The researchers and assistants distributed the questionnaires and later collected them. The study achieved a 100% questionnaire return rate. Upon collection, the questionnaires were reviewed to ensure completeness. They were then organized based on the variables they were designed to measure. Positively worded items were scored as follows: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. For negatively worded items, the scoring pattern was reversed. Respondents' scores on the sub-scales were summed and analyzed using appropriate statistical tools. Data analysis was conducted based on the null hypotheses that guided the study. Pearson Product Moment Correlation analysis was employed to test the hypotheses. All hypotheses were tested at a 0.05 level of significance.

Results and discussion

Hypothesis one

Professional development does not significantly relate to teachers' instructional delivery in special needs schools in Cross River State. The two variables in this hypothesis are professional development and teachers' instructional delivery. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed the correlation coefficient between professional development and teachers' instructional delivery. The correlation coefficient is statistically significant for teachers' service delivery ($r = .64$, $p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected in terms of teachers' teachers' instructional delivery. The result of the analysis implied that there is a statistically positive significant relationship between professional development and teachers' instructional delivery in special needs schools in Cross River State.

Table 1

Summary of correlation between professional development and teachers' instructional delivery in special needs schools in Cross River State. (N=191)

Variables	$\bar{X}$	S.D	r	Sig.

Professional development	19.38	3.40		
Teachers' Instructional delivery	19.18	4.38	.64*	.000

*Significant at $p < .05$ $df=189$

Hypothesis two

Instructional supervision does not significantly relate to teachers' instructional delivery in special needs schools in Cross River State. The two variables in this hypothesis are instructional supervision and teachers' instructional delivery. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed the correlation coefficient between instructional supervision and teachers' instructional delivery. The correlation coefficient is statistically significant for teachers' service delivery ($r = .86$, $p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis two is rejected in terms of teachers' teachers' instructional delivery. The result of the analysis implied that there is a statistically positive significant relationship between instructional supervision and teachers' instructional delivery in special needs schools in Cross River State.

Table 2

Summary of correlation between instructional supervision and teachers' instructional delivery in special needs schools in Cross River State. (N=191)

Variables	$\bar{X}$	S.D	r	Sig
Instructional supervision	18.40	4.62		.
Teachers' instructional delivery	19.18	4.38	.86*	.000

*Significant at $p < .05$ $df=189$

Discussion of findings

Hypothesis one which stated that, professional development does not significantly relate to teachers' instructional delivery in special needs schools in Cross River State, was rejected while the alternate hypothesis was accepted. The findings indicate a significant high positive relationship between professional development and teachers' instructional delivery suggesting that as teachers engage more in professional development activities, their effectiveness in delivering instruction improves. This result is not surprising because professional development equips teachers with updated knowledge, innovative teaching strategies, and improved pedagogical skills, all of which are essential for effective classroom practice. Also, the implication is that continuous investment in relevant and well-structured professional development programs can lead to enhanced teaching quality, which ultimately supports improved student learning outcomes.

The finding of this study is consistent with those of Sultana (2013), who investigated the impact of training on workforce productivity among 250 employees in Dhaka and found a significant positive relationship. Similarly, the result aligns with the study by Okeleke, Uzoka, and Oladejo (2017), which examined the relationship between training, demographic factors, and job performance in public colleges of education in Southwest Nigeria, revealing a strong correlation between professional development and staff performance. Furthermore, it corroborates the findings of Mduma and Mkulu (2021), who reported that training significantly enhances teaching strategies and overall job effectiveness.

Hypothesis two which stated that, instructional supervision does not significantly relate to teachers' instructional delivery in special needs schools in Cross River State, was rejected while the alternate hypothesis was accepted. The findings reveal a significantly high positive relationship between instructional supervision and teachers' instructional delivery, indicating that effective supervision

practices are strongly associated with improved teaching performance. This finding is not surprising because regular and constructive instructional supervision provides teachers with feedback, guidance, and support that help refine their teaching methods and classroom management skills. The implication is that when school leaders strengthen supervisory systems by ensuring that supervision is continuous, supportive, and focused on professional growth, it can lead to enhanced instructional quality and better student learning outcomes.

The finding agrees with that of Ofoegbu and Alonge (2016), who used a survey design to assess the impact of supervision on job performance in public secondary schools. Their study revealed that regular supervisory visits particularly those that offered constructive feedback and developmental assistance greatly improved teachers' effectiveness. Similarly, Mette et al. (2017) found that effective supervision encouraged teachers to adopt culturally relevant teaching approaches. However, their study also emphasized that the success of supervision depended on the supervisor's understanding of cultural dynamics and their ability to provide tailored support. Furthermore, the finding aligns with that of Azumi and Abu Bakar (2018), who reported that mentorship, regular feedback, and ongoing professional development significantly enhanced instructional performance. Teachers in their study highlighted the importance of having approachable and supportive supervisors, noting that such leadership fostered a positive and motivating work environment.

Institutional Management Variables and Teachers' Instructional Delivery in Special Needs Schools in Cross River State: Implication for Sustainable National Development

The findings of this study have important implications for sustainable national development, particularly in the context of inclusive education. The positive relationship between institutional management variables, specifically professional development, instructional supervision and teachers' instructional delivery in special needs schools in Cross River State highlights the critical role of effective school management in enhancing educational outcomes for learners with special needs. Sustainable national development depends largely on the capacity of the education system to equip all learners, including those with disabilities, with the skills and knowledge needed to participate fully in society. Therefore, investing in continuous professional development and strengthening instructional supervision practices in special needs schools will not only improve teaching quality but also promote equity, inclusion, and human capital development which are key pillars of national growth and sustainability.

Conclusion

This study highlights the significant relationship between institutional management variables, specifically professional development and instructional supervision, and teachers' instructional delivery in special needs schools in Cross River State. The findings underscore the importance of ongoing professional development and effective instructional supervision in enhancing teachers' ability to deliver quality instruction to students with special needs. These variables provide teachers with the necessary skills, knowledge, and support to improve their teaching effectiveness. Therefore, it is essential for educational administrators and policymakers to prioritize and strengthen professional development programs and supervisory practices in special needs schools to ensure that teachers are adequately equipped to meet the diverse needs of their students, ultimately contributing to improved educational outcomes and inclusive education.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Educational authorities should assist school administrators in Cross River State to invest in continuous, tailored professional development programs for teachers in special needs schools to enhance their pedagogical and classroom management skills.

2. School heads should focus on implementing regular, constructive instructional supervision in special needs schools, and always provide teachers with targeted feedback, mentorship, and ongoing developmental support to improve instructional delivery and student performances.

Contribution to knowledge

This study contributes to knowledge by highlighting the significant role of institutional management variables, specifically professional development and instructional supervision, in enhancing teachers' instructional delivery in special needs schools in Cross River State. The findings provide empirical evidence that effective professional development and regular instructional supervision are key factors that improve the teaching practices and overall performance of teachers in special education settings. This research adds to the existing body of literature by emphasizing the importance of these management practices in the context of special needs education, offering insights that can guide educational policy, teacher training programs, and school management strategies aimed at improving the quality of education for students with disabilities.

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ETHICAL AND VALUES EDUCATION: RE-ENGINEERING FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

This paper underscores the critical role of ethical and values education in fostering sustainable national development, with a particular focus on Nigeria. In the context of global environmental, social, and economic challenges, education serves as a pivotal tool for cultivating responsible citizens equipped to address issues such as corruption, inequality, and environmental degradation. The integration of ethical principles and core values into curricula is essential for nurturing civic responsibility, social cohesion, environmental stewardship, and good governance. Despite widespread recognition of its importance, current educational systems often prioritize academic achievement over moral and ethical development, hindered by curricular limitations, resistance to change, inadequate teacher training, and lack of supportive policies. To re-engineer ethical and values education effectively, the paper advocates for comprehensive curriculum reform, enhanced teacher professional development, community engagement, and the development of robust assessment frameworks. Embedding ethics into all levels of education through policy reforms and stakeholder collaboration can foster a culture of integrity, social justice, and sustainability. The proposed strategies aim to produce a generation capable of making informed, ethical decisions that promote societal well-being and environmental resilience. Ultimately, re-engineering ethical and values education is vital for Nigeria's journey toward sustainable development, ensuring that future leaders and citizens uphold principles of justice, responsibility, and stewardship, thereby contributing to a more equitable and sustainable nation. This holistic approach emphasizes the transformative power of education in shaping a resilient society committed to long-term sustainability.

Keywords: Ethical and Values Education, re-engineer, environmental stewardship, sustainable national development and community engagement.

Introduction

In the 21st century, the imperative for sustainable national development has gained heightened attention due to escalating environmental challenges, social inequalities, and economic disparities. The transition towards sustainability necessitates not only technological advancements and policy reforms but also a profound transformation in the educational landscape. The United Nations Sustainable Development Goals (SDGs), particularly Goal 4, emphasize the need for inclusive and equitable quality education that promotes lifelong learning opportunities for all (United Nations, 2015). Central to achieving these goals is the integration of ethical and value education into educational frameworks.

Ethical education focuses on instilling moral values and principles that guide individuals in making decisions that honor the dignity of all human beings and promote societal welfare. Likewise, value education emphasizes the cultivation of personal and collective values that drive positive behavior and social responsibility. According to Nussbaum (2010), ethical education contributes significantly to

the formation of well-rounded individuals equipped to engage in democratic processes and contribute to the common good. In the context of national development, fostering ethical and value-driven citizens is crucial for addressing systemic issues such as corruption, inequality, and environmental degradation.

Research indicates that ethical and value education can lead to enhanced civic engagement and social cohesion (Dewey, 1997). Educating individuals about their responsibilities within their communities cultivates a sense of accountability and encourages participatory governance. Key works in this field, such as those by Hepburn (2018), argue that responsible citizens are more inclined to advocate for sustainable practices and resist actions detrimental to society and the environment.

Additionally, the academic discourse surrounding sustainability education underscores the necessity of incorporating ethics and values into educational curricula. According to Tilbury (2011), the integration of sustainability into education should encompass a critical examination of values, ethics, and their implications for future generations. By fostering an ethical worldview, educational institutions can equip learners with the critical skills needed to navigate ethical dilemmas and contribute to sustainable practices across various domains of life—from politics and business to community engagement and environmental stewardship.

Despite the recognition of its importance, the current state of ethical and value education varies significantly across different regions and educational systems. In many contexts, curricula are predominantly focused on academic achievement and technical skills, with limited attention to moral and ethical dimensions (Osler & Starkey, 2005). This gap highlights the urgent need for educational reform aimed at re-engineering curricula to emphasize ethical and value education as foundational pillars for fostering sustainable national development.

The convergence of ethical education and sustainable development presents a critical opportunity for re-engineering national educational frameworks. Educators, policymakers, and stakeholders must collaborate to embed ethical considerations into educational practices, fostering a generation of individuals capable of making sustainable choices and advocating for collective welfare. This study aims to provide a comprehensive analysis of the role of ethical and value education in driving sustainable national development, offering insights and recommendations for integrating these principles into educational policies and practices.

The pursuit of sustainable national development has emerged as a critical discourse in the face of numerous global challenges, including environmental degradation, economic inequality, and complex societal issues. Sustainable development, as defined by the Brundtland Commission (1987), is —development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Achieving this balance requires an educational approach that not only imparts technical knowledge but also cultivates ethical consciousness among learners.

The Role of Education in Sustainable Development

Education plays a pivotal role in fostering sustainable development. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014) emphasizes the importance of education in achieving the Sustainable Development Goals (SDGs), particularly Goal 4: —Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Within this context, ethical education serves as a foundation for shaping responsible global citizens equipped to tackle pressing challenges.

Ethical Education Reengineering for Sustainable National Development in Nigeria

Sustainable national development in Nigeria requires a multifaceted approach, integrating economic growth, social equity, and environmental resilience (United Nations, 2015). A crucial yet often overlooked element is the ethical dimension of education. Ethical education reengineering involves re-evaluating and redesigning educational curricula to instill values that promote sustainability, social responsibility, and good governance. This paper explores how this approach can support sustainable national development in Nigeria.

The Importance of Ethical Education

Ethical education encompasses the teaching of moral principles, values, and decision-making processes that guide individuals in their interactions with others and the environment. The primary objectives of ethical education include fostering critical thinking, promoting social responsibility, and encouraging environmentally sustainable practices (Hahn & Preuss, 2014).

Research indicates that ethical education is a catalyst for positive change within societies. According to Hunt & Vasquez (2011), ethical education enhances civic engagement, nurtures empathy, and fosters a commitment to social justice. By equipping individuals with the ethical tools necessary for navigating complex societal dilemmas, educational institutions can facilitate the emergence of a generation dedicated to sustainable practices and responsible governance.

Ethical education is an essential pillar for re-engineering national development strategies aimed at sustainability. By fostering ethical awareness and responsibility among students, educational systems can cultivate a generation of leaders and citizens equipped to address today's pressing global challenges. The integration of ethical education into curricula, teacher training, and community engagement is vital for empowering individuals to contribute positively to society and the environment. With concerted efforts from educators, policymakers, and communities, ethical education can become a cornerstone of sustainable national development.

Ethical education encompasses teaching values, principles, and moral responsibilities that guide individuals in making decisions beneficial to society and the environment (Gini, 2004). In Nigeria, a country facing challenges such as corruption, environmental degradation, and social inequality, fostering a strong ethical foundation is critical. Ethical education encourages citizens to act thoughtfully and responsibly, enhancing civic engagement and community welfare (Haidt, 2012).

Re-engineering Ethical Education

1. Curriculum Development

Integrating Ethics into the Curriculum: The Nigerian education system should incorporate ethics as a standalone subject, emphasizing topics such as environmental ethics, social justice, and corporate responsibility (Osher et al., 2016). This can help students cultivate a comprehensive understanding of the consequences of their actions on society and the environment.

Experiential Learning: Implementing project-based and service-learning experiences can help students connect ethical theories with real-world challenges, fostering a sense of responsibility and community belonging (Kraft & Bilal, 2016).

2. Teacher Training

Professional Development: Educators must undergo training that equips them with the tools to teach ethical concepts effectively (Moral Education, 2019). Workshops and continuous professional development programs should focus on ethics education methodologies and the importance of role modeling ethical behavior.

3. Community Involvement

Partnerships with Local Organizations: Schools should collaborate with NGOs, local businesses, and community leaders to promote ethical values and sustainability initiatives, bridging the gap between education and community practice (Brown & Michael, 2018).

4. Policy Framework

Government Support: The Nigerian government should create policies that mandate the integration of ethical education across all levels of the schooling system. Such frameworks should also encourage ethical behavior in governance and corporate responsibility, promoting accountability (Odum, 2021).

Impacts on Sustainable National Development

1. **Enhanced Civic Responsibility:** An emphasis on ethical education can produce citizens who are more aware of their civic duties and are motivated to participate in democratic processes, thus strengthening governance (Okwu & Oyinloye, 2018).
2. **Social Cohesion and Justice:** Ethical education encourages respect for diversity and promotes social justice, which is essential in a multicultural society like Nigeria (Tutu, 2014). Teaching values of empathy, equity, and respect can help reduce conflicts and foster unity.
3. **Environmental Stewardship:** Educating youth about environmental ethics can instill a sense of responsibility towards nature, encouraging sustainable practices that can mitigate ecological degradation (Sengupta et al., 2020).
4. **Combating Corruption:** By instilling strong ethical principles in future leaders, the likelihood of corrupt practices may diminish, leading to better governance and accountability (Transparency International, 2019).

Values Education: Re-engineering for Sustainable National Development

In an era marked by escalating environmental concerns and social challenges, the concept of sustainable national development has gained unprecedented significance. The United Nations defines sustainable development as a process that meets the needs of the present without compromising the ability of future generations to meet their own needs (United Nations, 1987). Achieving this balance hinges on a fundamental shift in education, particularly through the promotion of values education.

Values education refers to the systematic approach to teaching and learning that emphasizes moral and ethical principles, fostering the development of positive attitudes and behaviors among individuals (Bray, 2008). It aims to cultivate citizens who not only possess knowledge and skills but also demonstrate empathy, social responsibility, and a commitment to the common good. In this study, we explore how values education can be re-engineered as a core component of national development strategies, emphasizing its potential to produce engaged, responsible citizens capable of addressing the challenges of our time.

Values education encompasses a multitude of teachings that focus on developing personal and social values aligned with ethical standards. Rath, Harmin, and Simon (1978) define values as beliefs or principles that guide behavior and decision-making. Values education facilitates a profound understanding of concepts such as respect, compassion, integrity, and justice. It equips students to navigate complex ethical challenges and fosters civic responsibility essential for sustainable development.

The Intersection of Values Education and Sustainable Development

Sustainable development is fundamentally rooted in the principles of equity, justice, and responsible stewardship of resources. Values education emerges as a natural ally in promoting these principles, as it encourages individuals to prioritize the well-being of both current and future generations (Tilbury, 2011). As noted by Tilley (2021), education focused on values can enhance awareness of socio-environmental issues, ultimately driving positive social change.

The Importance of Ethical and Values Education in National Development Fostering Responsible Citizenship

Values education plays a critical role in shaping responsible citizens who are engaged in their communities and committed to democratic principles. Research has shown that students who receive values-based education are more likely to participate in civic activities, develop empathy toward others, and possess a strong sense of social responsibility (Sherrod et al., 2002). By fostering active civic engagement, values education contributes to social cohesion and sustainable community development.

Promoting Environmental Stewardship

With climate change posing an existential threat, instilling a sense of environmental stewardship through values education is more crucial than ever. According to UNESCO (2014), education for sustainable development must incorporate ethical considerations concerning the environment, highlighting the need for teaching values that promote conservation, respect for nature, and sustainable practices. Values education encourages individuals to make informed and responsible decisions regarding their consumption habits and environmental impact.

Addressing Social Inequalities

Values education has the potential to address systemic inequalities by fostering inclusion and understanding among diverse populations. Values such as empathy, respect, and justice can challenge biases and promote tolerance, enabling students to engage constructively with issues related to social justice (Hollander & Zinkler, 2018). By fostering an understanding of global citizenship, values education lays the groundwork for a more equitable and inclusive society.

Challenges of Ethical and Values Education: Re-engineering for Sustainable National Development

The integration of ethical and values education into national development frameworks aimed at achieving sustainability presents various challenges. Despite the recognition of its significance, several barriers hinder effective implementation. This analysis outlines the key challenges faced in promoting ethical and values education, with appropriate citations and references.

1. Curricular Limitations

One of the most significant challenges is the fragmentation and lack of coherence in current educational curricula, which often prioritize academic performance and standardized testing over the integration of ethical and values education. Many educational systems operate under rigid structures that do not allow for the incorporation of values-based learning (Osler & Starkey, 2005). This gap can diminish the potential impact of values education on students' ethical development.

2. Resistance to Change

Resistance from educators, administrators, and policymakers can impede the introduction of values education programs. Many educational institutions prioritize traditional forms of education focused on cognitive skills, often perceiving ethical and values education as secondary or less important (Schwartz, 2019). This tendency can lead to a lack of buy-in and support for initiatives aimed at embedding ethics and values into the curriculum.

3. Insufficient Teacher Training and Resources

The effective delivery of values education requires teachers who are equipped with the necessary knowledge, skills, and confidence to address ethical issues in the classroom. However, many teachers lack adequate training in ethical pedagogy and values education, leading to inconsistent implementation (Meyer & Dawkins, 2017). Additionally, insufficient resources can limit opportunities for teachers to engage in professional development.

4. Lack of Clear Policy Frameworks

The absence of clear national policies that prioritize ethical and values education can create ambiguity and hinder the integration of these principles within existing educational systems. Many countries lack comprehensive guidelines or dedicated resources that specify how values education should be implemented across various levels of education (Wilson, 2015). This lack of direction can lead to varying degrees of commitment and effectiveness in different institutions.

5. Cultural and Contextual Differences

Values education must often navigate diverse cultural contexts and differing societal values, making it challenging to establish a uniform curriculum. Disparities in cultural perspectives on ethical behavior can lead to tensions in the classroom and community. In multicultural societies, educators may struggle to address a range of values and beliefs without alienating specific groups (Hollander & Zinkler, 2018).

6. Assessment Challenges

Evaluating the effectiveness of values and ethical education presents unique challenges. Traditional assessment methods often do not capture the nuances of ethical reasoning or value development among students (Cohen & Hough, 2018). The lack of appropriate assessment tools can lead to difficulties in demonstrating the impact of values education on student behavior and community involvement.

7. Short-Term Focus of Educational Systems

Many educational systems operate under pressures for immediate results, leading to a short-term focus on measurable academic outcomes rather than long-term ethical and value development (Tilbury, 2011). This focus can undermine the integration of values education, which often requires a long-term commitment to fostering a culture of ethical awareness and responsibility.

The Way Forward for Ethical and Values Education: Re-engineering for Sustainable National Development

The path forward for enhancing ethical and values education as a means of achieving sustainable national development involves a multifaceted approach that integrates policy reforms, curriculum development, teacher training, community engagement, and assessment methods. Below are key strategies and recommendations to advance this agenda:

1. Integrate Values Education into National Curriculum Frameworks

To promote ethical and values education effectively, it is essential to integrate these principles into the national curriculum across all education levels. A well-defined curricular framework should outline how ethical and values education will be incorporated into various subjects, fostering interdisciplinary connections. Policy makers should develop and implement comprehensive guidelines that mandate the inclusion of values education in school curricula, ensuring that ethical considerations are embedded in subjects such as science, social studies, and literature (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014).

2. Enhance Teacher Training and Professional Development

Teachers play a crucial role in delivering values education. Providing adequate training and resources is essential to equip educators with the necessary skills and confidence to teach ethical principles effectively. Ongoing professional development programs should focus on pedagogical strategies for addressing ethical issues and facilitating values discussions. Education authorities must invest in teacher training programs that emphasize the importance of values education and provide practical strategies for its implementation (Hahn & Preuss, 2014).

3. Foster Community and Stakeholder Engagement

Engaging communities and stakeholders in the implementation of ethical and values education is vital. Partnerships with local organizations, businesses, and community leaders can create a supportive environment for values-based initiatives. Service-learning projects can further enrich the educational experience by connecting students with community issues. Schools should actively involve parents, community members, and local organizations in the design and implementation of values education programs to ensure that these initiatives are relevant and culturally sensitive (Bray, 2008).

4. Develop Robust Assessment Frameworks

To measure the effectiveness of values education, it is important to develop assessment frameworks that evaluate students' understanding and application of ethical principles. Traditional assessment methods

may not adequately reflect the impact of values education on student behavior and decision-making. Education systems should design assessment tools that account for the complexities of ethical reasoning and values application, ensuring that evaluations are aligned with the goals of values education (Cohen & Hough, 2018).

5. Strengthen Policy Frameworks

A clear and coherent policy framework supporting ethical and values education at national and local levels is essential. Policymakers must prioritize the integration of values education into broader educational reforms and development strategies. Governments should establish policies that recognize the importance of ethical and values education as a foundational component of sustainable development, allocating resources and support for its implementation across educational institutions (Wilson, 2015).

6. Promote Research and Best Practices

Ongoing research is critical to understanding the best practices in values education and its impact on sustainable development. Establishing research networks among educational institutions can facilitate the sharing of experiences, successes, and challenges faced in implementing values education. Educational institutions and researchers should collaborate to conduct studies that assess the effectiveness of different approaches to values education, disseminating findings to inform practice and policy (Meyer & Dawkins, 2017).

Conclusion

Reengineering ethical and Value Education in Nigeria is essential for promoting sustainable national development. By redefining curricula, enhancing teacher training, fostering community involvement, and establishing supportive policy frameworks, Nigeria can cultivate a generation of ethical citizens. This transformation will equip individuals with the values and skills necessary for contributing positively to society, ultimately leading to a more sustainable and equitable nation.

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ETHICS AND VALUES IN EDUCATION: RE-ENGINEERING LEADERSHIP IN HIGHER EDUCATION FOR GLOBAL COMPETITIVENESS



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Abstract

Education they say is light. It is also said that if you say education is expensive or costly, then try illiteracy. On the basis of these, many experts or professionals in various disciplines in education profession and even the common man conceive this importance of education and the massive quest for academic knowledge have been discovered to exploit others in need of the academic knowledge and the accruing certificates negatively, in negligence to the ethical order and values in education which is one of the basic lessons in Education expertise. The problem that bothers this paper is the unbecoming increase in the negligence of ethical values in education especially amongst stakeholder in Higher Education cadre. The study finds out that this problem keeps growing at alarming heights on daily basis. It is on this background, that the paper aims at addressing the unethical actions of stakeholders in education mostly in institutions of higher learning. It hence, recommends among other things that formidable and disciplinary leadership of the old, should be re-engineered in Nigeria's higher education system for a global competitiveness. The study employs historical and phenomenological research methodologies or approaches on embarking on this research. Data are generated from secondary materials, for examples, dictionary, textbooks, chapters in books, journal, internet, etc. Materials collected are analyzed with descriptive style of data analysis.

Keywords: Ethics and Values, Higher Education, Leadership, Education and Global Competitiveness.

Introduction

It has been known amongst humans and organizational managers that it is the art of promulgating rules and ethics that adds values to the organizational framework. Education sector is never an exception. Education itself is light. Those who are traditionally and informally well-educated still show some levels of light above others at their various educational and knowledge acquisition. Today, Western civilization has come with a higher level of education than what was obtainable in most African nations. Now, to have an organized educational atmosphere, education has trended to assume an academic form. It is on this platform that education has gone highly sophisticated. This is because

people have begun to professionalize themselves with the corresponding certificates and not the academic knowledge by some people in a negative and illegal ways without any or less attention to the ethical codes or orders and values in education has raised the problem which this research has sought to address, because the negligence on the ethical values in education especially in the midst of the major stakeholders and even the leaders in high education heights is becoming increasingly unbecoming.

This paper, therefore, is aimed at addressing issues necessary for re-engineering leadership in Nigeria higher education for global competitiveness with special attention to unethical actions of stakeholders/leaders in higher institution. Ali et al (2020:79) assert that —a walk through the line of history of education, has informed most educators that before the advent of western education, there was a traditional form of education ... In this traditional form of education, the learners and educators have a reasonable level of ethical order and value observances. In fact, it has been found in this paper that the increase in the negligence of ethical values in higher education keeps growing at its alarming rates consistently. The research recommends in the midst of other things that a stronger disciplinary leadership or leaders greater than the old should be utilized to re-engineer the Nigeria higher education system for a competitive global standard. The study adopts historical and phenomenological research methods. Materials for the research are got from secondary sources, principally from textbooks, journals, etc. Data sourced are analyzed with descriptive style of data analysis.

Conceptualization of Terms

The terms or concepts planned to explain or define here include: ethics, values, education and leadership. Ethics has been explained by Okwueze (2003:1 – 2) thus: Ethics is derived from the Greek word *ethos* which means wisdom, conduct, culture or way of life. Many regard ethics as a branch of philosophy concerned with what is morally good or bad, right or wrong... The word ethics and ethical are often used as synonyms for the words moral and morals especially in contexts which make references to the ethics or to the morality of a person or group. This synonym has a clear etymological basis and justification because the Greek word *ethos* from which Ethics derived, and the Latin word *mores* from which morals is derived both mean habits and customs. In the assertion of Okwueze, ethics has to do with the good or bad, right or wrong, acceptable or unacceptable, approved or disapproved and so on. Agha (2003: 1) on the other hand has asserted ethics thus:

Ethics is a branch of general wisdom called Moral Philosophy. This is the study which led to an examination of all human conduct, and this type of philosophical study is known as Ethics. Ethics is a normative science, which sees man as a moral agent, and considers his actions, habits, and character with a view to their rightness or wrongness.

In fact, ethics is highly concerned with the actions of human beings with special interest on their rightness or wrongness. Agha (2004:15) in another text has emphasized on ethics of responsibility when he associates ethics with other words like duty, obligation, law, goodness, and morality thus: Responsibility is the quality or state of being answerable for all acts of thought and conduct. It is a state of being responsible as a moral, legal or mental accountability. It means reliability and trustworthiness. Christian responsibility is answerable to the teachings of Jesus while civil responsibility is being answerable to the civil or state laws.

It is at this state of being answerable to the civil or state laws that ethics stands to judge our level of responsibility to duties assigned to us at different levels of stewardships. Ethics looks at how well or bad and how far we are able to discharge our duties, obligations, assignments and responsibilities in the sight of the ethics, rules, regulations, ordinances or laws. In this paper, it is concerned with how good or bad the leadership of the Nigeria Education System at higher levels has been able to project the education system to a global scope where the system can sluggishly or comfortably compete with other states of the modern world.

Values has been asserted by Akulue (2013: 55) thus:

—Value¹ as a more concrete noun for example, when we speak of —a value¹ is often used to refer to what is valued, judged to have value, thought to be good or desired. The expressions —his values¹ —her value system¹ etc, refer to what a man, a woman etc, values or thinks to be good. The term value is also used to mean what has value or is valuable, or good as opposed to what is regarded as good or valuable. Then, —values¹ mean, —things that are good or goods and some users, also regard it to mean things that are right, obligatory, beautiful or even true...

This shows that at any point things are responsibly and ethically done, a lot of admirable value are attained. Therefore, a good attention to ethics in discharging one's duties and responsibilities attracts acceptable values to the output or product. Hence, sound ethical observations in Nigerian higher education leadership will re-engineer Nigerian higher education system to global competitiveness.

Education as part of the concepts to be conceptualized is said to be both formal and informal or non-formal. In this context, the interest of this paper is on formal education. Ani (1997:160) responses thus: —To be educated in this view means that both staff and students recognize the worth of each other in the communal search for reasonableness. On a similar realm, Okafor (2016:78) points that: —A blended learning approach to instruction combines face to face classroom methods with computer based/mediated activities, resulting in an integrated learning experience for physics students¹. These authors are cited in explaining education here to emphasize that education meant in this study is principally, formal education where students and their teacher formally meet with the purpose of teaching and learning on a base of professional areas of specializations. In this present time, the face-to-face contact has gone beyond physical contacts to a more or less a computer/online face to face contact. These processes are completely formal form of education which carries the basic idea of the theme of this paper with special interest on higher education.

Leadership in Summer (2001:800) is defined as —the position being the leader of a team, organization, etc: quality of being good at leading a team, organization, country etc; someone with vision and leadership; all the people that lead who lead a group, organization, etc¹. It is on this background, that the need to refer to Nigeria leadership becomes relevant. Ijeoma (1988:149) buttresses thus:

In a nation where sycophants praise leaders to their graves, even when the leaders have nothing to offer, and when their brains are as frozen as corpses in the mortuary, it is obvious that unnecessarily gratuitous adulations add nothing to the moral or intellectual quality of such leaders. In fact, they become blinded, quite oblivious of their negligible poor backgrounds, and indulge in premature gratification in which their sycophants aid and abet them in syphoning money out of the nation.

This leadership problem in Nigeria is lamented on by Dr. Nnamdi Azikiwe in West African Pilot in Ijeomah (1988:149) thus: —It would seem as if our real need today is leadership... with character¹. Dr. Nnamdi Azikiwe made script in 1939. So, we have seen the definition of leadership in the dictionary, but relating it to Nigeria, seems Nigeria has serious leadership challenges which also affects leadership at higher education. Areas of Challenges on Ethics and Values on Nigeria Higher Education Leadership Systems exit till Today

In Nigerian higher institutions, there are some ethical codes of conduct, rules, regulations, ordinances, etc that guide the operations and activities of both students and staff (teaching and non-teaching). These ethical codes guide people in the communities or environment of higher learning especially those in the leadership hierarchies. There are rules guiding people against immoral and irreligious activities, social vices, health and other academic malpractices, and on the political and administrative processes. Today, it has been obvious that their rules seem not to be accorded obedience. The areas where Nigerian higher education faces challenges due to leadership ethical weaknesses include: admission irregularities in higher institutions (from university authorities and educational administrators' different institutions of higher learning, and Joint Admissions and Matriculation Board (JAMB), Sexual Immorality, Cultism, Drug Abuse, Examination Malpractices, Deposit of new born babies at waste dumps, hostels, etc. Misappropriation of fund, punitive transfer or posting,

abandonment of files or sitting on files, nepotism, tribalism or favoritism, vandalization and wanton on institutions' property by members of staff and authorities, frivolous and unprecedented claims, killings and reports against senior staff due to interest on higher offices, bribery for employment and services. At this point, we still need to stress on leadership again, then proceed to education leadership. Ekwunife (2004:260) has viewed leadership as: —a science in the sense that effective leadership involves clear systematic practice grounded on a solid conviction and knowledge of what makes a good leader, a good leader plus the courage and skill to put this into successful action. This explanation of leadership appears to be conceived at a general social context. It goes with special skill of the scientific knowledge of systematic practice that ends in a successful action. Okoh (1985:29) specifies education leadership thus: —the process of influencing the activities of educational personnel towards goal setting and achievement. This exact nature of what educational leadership should be. But in Nigeria higher educational system and leadership or personnel have been influenced negatively, thereby failing to set the goal and achieve the expected success.

In Nigeria, we hear on daily basis acts of examination malpractices in the higher institutions which is turning to a culture. Some of these examination malpractices are encouraged by staff, parents and students. The school authorities in most cases have failed to pursue the vices with drastic actions. The admission process is not something to write home about. University of Nigeria Alumni Association (1999/2000:28) emphasizes on JAMB loose of its admittance ethical values for admission of candidates into institutions of higher education thus:

JAMB's reliability as a reliable measure of qualification into universities, is now suspect, widespread, rampant malpractices as bizarre as the open hiring of mercenary undergraduates to sit the examination have seriously undermined the institution's credibility as the sole medium for university intake...

Though, today, JAMB has improved, but leaving CBT centres with most of the responsibilities in conducting the entrance examination. More so, the year 2025 UTME has been viewed a partial failure due to sectional result output which later called for re-sit by affected candidates.

In higher institutions, some students (male and female) have turned to sex workers and sex slaves to some staff in the institutions of higher learning. Some female students have engaged in giving birth to babies, dump them at hostel or other corners or waste dumps to the mercy of the general public. Some of these girls or ladies are impregnated either by the co-students, sex worker patronage or staff, opposite sex partners etc. Some of these staff that engage female students in immoral sexual relationship are staff in positions of authorities. Secret cultism in the higher institutions has been rumored to be standby machineries used by authorities of the institutions for killings, vandalization and other related illegalities to achieve their selfish interest. There are also highly suspected levels embezzlement of funds and misappropriation by leadership of higher education in Nigeria. Some persons in positions of leadership in Nigerian higher institutions have been suspected to encourage drug abuse by themselves and student allies. All these acts are against the ethical order, and expected values needed in our institutions of higher learning, but the problems or challenges have remained adamant because the leadership crew appears to be guilty of this ethical disobedience because most of them lack the conscience for general academic growth and development which pose a challenge to the global world competitiveness.

Effects and Remedy to these Ethical Value Challenges in Nigeria Higher Education

It is very difficult to feel that issues associated with weaknesses or degeneration of ethical values in higher education in Nigeria do not accrue some effects which automatically call for a process of re-engineering of the leadership incompetencies and inefficiencies for global competitiveness. Okoye, Uche Patrick, et al (2024:4) point thus:

Examination malpractices are gradually becoming thorn in the flesh of the educational sector of this country, especially in tertiary level. This is a very unethical practice that covers the broad range of actions from cheating in impersonation and bribery to use of unauthorized materials at any form of examination. Despite several attempts by the examination authorities to check this scourge, the trends in

examination malpractice have been on the increase giving concern to the validity of academic qualifications obtained from institutions in Nigeria...

For the fact that examination malpractices have resisted measures to control or abort it means the authorities in charge of the examination processes and institutional leadership are failing. Therefore, in the next sub-heading light will be thrown on panacea to the problem in order to re-engineer leadership excesses in Nigeria higher education to empower Nigeria higher education toward challenging the modern world higher educational competitions. consequently, in this sub heading, our interest is on the effects of the scourge. After pointed out above by Okoye Uche Patrick and others above, one of the menaces is that examination malpractices have thrown concern to the validity of academic qualifications obtained or attained from Nigerian higher institutions.

The quest for admission into the higher educational institutions has encouraged the admission of people of questionable character. Nzeakor (2002:286) observes that: —drug abuse leads to various criminal and deviant acts amongst students. It leads violence, wanton destruction of lives and properties and arson. A similar issue is associated with some staff, even amongst those in leadership positions in the higher education being addicted to hard drugs or alcoholism. These acts among staff and student disrupt labour input and output in the higher institutions. In some cases, it leads to suicide, depression and other mental related problems. These acts have seemed to encourage the institutions of higher education to appear commonly unethical.

These low ethical and value consciousness in the higher institutions, irrespective of the health-related issues they cause, they also endanger the economic and human resources' growth and development in the entire society. Since people in leadership positions in higher institution cannot maintain order from the admission processes, where any person is admitted, lives and property are destroyed, authorities' sit on lower staff files, pension, allowances and other entitlements are withheld, funds for salaries, infrastructural developments are embezzled respectively, affected people and those related to them in financial engagements or otherwise suffer the evil actions economically. These acts lower such people's standard of living. It diminishes social interaction of individual and families since every interaction demands for capital no, no matter how little it could be. These unethical acts reduce the value of some individuals in the society and higher educational institutions. It also creates enmities between the leaders and the led, amongst other effects.

The Panacea and Re-engineering Leadership in Nigerian Higher Education for Global Competitiveness

In order to re-engineer the leadership of higher Institution's education for global competitiveness, the following facts are put down in this paper as solution:

1. Stronger disciplinary leadership or leaders greater than the old or the present ones to re-engineer the Nigerian higher education system for a competitive global standard.
2. As it has been suggested by Nzeakor (2002:294), —the sinful nature of man controlling the staff and students of higher institutions in Nigeria persists, Nigerians should make a more serious and radical effort to enforce a positive spiritual change as a solution to this problem. Okwor (2000:6) has pointed that only spiritual or divine intervention can out-run and arrest corruption in Nigeria. So, will divine intervention do to unethical actions in higher educational institutions.
3. Nigerians have to work on their value system for a re-order in the higher institutions of learning. Unnecessary values should not be attached to money, wealth, cheap popularity and pleasure as against character and excellence.
4. Salaries and allowances are poor in some higher institutions and even paid inconsistently. These payments should be made in commensurate to the economic situation in Nigeria and should be paid consistently as at when due.
5. Secret cultism has taken the day in the higher institutions. It should be stamped out by the government and other related stakeholders.

6. Government should fund and monitor the use of the funds adequately, provide textbooks at subsidized rates to make teaching and learning very productive and effective.

Conclusion

Lack of attention to ethical values has caused Nigeria a big harm in her education, especially at higher institutions. This has created several injuries in social, economic, cultural, health, religious, and political problems to Nigeria. Therefore, every hand, associations, groups, government, educational and other institutions should come together to push Nigeria higher education to a world class standard.

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ADMINISTRATORS' ETHICAL LEADERSHIP STRATEGIES AND EFFECTIVE ADMINISTRATION OF PUBLIC UNIVERSITIES IN RIVERS STATE

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&

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Abstract

The study examined administrators' ethical strategies and effective administration in public Universities in Rivers State. Three research questions and three hypotheses guided the study. The study adopted a correlation research design. The area of the study was Rivers State. The population of the study consisted of 1,286 administrators in three Universities in Rivers State, which comprises of Rivers State University (RSU), University of Port Harcourt (UNIPORT) and Ignatius Ajuru University of Education (IAUE). Taro Yamane formula was used to determine the sample size used for the study. Sample size of 305 administrators from the three Universities were drawn from the population using stratified sampling technique. Two structured instruments titled "Administrators' Ethical Leadership Strategies Questionnaire (AELSQ)" and "Effective Administration in Public Universities Questionnaire (EAPUQ)" were used to elicit data from the respondents. The instrument was validated by two experts in the field of Measurement and Evaluation in Rivers State University. The reliability of the instrument was determined using Cronbach Alpha method. The reliability of the instrument gave a Cronbach Alpha index of 0.77, 0.73 and 0.83 which was considered reliable. The Pearson's Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings of the study revealed that, there is strong positive relationship between administrator's role modelling strategy, administrators' ethical policy enforcement strategy, administrator's transparency strategy and effective administration in public Universities in Rivers State. Based on the findings, it was recommended among others that, university administrators should demonstrate ethical leadership by maintaining high moral standards, professionalism, and integrity in all decision-making processes.

Keywords: Administrators, Ethical Leadership, Strategies, Effective Administration

Introduction

Public universities serve as pivotal institutions in the advancement of knowledge, societal development and the cultivation of future leaders. In Rivers State, Nigeria, these universities face a myriad of challenges, including financial constraints, infrastructural deficits and a rapidly changing educational landscape. Central to addressing these challenges is the ethical framework within which university administrators operate. Ethical strategies are not merely guidelines for conduct; they shape the very culture of an institution, influencing decision-making processes, stakeholder relationships, and ultimately, educational outcomes.

Recent studies have highlighted the critical role of ethical leadership in enhancing institutional effectiveness. For instance, a study by Oduro, Agyemang and Asare (2022) emphasized that ethical leadership fosters an environment of trust and accountability, which is essential for effective governance in educational settings. Furthermore, Alabi (2023) argues that administrators who prioritize ethical considerations in their decision-making processes are more likely to achieve Sustainable

Development Goals within their institutions. These findings underline the necessity of integrating ethical strategies into the administrative practices of public universities, particularly in regions where corruption and mismanagement have been prevalent.

Ethical leadership in administration is essential for fostering integrity and trust within organizations. Administrators employ various ethical strategies to guide their decision-making and actions, ensuring that they uphold the values of their institutions (Johnson & Smith, 2023). These strategies not only influence organizational culture but also affect stakeholder perceptions and outcomes. Recent studies emphasize the importance of ethical frameworks in administration, highlighting how effective ethical strategies contribute to positive organizational performance and stakeholder relationships (Brown, Treviño & Harrison, 2022; Johnson & Smith, 2023).

In the administration of public universities, ethical leadership plays a crucial role in ensuring transparency, accountability, and overall institutional effectiveness. Ethical leadership in university administration involves decision-making based on integrity, fairness, and the commitment to uphold ethical standards in all aspects of governance. Administrators who adhere to ethical leadership principles foster a culture of trust, respect, and professionalism among faculty, staff, and students. Brown and Treviño (2021), ethical leadership enhance institutional credibility, improves staff and student morale, and promotes adherence to regulatory frameworks that guide the operations of higher institutions. In Rivers State, where public universities play a significant role in higher education development, the adoption of ethical leadership strategies is essential for maintaining quality education, reducing corruption, and ensuring that policies are implemented for the benefit of all stakeholders.

Administrators' ethical leadership strategies encompass leading by example, promoting transparency, enforcing ethical conduct, ensuring inclusivity, and making ethically sound decisions that align with institutional goals. Ethical leaders influence institutional effectiveness by discouraging favouritism, academic fraud, financial mismanagement, and administrative inefficiencies (Treviño, Weaver, & Reynolds, 2022). When administrators model ethical behaviour, they inspire faculty and students to uphold ethical values, which translates to a more disciplined and effective academic environment. Public universities in Rivers State have faced challenges related to mismanagement, corruption, and leadership inefficiencies, which have affected students' academic performance and overall institutional progress. Addressing these challenges requires a strategic focus on ethical leadership practices that prioritize fairness, accountability, and the well-being of all university stakeholders.

Ethical leadership among administrators' is essential for fostering transparency, integrity, and accountability within organizations, especially in educational institutions, government agencies, and corporate settings. Administrators who implement ethical leadership strategies help to create a culture of fairness, respect, and professionalism, ultimately enhancing institutional efficiency and productivity. Below are types of ethical leadership strategies that administrators can adopt:

- i. **Leading by Example (Moral Role Modelling):** Administrators who demonstrate ethical behaviour through their actions set the tone for ethical conduct within their institutions. Brown and Treviño (2021) emphasize that leaders who act with honesty, fairness, and accountability inspire employees, faculty, and students to uphold similar values. By consistently making morally sound decisions, administrators reinforce ethical expectations, discourage corruption, and promote a culture of trust and respect. Example: A university administrator who transparently handles promotions and admissions fosters an environment where merit and integrity thrive.
- ii. **Establishing and Communicating Clear Ethical Policies:** A well-defined ethical framework provides guidelines on acceptable behaviour and decision-making within an institution. Administrators must develop codes of conduct, anti-corruption policies, and ethical guidelines to ensure compliance with organizational values (Treviño, Weaver, & Reynolds, 2022). Ethical policies should be clearly communicated to all stakeholders through training programs, institutional handbooks, and periodic reinforcement. Example: A school principal

implementing a zero-tolerance policy on bribery and favouritism in grading students ensures fairness and academic integrity.

- iii. **Promoting Transparency and Accountability:** Ethical administrators‘ prioritize open communication, fairness in decision-making, and accountability in financial and administrative processes. When employees and students trust that leadership decisions are based on merit and fairness, institutional credibility is strengthened (O‘Fallon & Butterfield, 2020). Transparency also discourages unethical behaviours such as embezzlement, favouritism, and academic fraud. Example: A university vice-chancellor who makes the institution’s financial reports publicly available demonstrates transparency, building confidence among students and staff.
- iv. **Encouraging Ethical Decision-Making:** Ethical administrators ensure that policies and decisions align with ethical principles such as fairness, justice, and integrity. They promote ethical reasoning by considering both the short- and long-term consequences of their decisions. Ferrell and Fraedrich (2021) suggest that administrators should apply ethical frameworks like consequentialism (focus on outcomes), deontology (following rules), and virtue ethics (moral character) when making decisions. Example: A school administrator who refuses to manipulate students‘ grades for political or financial gain upholds ethical decision-making.
- v. **Enforcing Ethical Conduct through Disciplinary Measures:** Ethical leadership requires that administrators hold individuals accountable for their actions by enforcing disciplinary measures for unethical behaviours. Kaptein (2022), leaders must implement whistle-blower protection policies to encourage the reporting of corruption, harassment, and other misconducts. Ethical enforcement ensures that violations are addressed fairly and consistently. Example: A university administrator who ensures that faculty members engaging in sexual harassment face disciplinary action reinforces ethical standards.
- vi. **Fostering an Inclusive and Respectful Work Environment:** An ethical administrators‘ values diversity, fairness, and respect for all stakeholders, regardless of gender, religion, or social background. Institutions that foster inclusivity experience higher engagement, reduced conflicts, and improved performance (Mayer, Kuenzi, & Greenbaum, 2020). Ethical administrators promote policies that support equal opportunities in hiring, promotions, and academic participation.
Example: A university chancellor who implements policies that prevent discrimination in staff recruitment and student admissions promotes inclusivity.
- vii. **Investing in Ethical Training and Professional Development:** Ethical leadership is strengthened through continuous education, training programs, and awareness campaigns. Administrators should organize ethics workshops, leadership training, and mentorship programs to instil ethical values among faculty, staff, and students (Treviño & Brown, 2021). These initiatives help build moral awareness and ethical reasoning skills among all stakeholders. Example: A school administrator who mandates annual ethics training for teachers and students ensures that ethical leadership remains a core value in the institution.

Statement of the Problem

The effective administration of public universities in Rivers State is increasingly challenged by issues of corruption, mismanagement, lack of transparency, and poor ethical leadership. Many university administrators fail to adopt ethical leadership strategies, leading to a decline in academic integrity, financial accountability, and institutional efficiency (Brown & Treviño, 2021). The absence of

clear ethical policies and accountability mechanisms has resulted in cases of nepotism, misallocation of resources, and administrative inefficiencies, negatively impacting the quality of education and research output. Without strong ethical leadership, universities struggle to uphold their mission of delivering quality education, fostering innovation, and maintaining global academic standards.

Furthermore, the lack of transparency in decision-making, financial management, and staff recruitment has contributed to poor governance structures, limiting the universities' ability to function effectively. Ethical leadership is essential for ensuring fairness in promotions, faculty development, and student support services (Kaptein, 2022). However, in many public universities in Rivers State, there is a gap between administrative policies and ethical leadership practices, leading to dissatisfaction among faculty, students, and stakeholders. The failure to adopt student-centered policies, uphold academic honesty, and integrate inclusive leadership strategies has hindered institutional growth and development.

If these ethical leadership gaps are not addressed, public universities in Rivers State risk continued academic decline, poor research output, and loss of credibility. There is an urgent need for ethical leadership strategies that promote accountability, fairness, and institutional effectiveness to enhance staff morale, student performance, and overall university administration. It is for these reasons the researcher carried out the study to find out; What is the relationship between administrators' ethical leadership strategies and effective administration of Public Universities in Rivers State? and to proffer solutions to the stated problems.

Purpose of the Study

The purpose of the study was to examine Administrators' Ethical Leadership Strategies and Effective Administration of Public Universities in Rivers State. The specific objectives of this study are to:

1. Determine the relationship between Administrators' role modeling strategy and Effective Administration in Public Universities in Rivers State.
2. Examine the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State.
3. Ascertain the relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State.

Research Questions

The following research questions guided the study:

1. What is the relationship between Administrators' role modeling strategy and Effective Administration in Public Universities in Rivers State?
2. What is the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State?
3. What is the relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance;

1. There is no significant relationship between Administrators' role modeling strategy and Effective Administration in Public Universities in Rivers State.
2. There is no significant relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State.
3. There is no significant relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State.

Methodology

The study adopted a correlation research design. The area of the study was Rivers State. The population of the study consisted of 1,286 administrators in three universities in Rivers State, which

consists of Rivers State University (RSU), University of Port Harcourt (UNIPORT) and Ignatius Ajuru University of Education (IAUE). Taro Yamane formula was used to determine the sample size used for the study. Sample size of 305 administrators from the three Universities were drawn from the population using stratified sampling technique. Two structured instruments titled “Administrators’ Ethical Leadership Strategies Questionnaire (AELSQ)” and —Effective Administration in Public Universities Questionnaire (EAPUQ) were used to elicit data from the respondents. Responses to the questionnaire items were structured on a four- point summated rating scale of: Strongly Agreed (SA) – 4points, agreed (A) – 3points, disagreed (D) – 2points and Strongly Disagree (SD)– 1points. The instrument was validated by two experts in the field of Measurement and Evaluation in Rivers State University.

The reliability of the instrument was determined using Cronbach Alpha method. The reliability of the instrument gave a Cronbach Alpha index of 0.77, 0.73 and 0.83 which was considered reliable. The Pearson’s Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypotheses at 0.05 level of significance. This was further tested by transforming the coefficient of correlation r to t in order to establish the significance or other wise of the r - value. The classification of r value magnitude used for decision making according to Mahdavi (2012) is stated as follows;

- i. + 0.30. A weak uphill (positive) relationship
- ii. + 0.50. A moderate uphill (positive) relationship
- iii. + 0.70. A strong uphill (positive) relationship
- iv. Exactly + 1. A perfect uphill (positive) relationship
- v. Exactly – 1. A perfect downhill (negative) relationship
- vii. – 0.70. A strong downhill (negative) relationship
- vii. – 0.50. A moderate downhill (negative) relationship
- viii. – 0.30. A weak downhill (negative) relationship
- ix. 0. No relationship

Results

Research Question 1: What is the relationship between Administrators’ role modelling strategy and Effective Administration in Public Universities in Rivers State?

Table 1: PPMC Analysis on Relationship between Administrators’ Role Modelling Strategy and Effective Administration in Public Universities in Rivers State

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Administrators’ Role Modelling Strategy	305	5459	84724			
			93615	913830	0.73	Positive (strong)
Effective Administration in Public Universities	305	6120				

Source: Field survey (2024)

The information in Table 1 shows the relationship between Administrators’ role modelling strategy and Effective Administration in Public Universities in Rivers State. When university administrators’ model ethical behaviour, they set a standard for integrity, honesty, and fairness, encouraging faculty, staff, and students to adopt similar values. Ethical role modelling builds trust among students, faculty, and external stakeholders, fostering a positive reputation for the university. Administrators who lead by example inspire faculty and staff to take responsibility for their actions, ensuring transparency in decision-making and governance. Ethical role modeling creates a positive work and learning environment, leading to higher job satisfaction among staff and improved student

motivation. When administrators uphold ethical standards, they discourage malpractices such as bribery, favoritism, and embezzlement, ensuring proper allocation of resources and funds. The calculated r-value 0.73 shows an uphill (strong positive) relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State. This implies that Administrators' role modelling strategy is related to Effective Administration in Public Universities. In other words, this is the type of relationship in which an increase in one variable leads to the increase in another variable.

Research Question 2: What is the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State?

Table 2: PPMC Analysis on Relationship between Administrators' Ethical Policy Enforcement Strategy and Effective Administration in Public Universities in Rivers State

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Administrators' Ethical Policy Enforcement Strategy	305	6314	85304			
			98564	948378	0.80	Positive (strong)
Effective Administration in Public Universities	305	7406				

Source: Field survey (2024)

The information in Table 2 shows the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State. Enforcing ethical policies ensures that administrators, faculty, and students uphold honesty, transparency, and accountability, fostering a corruption-free university environment. Strict enforcement of ethical policies prevents financial mismanagement, bribery, and favouritism, ensuring that university funds and resources are utilized efficiently for academic and infrastructural development. Ethical policy enforcement discourages plagiarism, exam malpractice, and academic dishonesty, leading to credible research outputs and a reputable learning environment. Strong ethical policies ensure that students and staff receive equal opportunities without discrimination based on gender, ethnicity, or political affiliations, promoting diversity and inclusivity. Ethical policy enforcement promotes responsible leadership, ensuring that university management adheres to best practices in administration, faculty appointments, and student welfare. The calculated r-value 0.80 shows an uphill (strong positive) relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State. This implies that Administrators' ethical policy enforcement strategy is related to Effective Administration in Public Universities in Rivers State.

Research Question 3: What is the relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State.

Table 3: PPMC Analysis on Relationship between Administrators' Transparency Strategy and Effective Administration in Public Universities in Rivers State

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Administrators' transparency strategy	305	5150	73518	821505	0.85	Positive (strong)
Effective Administration in Public Universities	305	5590	75548			

Source: Field survey (2024)

The information in Table 3 shows the relationship Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. Transparency in university administration fosters trust among students, faculty, staff, and external stakeholders, enhancing the university's credibility and reputation. Transparent governance discourages financial mismanagement, embezzlement, and favouritism, ensuring fair allocation of resources and ethical leadership. When administrators uphold transparency, it reinforces strict academic policies, reducing plagiarism, examination malpractice, and falsification of research data. Transparency ensures that policy-making, budgeting, and administrative decisions are inclusive and evidence-based, reducing biases and promoting fair leadership. Public universities with transparent policies encourage faculty, staff, and students to take responsibility for their actions, fostering a culture of honesty and accountability. The calculated r-value 0.85 shows an uphill (strong positive) relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. This implies that Administrators transparency strategy is elated to Effective Administration in Public Universities in Rivers State. In other words, this is the type of relationship in which an increase in one variable leads to the increase in another variable.

Test of Hypotheses

H₀₁: There is no significant relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State.

Table 4: Significant Relationship between Administrators' Role Modelling Strategy and Effective Administration in Public Universities in Rivers State

	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	Df	r-cal	t-cal	t-crit	Decision
Administrators' Role Modelling Strategy.	305	5459	84724	913826	303	0.73	10.67	1.96	H ₀₂ Rejected
Effective Administration in Public Universities.	305	6120	93615						

* Significance at 0.05

Source: Field Survey (2024)

In Table 4, the t-transformed (calculated) value of 10.67 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that Administrators' role modelling strategy is related to Effective Administration in Public Universities in Rivers State, as such the positive relationship between Administrators' role modelling strategy and Effective Administration in Public Universities is significant.

H₀₂: There is no significant relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State.

Table 5: Significant Relationship between Administrators' Ethical Policy Enforcement Strategy and Effective Administration in Public Universities in Rivers State

	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	Df	r-cal	t-cal	t-crit	Decision
Administrators' Ethical Policy Enforcement Strategy.	305	6314	85304						
				948378	303	0.80	13.57	1.96	H ₀₂ Rejected
Effective Administration in Public Universities.	305	7406	98564						

* Significance at 0.05

Source: Field Survey (2024)

In Table 5, the t-transformed (calculated) value of 13.57 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that Administrators' ethical policy enforcement strategy is related to Effective Administration in Public Universities in Rivers State. To confirm the significant relationship, a t-transformation of the computed r-value was done and the result is as presented above with t-cal = 13.57 > t-crit = 1.96.

H₀₃: There is no significant relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State.

Table 6: Significant Relationship between Administrators' Transparency Strategy and Effective Administration in Public Universities in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	Df	r-cal	t-cal	t-crit	Decision
Transparency Strategy.	305	5150	73518						
				821505	303	0.85	15.63	1.96	H ₀₃ Rejected
Effective Administration in Public Universities.	305	5590	75548						

* Significance at 0.05

Source: Field survey (2024)

In Table 6, the t-transformed (calculated) value of 15.63 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The implication is that Administrators' transparency strategy is related to Effective Administration in Public Universities in Rivers State. To confirm the significant relationship, a t-transformation of the computed r-value was done and the result is as presented above with $t\text{-cal} = 15.63 > t\text{-crit} = 1.96$.

Discussion of Findings

The findings of research question one revealed that there is a high and relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State. The calculated r-value 0.73 shows an uphill (strong positive) relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State. This implies that Administrators' role modelling strategy is related to Effective Administration in Public Universities in Rivers State. In hypotheses four, the t-transformed (calculated) value of 10.67 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' role modelling strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The findings of the study is in agreement with the assertions of Brown and Treviño (2021) which emphasize that leaders who act with honesty, fairness, and accountability inspire employees, faculty, and students to uphold similar values. By consistently making morally sound decisions, administrators reinforce ethical expectations, discourage corruption, and promote a culture of trust and respect.

Research question two shows the relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State. The calculated r-value 0.80 shows an uphill strong positive relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State. In corresponding hypothesis two, the t-transformed (calculated) value of 13.57 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' ethical policy enforcement strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. This is in agreement with Kaptein (2022) who argued that, leaders must implement whistle-blower protection policies to encourage the reporting of corruption, harassment, and other misconducts. Ethical enforcement ensures that violations are addressed fairly and consistently.

Research question three shows the relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. The calculated r-value 0.85 shows an uphill (strong positive) relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. The calculated r-value 0.85 shows an uphill (strong positive) relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State. The corresponding hypothesis three, the t-transformed (calculated) value of 15.63 is greater than the t-critical value of 1.96 for 303 degrees of freedom at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between Administrators' transparency strategy and Effective Administration in Public Universities in Rivers State is hereby rejected and the alternate is thus accepted. The finding of the study is in agreement with submission of O'Fallon and Butterfield (2020) who argued that, Transparency discourages unethical behaviours such as embezzlement, favouritism, and academic fraud. Ethical administrators prioritize open communication, fairness in decision-making, and accountability in financial and administrative processes. When employees and students trust that leadership decisions are based on merit and fairness, institutional credibility is strengthened.

Conclusion

Based on the findings of the study, the researcher concludes that; There is strong positive relationship between Administrators' role modelling strategy, Administrators' ethical policy enforcement strategy, Administrators transparency strategy and Effective Administration in Public Universities in Rivers State. Administrators' ethical leadership strategies are fundamental to the effective administration of public universities. Ethical leadership fosters transparency, accountability, and fairness in decision-making processes, ensuring that universities operate with integrity and professionalism. By implementing ethical policies, enforcing standards of conduct, and promoting inclusivity, administrators can create an environment that supports academic excellence, faculty productivity, and student success. Ethical leadership also plays a crucial role in minimizing corruption, favouritism, and unethical practices, thereby strengthening institutional credibility and stakeholder confidence.

Recommendations

Based on the findings of the study, the following recommendations were made;

Strengthening Administrators' Role Modelling Strategy:

1. University administrators should demonstrate ethical leadership by maintaining high moral standards, professionalism, and integrity in all decision-making processes.
2. Administrators should serve as role models by promoting accountability, fairness, and respect for institutional policies, thereby fostering an ethical culture among staff and students.

Enhancing Ethical Policy Enforcement Strategy:

3. Universities should establish and enforce comprehensive ethical policies that clearly define acceptable behaviour, responsibilities, and disciplinary measures for violations.
4. Independent ethics and compliance committees should be created to oversee the implementation of ethical policies and ensure impartial handling of misconduct cases.

Improving Transparency Strategy in University Administration:

5. University administrators should embrace open governance by making administrative decisions, financial records, and institutional policies publicly accessible to stakeholders.
6. Regular stakeholder engagement meetings, such as town halls and public forums, should be conducted to promote inclusivity and participatory decision-making.

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INTEGRATING ETHICAL LEADERSHIP AND SUSTAINABLE SECONDARY EDUCATION ADMINISTRATION IN ANAMBRA STATE, NIGERIA



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Abstract

This study explored integrating ethical leadership and sustainable secondary education administration in Anambra State. It aims to examine the relationship between ethical leadership (leadership integrity and accountability) and sustainable secondary education administration. The study adopted correlational research design. Two research questions and two hypotheses guided the study. The population for this study consisted of 257 principals in 257 public senior secondary schools in Anambra State. The sample size used for this study was 257 respondents, representing 100% of the entire population using census sampling technique. The instruments for data collection are two self-structured questionnaires titled —Integrating Ethical Leadership Questionnaire —(IELQ) and Sustainable Secondary Education Administration Questionnaire (SSEAQ) with 40 items. A sample of 30 principals who share the same characteristics were drawn from Imo State for the reliability test. The reliability coefficient of integrating ethical leadership was .84 and sustainable secondary education Administration was .87 while leadership integrity was .86 and leadership accountability was .76 respectively using Cronbach method. Out of 257 copies of the questionnaire administered, 250 copies were properly filled out and retrieved, which represented 97.5% success. The research questions were answered using Pearson product moment correlation (r) statistics, while z-ratio was used to test the hypotheses at 0.05 level of significance. The study revealed that leadership integrity and leadership accountability are the components of integrating ethical leadership and there is a high positive relationship between integrating ethical leadership and sustainable secondary education administration in Anambra State. It was recommended that principals in public senior secondary schools in Anambra State should encourage the use of leadership integrity and accountability for sustainable secondary education administration in Anambra State.

Keywords: Ethical, Leadership, Integrity, Accountability, Sustainable.

Introduction

Recently, the educational sector in Nigeria, especially in Anambra State, has encountered considerable challenges concerning ethical leadership. Examination malpractices, administrative corruption, and a decline in moral standards have been reported, compromising the quality of education and its contribution to national development. The rise of "Miracle Examination Centres" facilitating

examination fraud has been documented, compromising the integrity of the educational system (Agwu et al., 2023). Incorporating ethical leadership in secondary education administration is crucial for fostering enduring national progress in addressing these issues.

In the realm of education, ethical leadership encompasses the demonstration of moral decision-making, justice, and integrity by school leaders, so serving as exemplary for both staff and students. Furthermore, ethical leadership encourages effective governance inside educational institutions, which is critical to national growth. According to research, the absence of ethical leadership causes challenges such as corruption and poor governance, which impede sustainable development Mbonu et al. (2021). School leaders can improve the general efficiency and reputation of their respective institutions by encouraging ethical behaviour.

Ethical leadership in education has a major influence on sustainable national development. Good leadership produces a group of pupils who show moral integrity and academic excellence, therefore enhancing society's contributions. Moreover, ethical leadership improves government inside educational institutions, which is necessary for national growth. Studies show that lack of ethical leadership results in problems such as corruption and inadequate government which impede sustainable development (Jeko & Odigie, 2024). Thus, including ethical leadership into the management of secondary school helps to generate responsible citizens and promotes national development.

Statement of the Problem

Many secondary schools in Anambra State continue to struggle with unethical practices, despite the acknowledged significance of ethical leadership in fostering educational excellence and national development. These challenges are characterized by a general decline in moral values among students and staff, as well as examination malpractices and administrative misconduct. The continuation of these problems shows a lack in the efficient application of ethical leadership in educational systems. This study focuses on the impact of ethical leadership on long-term national development in Anambra State's secondary schools.

Aim and Objectives of the Study

The aim of the study was integrating ethical leadership and sustainable secondary education administration in Anambra State. Specifically, the objective sought to:

1. examine the relationship between leadership integrity and sustainable secondary education administration in Anambra State.
2. assess the relationship between leadership accountability and sustainable secondary education administration in Anambra State.

Research Questions

The following research questions guided the study

1. What is the relationship between leadership integrity and sustainable secondary education administration in Anambra State?
2. What is the relationship between leadership accountability and sustainable secondary education administration in Anambra State?

Hypotheses

The following hypotheses tested at 0.05 level of significance guided the study

1. There is no significant relationship between leadership integrity and sustainable secondary education administration in Anambra State.
2. There is no significant relationship between leadership accountability and sustainable secondary education administration in Anambra State.

Literature Review

Integrating Ethical Leadership in the School System

In education, ethical leadership is the technique wherein school leaders, acting as role models for staff members as well as pupils, show integrity, justice, and moral decision-making. This kind of leadership stresses the need to establish an atmosphere supporting moral values, openness, and responsibility. Ethical leaders model honesty, integrity, and justice (Ghanem & Castelli, 2019), therefore guiding the ethical actions of their subordinates. In education, ethical leadership is based on numerous fundamental ideas that direct leaders in creating a good and efficient learning environment. Integrity means keeping strong moral standards and making sure one's words and behaviour line up. By acting honestly and ethically, educational leaders show integrity and set standards for staff members as well as for pupils.

This integrity-based dedication encourages the school community to grow trusting (Kirk, 2024). Leaders who practice accountability must be liable for their decisions and actions, therefore promoting a culture in which duties are precisely understood and accepted. Educational leaders encourage a feeling of responsibility and ownership among staff and students by making themselves and others accountable, therefore fostering a more open and efficient learning environment (Leithwood, 2023). Educational leaders who live by these values will be able to properly steer their institutions toward academic success and ethical and supportive school environment. These ideas complement some of the Seven Principles of Public Life, which include selflessness, integrity, objectivity, responsibility, transparency, honesty and leadership (Robertleeforth, 2025).

Ethical leadership has been linked to the cultivation of school climates, which are characterized by clear expectations, consistent discipline, and supportive teacher-student relationships. Such environments have been shown to positively influence student behaviour and academic outcomes. Research by Karakose et al. in Da'as, (2023) show that ethical leadership styles subtly lower students' hostile attitudes, therefore creating an environment fit for academic performance. Stated differently, ethical leadership is favourably connected with several measures of school performance. Ethical leaders offer a good setting for learning and instruction, which can help to raise student performance. A study examining the ethical leadership practices of principals in Anambra State revealed that such practices are pivotal for goal attainment in public secondary schools (Obiekwe & Ezeugbor, 2019).

Furthermore, ethical leadership fosters trust and collaboration among staff, reduces incidences of misconduct, and enhances the school's reputation within the community. Instructors report far higher levels of work satisfaction when ethical leadership is present. A trusting and committed workforce are the result of leaders that are trustworthy, fair, and care about their employees. According to Cansoy et al. (2021), the ethical atmosphere of the school mediates the association between ethical leadership and teachers' work satisfaction. This suggests that ethical leaders not only directly affect job satisfaction but also shape the corporate culture, thereby raising morale among teachers (Cansoy et al. 2021). Leaders who respect moral values are more likely to engage in major interactions with stakeholders, therefore strengthening cooperation and confidence among the school community. Negiş and Işık (2020) finds that ethical leadership is positively associated with school effectiveness evident in teachers' affective commitment and job satisfaction. This highlights the role of ethical leadership in promoting a consistent and effective government structure (Işık, 2020). Dealing with present problems and forward sustainable national development in Anambra State calls for including ethical leadership into the running of secondary education.

Incorporating ethical leadership in educational administration is essential in improving student performance, boosting teacher satisfaction and consolidating school governance. The importance of encouraging ethical practices among school leaders to foster sustainable and effective educational environments are shown from these findings.

Sustainable Secondary Education Administration

Secondary school administration in Anambra state of Nigeria encounters problems in relation to ethical leadership. Research findings have revealed mismanagement of resources, lack of transparency,

and inadequate stakeholder engagement challenges. Obiekwe (2019) found that some principals in the state have been implicated in misappropriation of funds intended for school improvement. In this study, Obiekwe reveals that there have been allegations of principals collecting illegal levies from students in public schools that led to the state governor's directives to return such levies or face sanctions. These unethical behaviours are associated with indifference from teachers and problems in attaining educational objectives. This study draws attention to the importance of ethical leadership in school administration and its impact on school effectiveness and teacher commitment. It is imperative for school principals to uphold ethical leadership principles to tackle these difficulties.

Leadership Integrity and Sustainable Secondary Education Administration

Leadership integrity is crucial in promoting sustainable administration within secondary education (Ughamadu & Ezinine, 2021). The effect of ethical leadership on school environments and outcomes has been examined in recent scholarly studies. Bujang et al. (2025) carried out a study on the significance of encouraging integrity among school administrators' ethical leadership through a systematic review. The three main topics that appeared from the PRISMA framework are Academic integrity and ethics in education, leadership and integrity in educational management, and character and value education in schools. The study concluded that all embracing programmes and administrative support are vital for encouraging integrity, and that effective leadership significantly influences a conducive school environment.

Similarly, a study by Obiekwe et al. (2021) investigated the ethical leadership practices adopted by principals for goal attainment in public secondary schools in Anambra State, Nigeria. It was found that principals employed different kinds of ethical leadership practices, including climatic, communicative, behavioural, and decisional strategies, to achieve school goals. The study advocated for educational authorities encourage and train school administrators to exhibit ethical leadership practices to create a positive school climate conducive to goal attainment.

Enwereuzor et al. (2020) carried out a study on the mediating effect of perceived leader integrity in the relationship between ethical leadership and ethical atmosphere among teachers. The study revealed that ethical leadership has a positive effect on teachers' perceptions of their leaders' integrity, successively positive relationship with ethical climate in schools. This suggested that leaders who demonstrate ethical behaviour are perceived as having integrity, hence encouraging a positive ethical climate.

These studies stressed the key role of leadership integrity in encouraging sustainable administration in secondary education. They emphasized the need for complete programmes and training that support ethical leadership practices among school principals to create positive school environments and achieve educational goals.

Leadership Accountability and Sustainable Secondary Education Administration

Leadership accountability forms an important feature in attaining sustainable administration in secondary education. Contemporary scholarly literature has examined how accountable leadership practices affect the effectiveness and sustainability of educational institutions. Ughamadu and Ezinine (2021) conducted a comprehensive examination of effective leadership practices of principals for sustainable development in secondary schools in Anambra State, Nigeria. The research emphasized that principals take on transformational leadership practices, including accountability measures, to encourage sustainable development. They recommended that educational authorities carry out capacity-building programmes to encourage principals' ability to apply instructional leadership practices effectively.

Adeoye et al. (2025) focusing on the connection of accountability with innovation and global citizenship, examined the inclusion of transformational leadership in the educational sector. It was recommended from the result of their findings that redefining accountability, encouraging innovative teaching practices, and including global citizenship into the curriculum are important approaches. The

study underscored that successful transformational leadership involves stabilizing accountability with encouraging an environment favourable to innovation and universal awareness.

Ogundele et al. (2023) explored issues of accountability within Nigerian secondary education, pinpointing problems such as socio-economic crises and inflationary pressures that makes it difficult for effective accountability. The research concluded that accountability is essential for efficient school management and advocated for the involvement of stakeholders in the processes of educational planning and execution. Training principals and teachers in data and financial management was advocated to encourage accountability practices.

Ezeugbor and Akinwale (2018) examined administrators' managerial competencies for sustainable human resource management in secondary education in Enugu State in Nigeria. The study revealed that secondary school administrators often lack managerial competencies needed for effective student human resource management. The authors suggested including student human resource management into training programmes for schools' principals to advance more student-centred policies.

Collectively, these research work underscore the importance of leadership accountability in encouraging sustainable administration in secondary education. They indicate the need for capacity-building programs, stakeholder involvement, and the development of managerial competencies among school administrators to encourage accountability practices and gain sustainable educational outcomes.

Methodology

The study adopted correlational research design. The population for this study consisted of 257 principals in 257 public senior secondary schools in Anambra State. The sample size used for this study was 257 respondents representing 100% of the entire population using census sampling technique. The instruments for data collection are two self-structured questionnaires titled —Integrating Ethical Leadership Questionnaire —(IELQ) and Sustainable Secondary Education Administration Questionnaire (SSEAQ) with 20 items. A sample of 30 principals who share the same characteristics were drawn from Imo State for the reliability test. The reliability coefficient of integrating ethical leadership was .81 and sustainable secondary education Administration was .84 while leadership integrity was .85 and leadership accountability was .76 respectively using Cronbach method. Out of 257 copies of the questionnaire administered, 250 copies were properly filled out and retrieved, which represented 97.5% success. The research questions were answered using Pearson product moment correlation (r) statistics, while z-ratio was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the relationship between leadership integrity and sustainable secondary education administration in Anambra State?

Table 1: Pearson Product Moment Correlation Analysis on the Relationship between Leadership integrity and Sustainable secondary education administration in Anambra State.

Variable	Σ	Σ^2	n	Df	ΣXY	r	Decision
Leadership integrity (X)	12311	1515	250	248	2817	0.71	High Positive Correlation
Sustainable secondary education administration (Y)	11412	1302					

Result from Table 1 reveals a correlation coefficient = 0.71. This value is high and positive, indicating that there is a high and positive relationship between leadership integrity and sustainable

secondary education administration. This implies that improvement in leadership integrity leads to corresponding improvement of sustainable secondary education administration in Anambra State.

Research Question 2: What is the relationship between leadership accountability and sustainable secondary education administration in Anambra State?

Table 2: Pearson Product Moment Correlation Analysis on the Relationship between Leadership Accountability and Sustainable Secondary Education Administration in Anambra State

Variable	Σ	Σ^2	n	Df	ΣXY	r	Decision
Leadership accountability (X)	22412	5022	250	248	6324	0.69	High Positive Correlation
Sustainable secondary education administration (Y)	11412	1302					

Result from Table 2 reveals a correlation coefficient = 0.69. This value is high and positive, indicating that there is high and positive relationship between leadership accountability and sustainable secondary education administration. This implies that leadership accountability leads to corresponding improvement of sustainable secondary education administration in Anambra State.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between leadership integrity and sustainable secondary education administration in Anambra State.

Table 3: Transformed z-ratio on the Relationship between Leadership Integrity and Sustainable Secondary Education Administration in Anambra State

Variable	Σ	Σ^2	n	df	ΣXY	r	z-cal	z-crit.	Decision
Leadership integrity (X)	12311	1515	250	248	2817	0.71	14.85	1.96	Sig. Rejected H_0
Sustainable secondary education administration (Y)	11412	1302							

Result from Table 3 reveals that there is a highly positive relationship between leadership integrity and sustainable secondary education administration in Anambra State. To establish the significance of the relationship, a transformed z-value was computed and an index of 14.85 was obtained. This was compared to the critical z-value of 1.96 at 0.05 level of significance with a degree of freedom of 248, indicating that there is a significant positive relationship between leadership integrity and sustainable secondary education administration in Anambra State.

Hypothesis 2: There is no significant relationship between leadership accountability and sustainable secondary education administration in Anambra State.

Table 4: Transformed z-ratio on the Relationship between Leadership Accountability and Sustainable Secondary Education Administration in Anambra State

Variable	Σ	Σ^2	N	df	ΣXY	r	z-cal.	z-crit.	Decision
Leadership accountability (X)	22412	5022							
			250	248	6324	0.69	11.12	1.96	Sig. Rejected H_0
Sustainable secondary education administration (Y)	11412	1302							

Result from Table 4 reveals that a high positive relationship exists between leadership accountability and sustainable secondary education administration in Anambra State. To establish the significance of the relationship, a transformed z-value was computed and an index of 11.12 was obtained. This was compared to the critical z-value of 1.96 at 0.05 level of significance with a degree of freedom of 248, indicating that there is a significant positive relationship between leadership accountability and sustainable secondary education administration in Anambra State.

Summary of Findings

The summary of findings of this study are as follows:

1. Table 1 and 3 revealed that there is a high and positive relationship between leadership integrity and sustainable secondary education administration in Anambra State. The hypothesis showed that there is a significant relationship between leadership integrity and sustainable secondary education administration in Anambra State.
2. Table 2 and 4 revealed that there is a high and positive relationship between leadership accountability and sustainable secondary education administration in Anambra State. The hypothesis showed that there is a significant relationship between leadership accountability and sustainable secondary education administration in Anambra State.

Discussion of Findings

The discussion findings of this study are presented as shown below:

Leadership integrity and sustainable secondary education administration

The study revealed that there is a high and positive relationship between leadership integrity and sustainable secondary education administration in Anambra State. This finding agreed with the finding of study conducted by Ahmed (2021) who pointed out that the challenges secondary schools in Anambra State are facing include lack of integrity and poor financial management in public institutions. Nwangwu (2015) stated that the foundation of education is frail when there is no integrity and the products of such foundation are weak intellectuals. When there were just few secondary administrators, government were able to supervise the schools, there has been massive increase in the number of secondary schools and in students' enrolment in Nigeria. This increase has gotten to the point where Government openly acknowledged that it can no longer saddle the responsibilities of schools alone. Therefore, the null hypothesis of no significant relationship between leadership integrity and sustainable secondary education administration is rejected.

Leadership accountability and sustainable secondary education administration

The study revealed that there is a high and positive relationship between leadership accountability and sustainable secondary education administration in Anambra State. This finding agrees with Wunti (2012) who believed that concern for leadership accountability in the development of education stems

in part, from the recognition that in Nigeria, like other developing countries of the world, the government is financially unable to provide the much-needed educational facilities for all its schools. For this reason, there is leadership accountability in terms of provision and maintenance of basic facilities necessary and required for implementation of a school curriculum. Therefore, the null hypothesis of no significant relationship between leadership accountability and sustainable secondary education administration is rejected.

Conclusion

In line with the findings from this study, it was concluded that leadership integrity and leadership accountability are the components of integrating ethical leadership and have positive relationship with sustainable secondary education administration in Anambra State. Finally, there is a significant relationship between integrating ethical leadership (integrity and accountability) and sustainable secondary education administration in Anambra State

Recommendations

From the findings of the study, the following recommendations were made:

1. Principals in public senior secondary schools in Anambra State should encourage the use of leadership integrity for sustainable secondary education administration in Anambra State.
2. The use of leadership accountability should be employed by principals for sustainable secondary education administration in Anambra State.

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IMPACT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN MAKURDI LOCAL GOVERNMENT AREA



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Abstract

This study investigated the Impact of social media on Academic Performance of Secondary School Students in Makurdi Local Government Area. Two research question and two hypotheses guided the study. A review of related literature was carried out under theoretical/conceptual framework, empirical studies and summary. Descriptive survey design was used for the study. The population was 8520 students in 25 Secondary Schools in Makurdi Local Government Area. Ten public Secondary Schools out of 25 in Makurdi Local Government Area were selected using simple random sampling techniques to select 200 students in sampled (20 students per school). An instrument titled: "Impact of Social Media on Academic Performance¹. Questionnaire (ISMAP) was used for data collection. Data collected were analyzed using mean and standard deviation to answer research questions and chi-square test of goodness of fit was used to test the null hypothesis. The results showed that use of Facebook, and Whatsapp, have significant impact of social media on Academic Performance of Secondary School Students in Makurdi Local Government Area. The researchers therefore, the study recommended that the School administrators should embark on regular inspection of students to fish out students who engage in facebook during school hours and be punished if caught so as to serve as deterrent for others and the study also recommended that the Parents should also monitor the activities of their children at home especially those who engage whatapp throughout the day do desist from such act and concentrate on their studies even at home.

Keywords: *Impact, Social Media, Academic Performance, Secondary School Students*

Introduction

Academic performance of students especially at the secondary school level is not only pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general (Ewumi, 2012). Adeyemo (2014) also opined that the major goal of the school is to work towards attainment of academic excellence by students. He further maintained that school may have other peripheral objectives but excellent academic performance of children is often the expectation of all parents. Thus, the role of academic performance as one of the

predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshaba, 2019).

According to Kathryn (2010) academic performance also refers to excellence in all academic discipline, in a class as well as extra- curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, and others. Steinberg (2015) posit that academic performance encompasses students' ability and performance: it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post-secondary years and working life. It thus, refers to how well a student is accomplishing his tasks and studies (Alexander, 2012).

Social Media on the other hand is a form of electronic communication which facilitates interaction based on certain interests and characteristics. Lenhart and Mattern (2017) defined Social media as any web site that enables users to create public profiles within the web sites and form relationships with other users of the same web sites. Social media networking sites can be described as community- based web sites, online discussion \ rum, chat rooms and other social spaces online. Social media network sites affect individual relationships, expand their personal networks. Therefore, it is an online service that facilitates the building of social relations among people who share the same interests, activity, backgrounds or real life issues. Social network services consist of a representative of each user, for example, a profile, social links and other services in the network (Coyle, 2018).

According to Enikuomelin (2011), a direct relationship exists between social media usage and academic performance of students in secondary schools. However, the darker side within technological evolution has resulted in dilemmas such as the set back of real values of life, especially among teenage students who form the majority of users interacting through the use of social networking sites. With so many social media sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for online chatting with friends. Many students are now addicted to the online rave of the moment, with facebook, Whatsapp, twitter, blog, 2go, instagram, yahoo messages, youtube and myspace.

Facebook According to Alvarez (2015), is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. Anyone can be a roistered user of the website. Users create a profile and add other friends: they can exchange messages, post status, updates and photos, share video and receive notifications •A hen others update their profiles.

Whatsapp according to Fawzi (2015) is a mobile application used for instant messaging purposes to replace the normal phone short messages (SMs) because of its capacity to send large volume of messages and media files unlike the SMs. Once whatsapp application is installed, users can then create their personal whatsapp account which will be visible to other whatsapp users in their phone contact lists upon synchronization. Whatsapp therefore enable two people to chat and make video or voice call, and groups of people to make group chat using internet/Wi-Fi connection or data charges.

Social media generally have one common goal which is to encourage new ways to communicate and share information. It also provides great opportunities for members including secondary school students who use it to promote the services of the library and et first class information of what is happening around them. The students thus, benefit from the postings in some sites because some postings can be informative and educative and the students after reading such posts can comment on them. However, some secondary school students have formed the habit of visiting different social media sites which may be reason for poor academic performance of students in secondary schools in Makurdi Local Government Area. It is in the light of this background that this study seeks to investigate the impact of social media on academic performance of secondary school students in Makurdi Local Government Area of Benue State.

Statement of the Problem

The problem of poor academic performance of students in Nigerian secondary schools in general and Makurdi Local Government Area of Benue State in particular has been an issue of great concern. Parents, teachers, curriculum experts and school counsellors have also expressed considerable concern about this poor performance in external examination such as; West African Examination Council (WAEC) and National Examination Council (NECO). While some students perform well in these examinations, a huge number perform poorly.

The entire process of education and the development of literacy depend on printed words and reading which is the crucial means through which students develop this literacy and the knowledge about its environment. Nevertheless, secondary school students who supposed to use social media to promote and uplift their academic career turn it to a reverse. as these set of students are often being observed during school time in various hiding places either chatting or watching immoral videos.

It is so common these days that many young people are addicted to social media activities, abandoning homework and reading time in preference to chatting with friends, even at lecture times, many students are on phones engaging in one form of chatting or the other which can be quite distracting and loss of concentration most times. The academic performance of students is thus, facing a lot of neglect and divided attention between social media activities and their academic work. It is also observed that students devote more attention to social media sites than they do to their studies. Therefore, this study seeks to investigate the impact of social media on academic performance of secondary school students in Makurdi Local Government Area.

Purpose of the Study

The purpose of this study was to investigate the impact of social media on Academic performance of secondary school students in Makurdi Local Government Area. Specifically, the study seeks to:

1. determine the impact of facebook on academic performance of secondary school students in Makurdi Local Government.
2. ascertain the impact of whatsapp on academic performance of secondary school students.

Research Questions

The following questions are to guided the study;

1. To what extent does facebook impact on academic performance of secondary school students in Makurdi Local Government Area?
2. What is the impact of the use of whatsapp on academic performance of secondary school students?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant impact of facebook on academic performance of secondary school students in Makurdi Local Government Area.
2. There is no significant impact of whatsapp on academic performance of secondary school students.

Scope of the Study

The focus of this study is to examine the impact of social media on academic performance of secondary school students. It is limited to variables such as;facebook and whatsapp. The research is limited to public secondary schools in Makurdi Local Government Area.

Methodology

The research employed descriptive survey design which according to Emaikwu(2013) is one in which a group of people or items are studied by collecting and analyzing data from people considered to be representative sample of the entire population. The research covered Makurdi Local Government area of Benue State. The population of this study consists of 8520 students in public secondary school in Makurdi Local government. The total population of students in public secondary school in Makurdi Local Government according to the Directorate of planning, Research and Statistics of Benue State Teaching Service Board (2022) is 9,852 students.

A sample size of 200 respondents was used for this study. These participants was selected from the population of 8520 from the study using stratified random sampling and simple random sampling. Stratified random sampling was used to select 10 public secondary schools out of the 25 in Makurdi LGA. While, simple random sampling was used to select two hundred 200 students in the proportion of 20 students per schools. The simple random sampling technique was used in order to guarantee equal chances for all the students of been selected into the sample.

The instrument that was used for the collection of data in this study is questionnaire. A structured questionnaire constructed by the researcher titled, "Social Media and Academic Performance Questionnaire (SMAPQ)" was used for data collection. The questionnaire contained 10-items and was structured into two clusters based on the purpose of the study. Cluster A dealt with items concerning facebook, and cluster B dwelled on items concerning whatsapp. The instrument was constructed on a four points rating scale with a response mode of Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2 and Strongly disagree (SD) - 1 responses to discriminate the respondents' opinions.

The questionnaire was administered in each school by the researchers after taking permission from the schools authority. After giving permission, the researchers met the students and explained the purpose of the study before given them the questionnaire. The participants were allowed enough time to respond to the questionnaire items before instant retrieval. These methods of administration was adopted to ensure high response rate. Data from the respondents was analyzed using mean scores and standard deviation to answer the research questions and chi-square statistical tool was used to test hypotheses at 0.05 level of significance. Since the four-point rating scale were adopted for the research, 2.50 was used as the cut off mean score. Thus, an item with any mean score of 2.50 and above was regarded as having influence while, any item with a mean score below 2.50 was regarded as negative responses and rejected.

Results and Discussions

Research Question 1:

To what extent does facebook impact on academic performance of secondary school students in Makurdi Local Government Area?

The data that provided answer to the research question are presented on Table 1.

Table 1: Mean Ratings and Standard Deviation of Students on the Impact of Facebook on Academic Performance of Secondary School Students in Makurdi Local Government Area

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
1.	I usually have unlimited access to facebook and this has affected my academic performance negatively.	140	40	15	5	3.53	0.87	Agree
2.	Chatting on facebook sometimes distract me from my studies.	124	50	18	8	3.45	0.82	Agree

3.	The hours spent on facebook can never be compared to the number of hours I spend on reading my book.	120	39	32	9	3.25	0.95	Agree
4.	There is no improvement in my grades since I engaged in facebook usage.	111	56	20	13	3.33	0.90	Agree
5.	I used facebook to facilitate academic discussion.	100	52	27	21	3.20	1.03	Agree
Cluster Man						3.35		Agree

Source: Field Study 2023

Table 1 shows that items 1-5 had mean scores of 3.35, 3.45, 3.25, 3.33 and 3.20 with corresponding standard deviations of 0.87, 0.82, 0.95, 0.90 and 1.03 respectively. Based on the criteria for decision making, it means that all the items were rated above the cut-off point of 2.50. The cluster mean of 3.35 was also above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that Facebook impact on academic performance of secondary school students in Makurdi Local Government Area.

Research Question 2:

What is the impact of the use of Whatsapp on academic performance of secondary school students?
The data that provided answer to the research question are presented on Table 2.

Table 2: Mean Ratings and Standard Deviation of Students on the Impact of Whatsapp on Academic Performance of Secondary School Students

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
6.	I make use of whatsapp to disseminate knowledge to my class mate	110	63	20	7	3.38	0.81	Agree
7.	Engaging in academic group on whatsapp improve my rate of understanding.	67	71	38	24	2.97	1.03	Agree
8.	The use of whatsapp affects my attention in class.	124	37	21	18	3.34	0.99	Agree
9.	I exchange visual materials related to my subjects on whatsapp which affect my concentration to class lesson.	143	33	19	5	3.49	0.77	Agree
10.	I engage in academic discussion with my classmate through whatsapp which distract me from learning.	100	52	27	21	3.20	1.03	Agree
Cluster Mean						3.35		Agree

Source: Field Study 2023

Table 2 shows that items 6-10 had mean scores of 3.38, 2.97, 3.34, 3.49 and 3.41 with corresponding standard deviations of 0.81, 1.03, 0.99, 0.77 and 0.89 respectively. Based on the criteria for decision making, it means that all the items were rated above the cut-off point of 2.50. The cluster mean of 3.32 was also above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that the use of Whatsapp impact on academic performance of secondary school students.

Hypothesis Testing

In order to test the three hypotheses of this study, the chi-square (χ^2) test of goodness of fit was used to test the option of respondents at 0.05 level of significance and the result are presented on table 3 – 4 and the detailed analysis shown in appendix C.

Hypothesis 1:

There is no significant mean difference in the impact of facebook on academic performance of secondary school students in Makurdi Local Government Area.

Table 3: Chi-Square Test of the Impact of Facebook on Academic Performance of Secondary School Students

Opinions	Observed N	Expected N	Residual	Level of Sig.	Df	χ^2_{cal}	P.V	Decision
SD	9	50.0	-41.0	0.05	3	140.12	0.00	Sig.
D	34	50.0	-16.0					
A	37	50.0	-13.0					
SA	120	50.0	70.0					

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.0.

Table 3 revealed that $\chi^2_{cal} = 140.12$, at $df = 3$ and $p = 0.00$. since p -value of $0.00 < 0.05$ at 3 degree of freedom, the null hypothesis which states that there is no significant impact of facebook on academic performance of secondary school students in Makurdi Local Government Area was therefore, rejected. This implies that there is significant impact of facebook on academic performance of secondary school students in Makurdi Local Government Area.

Hypothesis 2:

There is no significant impact of whatsapp on academic performance of secondary school students

Table 4: Chi-Square Test of the Impact of Whatsapp on Academic Performance of Secondary School Students

Opinions	Observed N	Expected N	Residual	Level of Sig.	Df	χ^2_{cal}	P.V	Decision
SD	11	50.0	-39.0	0.05	3	152.20	0.00	Sig.
D	32	50.0	-18.0					
A	33	50.0	-17.0					
SA	124	50.0	74.0					

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.0.

Table 4 revealed that $\chi^2_{cal} = 152.20$, at $df = 3$ and $p = 0.00$. since p -value of $0.00 < 0.05$ at 3 degree of freedom, the null hypothesis which states that there is no significant impact of whatsapp on academic performance of secondary school students was therefore, rejected. This implies that there is significant impact of whatsapp on academic performance of secondary school students.

Discussion of Findings

Based on the results of the analysis of the three research questions and testing of the three hypotheses postulated for the study, the following findings are organized and discussed here for ease of understanding.

The first finding of this study revealed that Facebook has significant impact on students' academic performance in secondary schools in Makurdi Local Government area. This finding is in agreement with Larson (2014) who found that students use Facebook for entertainment, relaxing/escaping, and passing time, but not for academic and social information- Also, spending time on Facebook has negative effect on their academic performance. The finding also corroborates with Osharive (2015) who found that a great number of students in the university of Lagos are addicted to facebook with disturbing effects on their result in lower Grade Point Average.

The second finding of the study indicated that there is significant impact of whatsapp on academic performance of secondary school students. This finding relates with Adzharuddin (2014) who found that majority of users are familiar with Whatsappmessenger and use Whatsapp for academic purposes. The finding also agrees with Nwaizugbu (2018) who found that no significant difference existed between the mean values of the two groups at post-test level. Hence, supplementing the classroom teaching with newer technologies such as whatsapp group discussion offer the students all times and on-the-go learning opportunities.

Conclusion

Based on the findings of this study, it was concluded that there is significant impact of facebook andwhatapp on academic performance of secondary school students in Makurdi Local Government Area.

Recommendations

Based on the conclusion of the study, the following recommendations were made:

1. School administrators should embark on regular inspection of students to fish out students who engage in facebook during school hours and be punished if caught so as to serve as deterrent for others.
2. Parents should also monitor the activities of their children at home especially those who engage whatapp throughout the day do desist from such act and concentrate on their studies even at home.

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ORGANIZATIONAL ETHICS VARIABLES ON EFFECTIVE MANAGEMENT OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE



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Abstract

The study investigated organizational ethics variables on effective management of public senior secondary schools in Rivers State. Three objectives and research questions guided the study. The study used descriptive survey design. A self-designed questionnaire titled —school management effectiveness questionnaire was used to collect information for the study. 800 school managers made up the population of the study and a sample of 250 respondents was drawn from the population using stratified random sampling technique. Out of the 250 copies of questionnaire administered, only 238 were retrieved and used for the study's analysis. The instrument was face and content validated through expert review by educational management specialists in Rivers State University and legal/ethical studies scholars, and the internal consistency of the questionnaire was determined using Cronbach Alpha. Overall reliability index of 0.82 was obtained. The data collected were analyzed using mean and standard deviation. Findings revealed that legal compliance, ethical leadership, and core institutional values influence effective school management to a high extent in public secondary schools in Rivers State. It was recommended that, the Ministry of Education should provide regular training and sensitization for school managers on the legal frameworks governing school operations to ensure greater compliance and accountability, school leadership development programmes should prioritize ethical behaviour, focusing on fairness, transparency, and moral responsibility and schools should collaboratively define and promote core values such as respect, excellence, inclusiveness, and accountability. These values should be embedded in school culture and daily practices.

Keywords: Organizational Ethics Variables, Effective Management, Legal Compliance, Ethical Leadership, Core Institutional Values

Introduction

Effective school management is a cornerstone of quality education delivery. Especially in public secondary schools, where managerial leadership significantly influences teaching, learning, discipline, resource management, and stakeholder engagement. In recent years, there has been growing recognition of the role that organizational ethics variables such as legal compliance, ethical leadership, and core institutional values play in fostering a conducive learning environment and ensuring effective governance in schools. According to Okafor and Okocha (2021) these variables are essential not only for regulatory purposes but also shaping the moral and operational character of educational institutions. Legal compliance in school administration refers to adherence to established laws, policies, and regulations that govern the operation of educational institutions. These include national education laws, state policies, teacher service codes, procurement guidelines, and child protection statutes. In the Nigerian context, the Universal Basic Education Act (2004), the National Policy on Education (2014),

and state-level educational edicts provide a legal framework within which public schools must operate. Compliance with these laws helps prevent administrative malpractice, ensures accountability, and protects the rights of students and staff (Adebayo & Ogunyemi, 2019). Failure to comply with legal standards often leads to managerial inefficiency, financial mismanagement, and loss of public trust in school leadership.

Ethical leadership is equally central to effective school management. Ethical leaders are guided by principles such as fairness, honesty, integrity, transparency, and responsibility in decision-making. In the school setting, this translates into equitable treatment of students and staff, honest handling of school funds, ethical hiring practices, and responsible disciplinary measures (Ugwulashi, 2017). Ethical leadership also fosters trust and collaboration among stakeholders, which enhances staff motivation, student discipline, and overall school performance. In Rivers State, where challenges such as politicization of education, mismanagement of resources, and corruption are not uncommon, ethical leadership becomes a critical countermeasure to ensure that school goals are achieved efficiently and morally.

Furthermore, core institutional values such as respect, excellence, accountability, and commitment to service form the cultural bedrock of schools and influence the behaviour of managers, teachers, and students. Values shape how decisions are made, how conflicts are resolved, and how members of the school community interact. Institutions that promote strong positive values tend to promote strong positive values to record higher levels of staff commitment, student discipline, and managerial coherence (Onyije & Olanrewaju, 2020). In Rivers State, where socio-political and economic pressures may challenge the moral compass of public institutions, institutional values serve as internal guiding principles that uphold standards even in the absence of external supervision.

The interrelationship among legal compliance, ethical leadership, and institutional values is crucial. While legal frameworks provide the structural boundaries within which schools operate, ethical leadership ensures moral direction, and institutional values instill a shared sense of purpose and identity. Together, they influence managerial effectiveness by promoting transparency, accountability, and student-centered policies. However, there is limited empirical evidence on how these variables interact to affect the effectiveness of school management in public secondary schools in Rivers State. The study therefore seeks to fill this gap by empirically investigating the influence of legal compliance, ethical leadership, and core institutional values on the effectiveness of school management in public senior secondary schools in Rivers State. The findings are expected to contribute to policy refinement, leadership development programmes, and the formulation of strategies for improved school governance.

Literature Review

Theoretical Framework

This study is anchored on three interrelated theories: Institutional Theory, Ethical Leadership Theory, and Transformational Leadership Theory. Each of these theories provides a conceptual lens through which the variables: legal compliance, ethical leadership, and core institutional values can be examined in relation to school management effectiveness.

Institutional Theory (Meyer & Rowan, 1977)

Institutional Theory posits that organizations function within a structured and regulated environment where formal rules, laws, and norms influence organizational practices. Compliance with these external expectations legitimizes the organization and enhances its credibility and efficiency. In the context of school management, legal frameworks such as the Universal Basic Education Act (2004), the National Policy on Education (2013), and state-level educational policies act as institutional mechanisms that define how public schools should operate. Adherence to these legal instruments foster transparency, accountability, and consistency in school governance (Okafor & Okocha, 2021). Thus, Institutional Theory supports the argument that legal compliance is a prerequisite for effective school management.

Ethical Leadership Theory (Brown, Treviño & Harrison, 2005)

Ethical Leadership Theory emphasizes the role of morality, fairness, integrity, and role modeling in effective leadership. Ethical leaders set standards for behaviour, make fair decisions, and encourage others to act ethically through communication and example. In the context of school leadership, ethical managers create a climate of trust, fairness, and professional conduct, which significantly impacts teacher morale, student behavior, and organizational cohesion (Ugwulashi, 2017). By applying Ethical Leadership Theory, this study recognizes that the presence of ethical behavior in school leadership enhances decision-making, conflict resolution, and staff motivation, thereby improving managerial effectiveness.

Transformational Leadership Theory (Burns, 1978; Bass, 1985)

Transformational Leadership Theory focuses on leaders who inspire and motivate followers to exceed expectations by fostering a shared vision, promoting innovation, and nurturing organizational values. It is particularly relevant in educational settings where leaders are expected to instill a sense of mission and commitment among teachers and students. This theory provides the basis for understanding how core institutional values such as respect, accountability, and commitment can be embedded in school culture and contribute to managerial effectiveness. Transformational leaders align the values of staff and students with institutional goals, creating a cohesive and purpose-driven environment (Sergiovanni, 1992).

Synthesis of Theories

Together, these three theories offer a robust framework for understanding the interplay between external legal requirements (Institutional Theory), internal moral behavior (Ethical Leadership Theory), and shared cultural values (Transformational Leadership Theory) in shaping school management effectiveness. The synergy of these perspectives allows for a comprehensive analysis of how leadership, law, and values interact to enhance the functioning of public secondary schools in Rivers State.

Legal Compliance in School Management

Legal compliance serves as the foundation of responsible and effective school governance. Laws and regulations in the education sector ensure that school managers uphold standards in areas such as curriculum implementation, personnel management, financial accountability, student welfare, and infrastructure development. Adebayo and Ogunyemi (2019) stated that adherence to legal provisions enhances managerial transparency and minimizes occurrences of misconduct or abuse of power. In the Nigeria context, public secondary schools are expected to comply with frameworks such as the National Policy on Education (2014), Child Rights Act (2003), and laws. Non-compliance can lead to legal sanctions, loss of stakeholder confidence, and diminished institutional performance (Okoro & Ibe, 2018).

Ethical Leadership and Managerial Effectiveness

Ethical leadership has been shown to play a pivotal role in influencing the quality of decision-making and the moral tone of school leadership. Ethical leaders demonstrate integrity, fairness, empathy, and a strong sense of justice, which promotes a culture of mutual respect and shared responsibility in schools (Brown & Trevino, 2006). In Nigeria, studies indicate that ethical lapses such as favoritism in staff promotion, misappropriation of funds, and lack of transparency in student assessments hinder managerial effectiveness (Ugwulashi, 2017). Ethical leadership enhances communication, builds trust, and strengthens teamwork among staff and students, thereby improving organizational climate and learning outcomes (Edeh & Nwankwo, 2020).

Institutional Values and School Culture

Institutional values from the cultural identity of schools and guide behaviours, decisionmaking and relationships. Values such as respect, responsibility, excellence, and accountability are instrumental in shaping the ethos of school communities (Onyije & Olanrewaju, 2020). Schools that internalize and promote strong values experience better student discipline, stronger teacher commitment, and improved academic performance. Moreover, institutional values reinforce ethical leadership and facilitate compliance with rules by nurturing a shared understanding of what is right and expected (Adepoju & Adelabu, 2019).

Combined Influence on Managerial Effectiveness

The synergy among legal compliance, ethical leadership, and institutional values is critical to effective school management. Research by Iroegbu and Okafor (2021) demonstrates that school managers who operate within legal boundaries, lead ethically, and promote institutional values tend to achieve higher levels of performance and stakeholder satisfaction. Conversely, schools lacking in these areas often suffer from conflict, poor staff morale, and inefficient resource use. While studies have independently examined each of these variables, there is dearth of empirical research exploring their combined influence, particularly in the public education sector of Rivers State.

Statement of the Problem

School managers in Rivers State often operate in environments marked by irregular policy enforcement, moral dilemmas, and conflicting value systems. These factors can compromise managerial decisions and affect school effectiveness. The extent to which legal compliance, ethical leadership, and institutional values contribute to resolving these challenges remains underexplored.

Purpose of the Study

The main objective of this study is to investigate organizational ethics variables on effective management of public senior secondary schools Rivers State. The specific objectives are to:

4. Determine the extent to which legal compliance influence school management effectiveness in public senior secondary schools in Rivers State.
5. Examine the extent to which ethical leadership influence school management effectiveness in public senior secondary schools in Rivers State.
6. Ascertain the extent to which core institutional values influence school management effectiveness in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study.

4. To what extent does legal compliance influence school management effectiveness in public senior secondary schools in Rivers State?
5. To what extent does ethical leadership influence school management effectiveness in public senior secondary schools in Rivers State?
6. To what extent does core institutional values influence school management effectiveness in public senior secondary schools in Rivers State?

Methodology

A descriptive survey design was adopted in the study, and the population of the study consisted of 800 school managers in all the public senior secondary schools in Rivers State. A sample of 250 respondents was drawn from the population using stratified random sampling technique to ensure representation across the three senatorial zones of Rivers State (Rivers East, Rivers West, Rivers South-East). Each stratum included participants from both urban and rural schools to capture a broad range of administrative contexts. The primary instrument for data collection was a structured questionnaire titled —School Management Effectiveness Questionnaire (SMEQ). The instrument

contained 15 items, which were responded to on a 4-point modified Likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). These weights were summed and divided by 4 to arrive at 2.50, which was the criterion mean score used to agreeing or disagreeing with the questionnaire items. Content and face validity was established through expert review by educational management specialists in Rivers State University and legal/ethical studies scholars, and the internal consistency of the questionnaire was determined using Cronbach Alpha. Reliability indexes of 0.82, 0.84, and 0.80 was realized from the three clusters. Out of the 250 copies of questionnaire administered, only 238 were retrieved by the researchers with the help of a trained research assistant at a date and time agreed upon with the respondents. The research questions raised in this study were answered using mean and standard deviation statistics.

Results and Findings

Research Question 1: To what extent does legal compliance influence school management effectiveness in public senior secondary schools in Rivers State?

Table 1: Mean Ratings on the influence of Legal Compliance on School Management Effectiveness

S/No	Items	Mean	SD	Remarks
1	The school leadership adheres to government educational policies and regulations.	3.52	0.70	HE
2	Managerial decisions in this school comply with the rules and codes of conduct provided by the Ministry of Education.	3.19	1.02	HE
3	Financial expenditures are subject to legal approval and auditing procedures.	2.76	1.14	LE
4	There is regular training on legal obligations and compliance for school leaders.	3.55	0.99	HE
5	The school maintains accurate and legally required documentation for all operations.	3.83	1.08	HE

The data on table 1 showed that the respondents to a high extent generally agreed on the influence of legal compliance on school management effectiveness. Based on the responses of these respondents to the question posed it is obvious that the respondents agreed to a high extent on all the items except variable item 3 which stated that financial expenditures are subject to legal approval and auditing procedures which has a low extent agreement.

Research Question 2: To what extent does ethical leadership influence school management effectiveness in public secondary schools in Rivers State?

Table 2: Mean Ratings on the influence of Ethical Leadership on School Management Effectiveness

S/No	Items	Mean	SD	Remarks
6	The school administrator models honesty and integrity in decision-making.	3.31	0.75	HE
7	Staff are treated fairly and equitably regardless of gender, tribe, or religion.	3.24	1.10	HE
8	Ethical behavior is encouraged and rewarded among staff members.	3.06	1.01	HE
9	The school head accepts responsibility for their decisions and actions.	3.15	0.94	HE

10	Transparency is maintained in the allocation of duties and use of resources.	3.04	1.16	HE

The data on table 2 showed that the respondents generally agreed to a high extent on all the variable items concerning the influence of ethical leadership on school management effectiveness. This can be attested to by the total mean which ranged from 3.04 to 3.31 which is higher than the criterion mean of 2.50. Variable item 6 which concerns the school administrator models honesty and integrity in decision-making has the highest total mean of 3.31.

Research Question 3: To what extent does core institutional values influence school management effectiveness in public secondary schools in Rivers State?

Table 3: Mean Ratings on the influence of Core Institutional Values on School Management Effectiveness

S/No	Items	Mean	SD	Remarks
11	The school promotes shared values such as respect, accountability, and excellence.	3.95	0.82	VHE
12	Staff and students understand and uphold the core values of the institution.	3.20	0.93	HE
13	Conflicts are resolved in line with the moral and cultural values of the school.	3.60	1.13	LE
14	Leadership decisions reflect the school's stated mission and values.	3.45	0.92	HE
15	The school consistently reinforces a culture of professionalism	3.22	1.01	HE

The data on table 3 showed that all the core institutional values items considered on research question 3 were all generally agreed upon to a high extent to influence school management effectiveness. Based on the responses of the managers who constituted the respondents of the study on this research question, it is apparent that item 11 which states: the school promotes shared values such as respect, accountability, and excellence with a mean of 3.95 has the highest total mean. This means that this variable item influence school management effectiveness.

Discussion of Findings

On the first research question which considered the extent to which legal compliance influence school management effectiveness in public secondary schools in Rivers State, the researcher discovered that respondents affirmatively agreed to a high extent on all the items expect item 3 which stated that financial expenditures are subject to legal approval and auditing procedures with a low extent agreement. These responses implies that when school managers adhere to established educational laws, policies, and regulatory frameworks, the school functions more efficiently, with clearer roles, accountability, and operational transparency. This finding supports the view of Ezeani and Ofojebe (2019), who asserted that legal compliance enhances procedural justice and reduces conflict in school systems. It also aligns with Adegbesan (2018), who found that regulatory adherence fosters a climate of fairness and discipline necessary for effective leadership.

The second research question analyzed the extent to which ethical leadership influence school management effectiveness in public secondary schools in Rivers State. It was revealed that respondents generally agreed to a high extent on all the variable items concerning the research question. The

aggregate mean which ranged from 3.04 to 3.31 is higher than the criterion mean of 2.50. Ethical leadership practices such as transparency, integrity, fairness, and accountability were found to positively impact school operations. This supports findings by Brown and Treviño (2006) and Olagunju (2020), which emphasized that ethical school leaders foster trust, boost staff morale, and create environments conducive to teaching and learning. In the context of Rivers State, ethical leadership appears to mitigate issues of favoritism, mismanagement, and poor communication.

The third research question determined the extent to which core institutional values influence school management effectiveness in public secondary schools in Rivers State. Based on the analyzed result, it is apparent that all the core institutional values variables considered on research question 3 were all generally agreed upon to a high extent that core institutional values influence school management effectiveness. From the responses of the school managers who constituted the respondents of the study on this research question, it is apparent that item 11 which states: the school promotes shared values such as respect, accountability, and excellence with a mean 3.95 has the highest total mean. Such a high mean reflects that values such as respect for diversity, inclusiveness, accountability, and shared vision were instrumental in guiding school practices. This agrees with the work of Sergiovanni (1992), who argued that strong institutional values bind school communities together and provide a moral compass for leadership decisions. In public secondary schools in Rivers State, such values seem to help shape a professional culture that enhances collaboration and goal attainment.

Contribution to Knowledge

This study contributes to the existing body of knowledge by empirically demonstrating that legal compliance, ethical leadership, and institutional values jointly and significantly predict school management effectiveness in the Nigerian public secondary school context. It also highlights the importance of aligning managerial practice with law, ethics, and values for sustainable school development.

Conclusion

The findings of this study affirm that legal compliance, ethical leadership, and core institutional values are critical to effective school management in public secondary schools in Rivers State. School managers who adhere to legal standards, uphold ethical principles, and cultivate institutional values are more likely to run effective and result-oriented schools. Therefore, fostering legal literacy, promoting ethical conduct, and institutionalizing core values in school management are strategic steps toward achieving better educational outcomes in the public school sector.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

4. The Ministry of Education should provide regular training and sensitization for school managers on the legal frameworks governing school operations to ensure greater compliance and accountability.
5. School leadership development programmes should prioritize ethical behaviour, focusing on fairness, transparency, and moral responsibility.
6. Schools should collaboratively define and promote core values such as respect, excellence, inclusiveness, and accountability. These values should be embedded in school culture and daily practices.

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RE-ENGINEERING HIGHER EDUCATION LEADERSHIP IN NIGERIA THROUGH ETHICAL AND VALUES EDUCATION FOR GLOBAL COMPETITIVENESS



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Abstract

Globally, Leadership in higher education continues to be under intense pressure to respond to societal issues resulting from trends in economic and social forces that bring both possible disruption and/or opportunity. Thus, integration of ethical and values education into higher education leadership in Nigeria is pivotal to fostering transformative leadership that aligns with global standards. This is in realization of the fact that Nigeria's higher education system faces challenges such as corruption, lack of accountability, and ethical lapses that hinder its global competitiveness. The lack of proper moral insight may be one of the explanations for the social upheavals and crisis that are prevalent in the higher educational institutions today. This paper emphasized that a deliberate re-engineering of higher education leadership in Nigeria, grounded in a robust framework of ethical and values education, is crucial for achieving and sustaining global competitiveness. The paper examined the conceptual underpinnings of ethical and values education, analyzing the current state within Nigerian institutions, identifying key challenges exploring the concept of global competitiveness, and draws upon international best practices and the specific cultural context of Nigeria, and offer actionable recommendations for stakeholders committed to elevating Nigerian higher education on the global stage.

Keywords: *Re-engineering, Ethics, Values, Higher Education Leadership, Global Competitiveness*

Introduction

In an increasingly interconnected and competitive global landscape, the role of higher education leadership in shaping the trajectory of nations cannot be overstated. Higher education is now considered one of the most important social institutions in our society for many good reasons; It has helped lead the world in research, as evidenced by the number of its Nobel laureates; almost all professions require some form of higher education for certification; and, as indicated by employment statistics, a college education is almost mandatory to get and keep a high-paying job (Wilcox, & Susan, 1992). For Nigeria, a nation aspiring to greater socio-economic development and a prominent position on the world stage, the effectiveness and integrity of its higher education sector are paramount. This is because Nigerian Universities are tasked with producing graduates who are not only equipped with cutting-edge knowledge, skills and competence but also imbued with a strong sense of ethics and values, capable of leading with integrity and contributing to national progress (Ofor-Douglas, 2021). Higher education is essential for all round development of the child, the first and for most aim of the higher education is the formation of character of the child (Shah, 2018). Clearly, the moral and ethical vision of an institution of higher learning must be promulgated and protected by all its members. By virtue of their special position to articulate and disseminate that vision, however, college or university leaders must be particularly aware and committed to ethical concerns. Therefore, the role of leaders of tertiary institutions in transforming its human resource provides a major role in fostering the ability of people in recognizing and managing opportunities and resources. Higher education institutions are custodians of knowledge and since the possession of knowledge is the source of power, this means that these institutions are also the gateway to power, significantly affecting the quality of economic and social life throughout the world. Thus, insofar as higher education institutions create and disseminate

knowledge within a particular society, they are institutions with moral responsibilities to maintain the well-being of that society (Wilcox, & Susan, 1992). This is because work in academic life, like any other kind of work, is laden with values and has a moral dimension that emerges from the ethical reflection characteristic of institutional self-scrutiny (Wilcox & Susan (1992). Hence, leadership in higher education continues to be under intense pressure to respond to societal issues resulting from trends in economic and social forces that bring both possible disruption and/or opportunity coupled with the fact that higher education is faced with globalization and international competition, which means that some of these challenges and competition are no longer only from within the country, but also from overseas (Hendry, Satryo, Engkos & Dyah, 2019).

Thus, the leadership can set the moral tone of the institution by ensuring that ethical issues are raised and discussed. These requirements are especially important in a learning community that, despite the often hierarchical distribution of power within which it must operate, seeks to recognize and value the multifarious voices of its diverse populations (Wilcox, & Susan, 1992)

Ijohn-nelson, Ihunwo, & Ohanyiri (2025) equally observed that, the Nigerian higher education system currently faces significant challenges in its leadership, hinting at the potential for ethical and values education to serve as a transformative force. Often ethical problems exist due to the competing needs of the various roles assumed by the leaders. Wilcox, & Susan (1992) pointed that to assist in dealing with these problems, the institution itself must take a leadership role by properly formulating mission statements based on ethical practices and concerns; fostering collaboration among all faculty, administrators, staff and students to work with the values necessary for institutional effectiveness and overall integrity; and by employing the use of models of ethical decision making.

Ideri (2015) noted that lack of proper moral insight may be one of the explanations for the social upheavals and crisis that are prevalent in our societies today. This means that although, Higher education institutions in Nigeria are at the forefront of moulding future leaders; however, their potential is often undermined by ethical deficits and inadequate values-based leadership. Addressing this gap through ethical and values education could be the key to achieving global competitiveness. Thus, this paper posits that a deliberate re-engineering of higher education leadership in Nigeria, grounded in a robust framework of ethical and values education, is crucial for achieving and sustaining global competitiveness.

Conceptual Framework

The terms "ethical and values education" in the context of higher education encompass a multifaceted approach aimed at cultivating moral character, promoting responsible behavior, and fostering a commitment to ethical principles within the academic community. Academic literature offers various definitions, often converging on the development of individuals who not only possess knowledge and skills but also demonstrate integrity and a concern for the well-being of others and society. According to Ideri (2015) ethics are the universal values and standards of conduct that every rational person wants every other to follow, he asserts further that, the essence of ethics is to enable man to fully understand the reasons underlying the approval and disapproval of both his actions and that of his fellow men (Ideri, 2015). Therefore, ethics or values education is fundamentally concerned with developing good character, emphasizing core ethical values such as fairness, honesty, compassion, responsibility, and respect for oneself and others (Zohoor & Miller, 2003). These principles are not confined to specific cultures but are widely accepted as foundational for a functional and just society. The authors asserts further that these values are essential for the proper functioning of institutions of higher learning as engines of knowledge production, innovation, and societal progress.

Ethics education in higher education also involves understanding the principles of right and wrong across legal, social, and moral dimensions, striving for an integration of these aspects in decision-making (Shah, 2018). It can be viewed as the codification of morality within the rules and norms established by institutions and society (Pijanowski, 2022). A key component of this education is the development of moral reasoning skills through critical thinking, enabling students and leaders to analyze complex ethical dilemmas and make informed judgments (EuroSchool, 2023). Ethical and

values education emphasizes integrity, accountability, and social responsibility. These principles are essential for creating leaders who can navigate complex global challenges while upholding ethical standards. In the Nigerian context, embedding these values in higher education leadership is vital for:

1. Fostering Accountability: Encouraging transparency in decision-making processes.
2. Building Trust: Enhancing the credibility of institutions both locally and internationally.
3. Promoting Equity: Ensuring inclusivity and fairness in leadership practices.

Therefore, the purpose of ethical and values education in Universities extends beyond individual moral development to include the formation of ethical citizens and professionals who are equipped to contribute to a sense of social justice and engage in critical thinking about societal issues (Gallant, 2019). Academics, in particular, bear the responsibility of upholding these ethics and values through their integrity, social responsibility, and commitment to academic freedom, serving as role models for students (Teachers Institute, 2023).

Global competitiveness in higher education refers to the ability of Universities to effectively position themselves within the international academic landscape, attracting and retaining high-quality students, faculty, and resources while contributing significantly to research, innovation, and societal impact (Günay, 2021). This concept extends beyond mere institutional success, playing a vital role in a country's overall economic and social competitiveness.

Increasingly, ethical leadership is recognized as a fundamental contributor to the international standing and competitiveness of higher education institutions globally. Ethical leadership fosters trust, accountability, and a positive institutional reputation, which are essential for attracting international students, faculty, and partners (Peterson, Sandy, & Rideaux, 2025). It also positively impacts organizational performance, innovation, and employee engagement, creating a thriving academic environment.¹⁰³ Notably, ethical considerations are increasingly being incorporated into university ranking methodologies, with rankings like the WURI ranking specifically assessing ethical value and others, such as the Sub-Saharan Africa University Rankings and QS Stars, including pillars or metrics related to ethics and governance.⁸⁵

The Current State of Ethical and Values Education in Nigerian Higher Education Institutions

The current landscape of ethical and values education within Nigerian higher education institutions presents a complex picture marked by both stated intentions and persistent challenges. Nigeria, as a society, grapples with pervasive anti-social behaviours and a noticeable moral decadence that unfortunately reflects within its higher education sector (1john-nelson, Ihunwo, & Ohanyiri, 2025). Issues facing higher education, such as racism, sexism, homophobia, substance abuse, and academic dishonesty to mention but a few. All those issues argue for the pursuit of an ethical environment that consistently asserts the importance of human dignity, nourishes growth and achievement, and insists on respect in interpersonal communication and relations ((Wilcox, & Susan, 1992). Similarly, Ejeh (2022) equally observed that immoral activities and behaviours have permeated and adversely affected the Nigerian educational system, thereby violating and making mockery of the entire National Policy on Education. Looking at the philosophy of education in Nigerian as highlighted in the National Policy on Education as the building of;

—A free and democratic society

A just and egalitarian society,

A united strong and self-reliant nation,

A great and dynamic economy,

A land of bright and full opportunities for all citizens (FGN, 2013)l.

The second statement in the policy - a just and egalitarian society emphasizes the need for a society in which there is justice and equity and this can only be possible if morality forms the foundation of our educational system (Ejeh, 2022).

This is because while the National Policy on Education outlines core values such as respect for dignity, faith in rational decisions, and moral and spiritual principles (1john-nelson, Ihunwo, &

Ohanyiri, 2025), the practical integration of robust values-based curricula, particularly those deeply rooted in indigenous or religious moral philosophies, appears to be insufficient and often, the emphasis remains on policies and pronouncements rather than on the tangible implementation of ethical values in the daily lives of students and leaders (Amechi, n.d). Also, the government's dual role as both the proprietor and regulator of many institutions can lead to a conflict of interest, potentially undermining ethical oversight and enforcement (jehe.globethics.net, n.d). Akintayo (2008) equally observed that several specific ethical lapses continue to plague Nigerian higher education, including examination malpractices, sexual harassment, diverse forms of corruption etc. Ideri (2015) also lamented that —many of the educated Nigerians with various classes of degree, found in private and public lives are involved in corruption, embezzlement of public funds, greed, selfishness, cheating, injustice, indiscipline, ritual killings, stealing, deviant behaviour in educational institutions, kidnapping, armed robbery, suicide bombing, rigging of elections etcl. These issues indicate systemic weaknesses in the ethical environment and highlight the urgent need for more effective interventions. It has as well raised doubts on the phrase —found worthy in character|| which is one of the criteria in the awarding of certificates and degrees to the graduates of Nigerian higher institutions (Ideri, 2015).

Indeed, several ethical lapses continue to plague higher education institutions in Nigeria. Thus, issues such as indiscipline, corruption, and inadequate resources further complicate the landscape (Paulinus, 2022). Moreover, changing societal values and a shift away from traditional ethical norms pose a significant hurdle to instilling strong ethical principles within the academic community (Obijekwu & Obiesili, 2022). However, Ideri (2015) in his opined that, the problem is not that there is lack of morality in our tertiary institutions currently; rather the problem is that even the leaders seem helpless and confused about how to tackle the hydra-headed problem of immorality that has dominated almost every facet of the contemporary society.

Therefore, the increased incidents of ethical misconducts and numerous other issues had exerts increasing pressure on the leadership in higher education to deal decisively with the ethical implications of these issues. More disturbing is the fact that although, a range of values including honesty, kindness, responsibility, courage, and solidarity, are often mentioned within the higher education setting the challenge remains in ensuring their effective inculcation and practical application in the lives of students and leaders (Bette & Esu (2011),

Challenges Facing Higher Education Leadership in Nigeria

Higher education leadership in Nigeria operates within a complex environment characterized by a multitude of interconnected challenges.

1. **Corruption and Ethical Lapses:** These undermine the credibility and effectiveness of higher education institutions.
2. **Lack of Visionary Leadership:** Many leaders fail to prioritize long-term strategic goals over short-term gains.
3. **Inadequate Policy Implementation:** Policies promoting ethics and values are often poorly enforced.
4. **Global Disconnect:** Nigerian institutions struggle to meet international standards, diminishing their competitiveness.
5. **Governance challenges:** Governance challenges, including weak administration, corruption, and a lack of accountability, further undermine the integrity and effectiveness of university leadership.⁴
6. **Lack of Adequate Training and Development Opportunities:** Notably, there is often a lack of adequate formal leadership development and training opportunities, particularly for middle-level academics who play crucial roles within Universities.

Best Practices for Re-engineering Higher Education Leadership through Ethical and Values Education in Other Countries

Several best practices in ethical leadership training for tertiary institutions have emerged internationally. These include the use of case studies and real-world scenarios to facilitate the analysis of ethical challenges and the application of ethical frameworks. Thus, developing ethical frameworks and decision-making skills is a key focus, providing leaders with tools for navigating complex situations. Values-based leadership models are also prominent, emphasizing the integration of ethics into leadership curricula and the alignment of personal and organizational values (Clements, 2025). Open communication, transparency, and the importance of leaders modelling ethical behaviour and setting clear standards are consistently highlighted as crucial elements (Kirk, 2025). Successful ethical leadership development programs can be found at Universities worldwide. Institutions like Harvard, Yale, and Duke offer programs that emphasize ethical leadership and social responsibility and also the case studies from various universities, including those focusing on business ethics competitions and real-world ethical challenges, provide valuable learning opportunities (Kirk, 2025).

Examples are:

Singapore's Education Model: Emphasizing ethics in leadership development has propelled Singapore's universities to global recognition.

Finland's Inclusivity Policies: Promoting values of equality and social justice in education has enhanced Finland's global standing.

These case studies provide valuable insights for Nigerian higher education institutions aiming to reform their leadership framework.

Models of values-based leadership development emphasize the alignment of individual and institutional values, with approaches like the Social Change Model of Leadership and virtue-based models gaining traction (Nulty, Owens & Brooman-Jones, 2025).

Strategies for Re-engineering Education Leadership for Positive Change and Global Competitiveness.

In order to drive positive change and global competitiveness a comprehensive approach to re-engineering leadership in higher education is necessary. To achieve this, the following suggestions are proposed:

1. **Curriculum Reform:** Develop and implement comprehensive curricula for leadership development programs that explicitly integrate ethical theories, values clarification exercises, and case studies relevant to the Nigerian context. These curricula should draw upon both universal ethical principles and core Nigerian cultural and societal values. Values-based leadership development in Nigeria should therefore focus on empowering leaders to understand and articulate their own values, align them with the values of their institutions and the broader Nigerian society, and use these values as a guiding compass for ethical decision-making and the cultivation of a culture of integrity within their universities (Copeland, 2014).
2. **Experiential Learning:** Emphasize experiential learning methodologies, such as simulations, role-playing exercises, and community engagement projects, to provide leaders with practical opportunities to apply ethical principles in real-world scenarios.
3. **Faculty Development:** Invest in training and development for faculty and administrators to equip them with the knowledge and skills necessary to effectively teach and model ethical leadership. This should include workshops on ethical pedagogy and the integration of ethics across disciplines.
4. **Strengthening Governance:** Implement and enforce robust codes of conduct and ethical guidelines for higher education leaders, faculty, staff, and students. Establish independent ethics and disciplinary committees within Universities to provide confidential channels for reporting and addressing ethical concerns. Also, members of committees on ethics and

disciplinary matters must be people of high repute and integrity.

5. **Promoting Transparency and Accountability:** Foster a culture of transparency and accountability in all aspects of higher education institutions operations, including financial management, admissions, examinations, and research. Also, implement mechanisms for regular internal and external audits to ensure adherence to ethical standards.
6. **Ethical Leadership Training and Development Programs:** Integrate mandatory ethical leadership training into all leadership development programs. Develop and widely disseminate clear codes of conduct for all the staff, emphasizing integrity, accountability, and professional responsibility. Also, promote a culture of continuous learning among leaders through workshops, seminars, conferences, and access to online learning resources on contemporary leadership theories and practices. These programs should incorporate mentorship, coaching, and opportunities for reflection on personal and professional values. Such integration can foster trust, accountability, and ethical decision-making among leaders, creating a more transparent and reliable academic environment (Kirk, 2025).
This, integration can also lead to improved organizational performance, enhanced innovation, and higher staff morale within Nigerian Universities (Ayorinde, n.d). Similarly, Stein (2024) noted that Ethics training within these programs can equip leaders with the necessary skills to recognize and navigate complex ethical dilemmas, providing them with frameworks for principled decision-making.
7. **Partnerships and Collaborations:** Encourage collaborations and partnerships between Nigerian institutions and international institutions or organizations with expertise in ethical leadership development. This can facilitate the exchange of best practices and access to global resources.
8. **Values-Based Culture:** Promote a values-based culture within the institutions by explicitly articulating and communicating core institutional values. Recognize and reward individuals and initiatives that exemplify ethical behaviour and promote the university's values.
9. **Strengthening Anti-Corruption Policies and Committees within the Institutions:** Review and strengthen existing institutional laws and regulations to ensure they are explicit about ethical conduct and provide for severe penalties for breaches.
10. **Policy Advocacy:** Advocate for policy changes at the governmental level that prioritize ethical leadership and good governance within the higher education sector. This includes ensuring adequate funding for ethics education initiatives and protecting university autonomy from undue political interference.
11. **Promoting Meritocracy in Appointments and Promotions:** Implement strict merit-based systems for all appointments and promotions, from faculty to administrative positions and leadership roles. This involves clear, objective criteria, rigorous selection processes, and independent oversight committees. Actively discourage and penalize nepotism, favouritism, and political interference in human resource management.
12. **Enforcing Strict Academic Integrity Policies:** Develop and rigorously enforce zero-tolerance policies for academic malpractice, including plagiarism, exam malpractices, and "sex-for-grades." This requires strong disciplinary committees, swift investigations, and appropriate sanctions for both students and staff. Technologies for plagiarism detection should be widely deployed.
13. **Whistle-blower Protection:** Establish secure and confidential channels for reporting corrupt practices and ethical breaches, along with robust protection mechanisms for whistle-blowers to safeguard them from retaliation.

Conclusion

Re-engineering higher education leadership in Nigeria through a concerted focus on ethical and values education is not merely an aspirational goal but a fundamental necessity for achieving global competitiveness. Therefore, embracing a holistic approach that integrates universal ethical principles

with Nigeria's rich cultural heritage, fosters ethical decision-making skills, and cultivates a culture of integrity within the higher education sector, Nigeria can empower its higher education leaders to navigate challenges, promote excellence, and ultimately position its institutions as key contributors to national development and respected players on the global academic stage

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RE-ENGINEERING ETHICAL STANDARDS FOR EFFECTIVE SECONDARY SCHOOL SUPERVISION IN NIGERIA FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

Ethical supervision practices in secondary schools play a vital role in fostering a positive and productive educational environment, ultimately leading to improved educational quality. However, there is a recognized erosion of ethical behaviour including trust and integrity within the Nigerian education system. Thus, the alarming rate of misconduct in Nigerian schools underscores the need for re-engineering ethical standards to maintain integrity within the educational system. This paper examines the profound impact of ethical standards in the supervision of secondary schools in Nigeria on the overarching goal of sustainable development. In order to achieve this the researcher examined scholarly perspectives on the conceptual framework of ethical standards and supervision, exploring their interplay with educational quality and national development goals, analysing supervisory functions, identifying existing challenges in maintenance of ethical standards in school supervision, and suggesting strategies for re-engineering ethical standards in the supervision of secondary schools in Nigeria.

Keywords: Ethics, Supervision, Ethical standards, Sustainable National Development.

Introduction

Education, particularly at the secondary level, serves as a cornerstone for the holistic advancement of any nation, and Nigeria is no exception. It is at this critical juncture that young individuals acquire the knowledge, skills, and values that will shape their future contributions to society and the overall trajectory of national development. Ensuring the quality and relevance of secondary education necessitates effective supervision, a process designed to support teachers, improve instructional practices, and ultimately enhance student learning outcomes.

Ethical supervision practices in secondary schools play a vital role in fostering a positive and productive educational environment, ultimately leading to improved educational quality. When supervisors uphold principles of fairness, transparency, and support, it directly impacts teacher motivation and morale. Okekeuche (2019) opined that supervision aimed at improving teacher quality and standards can maximize student performance. Ethical supervision enhances the quality of teaching through various mechanisms. Adeoye (2023) noted that effective supervision provides continuous support and encouragement to teachers' instructional practices, keeping them dynamic, knowledgeable, and up-to-date in their profession. In similar line of thinking Mohammed, Asante and Tilibe (2025) also observed that it provides constructive feedback that helps teachers reflect on their practices and identify areas for improvement. The authors asserts further that it fosters professional development by encouraging teachers to seek new knowledge, share experiences, and develop a sense of control over their work. Moreover, ethical supervision promotes synergy and teamwork among teachers, creating a collegial environment where they can learn from each other and collectively work towards instructional improvement. Wu, Kulophas, and Xupravati, (2024) observed that supervisors who demonstrate ethical leadership, characterized by integrity and a commitment to guiding academic and ethical growth, can significantly enhance trust and job satisfaction among teachers. Instructional supervision, when implemented ethically, becomes a collaborative process focused on supporting teachers in creating valuable learning experiences for students (Basilio, 2021). Quality assurance through regular and

ethical supervision ensures that teachers' capabilities and pedagogical practices are continuously improved (Constance, Ogbonnia & Waniita, 2022).

The link between ethical supervision and improved learning outcomes for students is significant. Effective and ethical supervision has been shown to contribute to better academic performance, enhanced critical thinking skills, and the development of positive values (Suleiman, Ijaya, Ishola, & Joshua (2020). The authors remarked further that genuine supervision can reduce negative behaviours among students and improve their overall performance. By facilitating the implementation of effective teaching roles, ethical supervisors contribute to a more qualitative educational system (Kotirde, & Bin Md-Yunos, 2024). Studies have established a positive correlation between school supervision and teachers' job performance, which directly impacting students' learning (Niyi, Ogunode, Thankgod & Olatunde-Aiyedun, 2023).

Also, instructional supervision serves as a tool for checking teachers' performance and improving the teaching-learning situation to the benefit of students (Usman & Dangara, 2015). Ethical supervision ensures the provision of quality teachers and promotes ethical practices, ultimately affecting learning outcomes (Constance et. al., 2022). Teachers' expertise, including adherence to ethical values, has been shown to positively predict students' learning outcomes (Umeano, Onyishi, Adimora, & Onah, 2019). Promoting ethical standards within the education system, particularly in the supervision of schools, is crucial for ensuring that the quality of education delivered aligns with these national and global aspirations for sustainable development.

A significant ethical challenge in the Nigerian education sector is corruption, defined as the systematic use of public office for private benefit, significantly impacting the availability and quality of educational goods and services. Teacher absenteeism is also a serious ethical concern, reducing school effectiveness, diminishing student achievement, and damaging the school's reputation Musa, (2018). Another pressing issue is aiding examination malpractice for a fee. Therefore, ethical standards in educational supervision must actively work to prevent and address such issues, ensuring a conducive and equitable learning environment for all students.

A crucial element of ethical supervision is the building of trust between supervisors and teachers (Nwikina, & Nwile, 2015). This is because when supervisors act with fairness and transparency, they foster an environment where teachers feel respected and supported, making them more receptive to feedback and guidance aimed at enhancing their teaching practices. Trust is essential for effective communication and collaboration, which are key components of successful supervision (Nwikina, & Nwile, 2015).

Conversely, unethical supervision can have detrimental effects on educational quality. Supervisors who are bullying or excessively critical can demotivate teachers and create a climate of resentment (Osakwe, 2013). Suleiman, Ijaya, Ishola, and Joshua (2020) observed that issues such as victimization, harassment, and corruption in supervision undermine the integrity of the process and can lead to a decline in teacher performance and overall educational standards. Therefore, upholding ethical standards in supervision is not merely a matter of principle but a critical factor in ensuring a high-quality secondary education system that can effectively contribute to national development.

Thus, when ethical principles guide the supervisory process, it fosters an environment of trust, accountability, and mutual respect, leading to more meaningful engagement and positive educational outcomes. Conversely, a lack of ethical standards can erode the integrity of the supervisory function, undermining its potential to contribute to the nation's progress. However, presently ineffective supervision remains a significant concern in Nigeria, contributing to the decline in the quality and standard of education leading to mass failures in examinations and producing graduates that are not ethically sound in character and values. Thus, the thrust of this paper is to examine the profound impact of ethical standards in the supervision of secondary schools in Nigeria on the overarching goal of sustainable national development.

Conceptual Framework

School supervision in Nigeria plays a multifaceted role aimed at enhancing the quality of education and ensuring the effective functioning of secondary schools. Supervision can be broadly defined as an intervention provided by a superior officer to a subordinate to ensure that expectations are appropriately met (Suleiman, Ijaya, Ishola, & Joshua, 2020). Supervision in Nigeria operates at different levels. Internal supervision is conducted by individuals within the school, such as the principals, vice-principals, and heads of departments, focusing on the day-to-day administration and instructional leadership (Kotirde, & Bin Md-Yunos, 2024). While external supervision is carried out by officials from the State Ministry of Education, Universal Basic Education Board and Secondary School Management Board, or other similar government agencies, ensuring compliance with regulations and standards. In the educational context, it is a process focused primarily on achieving the instructional expectations of the educational system (Afariogun, & Omoniyi, 2024). The fundamental purpose of school supervision is to improve pupil learning, with a direct focus on teachers and the educational sector as a whole. It is a service activity designed to help teachers perform their jobs better through collaborative efforts (Ekundayu, Oyerinde & Kolawole, 2013). The primary responsibility of supervisors is to ensure high standards are maintained and schools are run according to established regulations (Kotirde, & Bin Md-Yunos, 2024). While Ekundayu, Oyerinde, and Kolawole (2013) opined that effective supervision involves assessing student progress, ensuring teachers prepare and maintain accurate records, and utilizing evaluation processes to plan meaningful instruction.

Ethics, in its essence, refers to a system of moral principles that guide human actions and decisions, distinguishing between right and wrong, acceptable and unacceptable behaviour (Musa, 2018). The author remarked further that, ethical standards within an organizational context, can be understood as the moral codes or benchmarks associated with operations, management, and the performance of duties by individuals. In the specific realm of educational supervision in Nigeria, these standards extend to the conduct of supervisors in their interactions with teachers, students, parents, and the broader community. Thus, effective teaching requires subject content knowledge, pedagogical knowledge, and an understanding of educational contexts and goals (Musa, 2018). Ethical standards in this domain demand that supervisors act in ways that promote the learning and growth of students, helping them realize their full potential. This necessitates a commitment to fairness, impartiality, and a recognition of the diverse characteristics of pupils and students, regardless of their physical, mental, emotional, social, racial, or religious backgrounds (Musa, 2018).

Several research efforts have explored the meaning of ethics in the Nigerian educational landscape. Bateman and Snell define ethics as the system of rules governing the ordering of values, while Siropolis in Nwikina & Nwile (2015) views it as the rules or standards governing conduct within a profession. Ethical behaviour aligns with the standards set by society whereas, unethical behaviour deviates from these norms. In the context of school management, trust, responsibility, and integrity are considered integral to excellent leadership (Nwikina & Nwile, 2015). Ethical conduct builds upon trust, which is a fundamental ingredient for quality management, influencing communication, interpersonal relations, conflict management, problem-solving, teamwork, and overall focus. The National Policy on Education in Nigeria cited in Nwikina and Nwile (2015) emphasizes national ethics such as discipline, integrity, dignity of labour, social justice, religious tolerance, self-respect, and patriotism, underscoring the importance of these values within the education sector. Despite such commitment, there is a recognized erosion of ethical behaviour including trust and integrity within the Nigerian education system.

Various scholars have further elaborated on ethical standards in education. Omisore and Oyende cited in Nnadiesube, (2018) suggested that ethics is a set of principles relating to morals, especially as they apply to human conduct, and work ethics concerns what is morally correct, honourable, and acceptable within an organization or society. Ethical behaviour occurs when individuals act with equity, fairness, and impartiality, respecting the rights of others (Nnadiesube, 2018).

Ethical issues in education encompass basic principles, procedures, and behaviour patterns rooted in core values, aimed at establishing a disciplined and purposeful school environment dedicated to improving the learning process. Fairness and equity are vital aspects of ethical standards in education, requiring fair treatment in the administration of resources and in the admission and management of students and staff, without discrimination (Oyetubo, 2021). In the context of educational supervision, ethical guidelines should ensure honesty, integrity, fairness, justice, impartiality, loyalty, and faithfulness. The British Association of Counselling Professionals identifies traits like sincerity, resilience, wisdom, humility, integrity, respect, competence, courage, and fairness as essential ethical qualities for school counsellors, a role that shares similarities with supervisory responsibilities (Adikwu, 2021). The alarming rate of misconduct in Nigerian schools underscores the need for ethical standards to maintain integrity within the educational system. Compliance with codes of ethics ensures institutions promote an environment of academic integrity, strengthening public trust and fostering sustainable educational development (Kehinde, 2023).

Sustainable national development is a dynamic and progressive transformation process through which nations meet their current needs and aspirations without compromising the capacity of future generations to meet their own needs (Shobayo & Ajayi, 2023). It encompasses improving the range of opportunities that enable individuals and communities to achieve their full potential over a sustained period while maintaining the resilience of economic, social, and environmental systems (Boyi, 2013). The key pillars of sustainable development include economic viability, social equity, and environmental sustainability.

Ethical Supervision as Foundation for Sustainable National Development

The establishment of ethical standards in the supervision of secondary schools in Nigeria forms a critical foundation for achieving sustainable national development. Effective secondary education, fostered by ethical supervision, plays a vital role in cultivating a skilled and knowledgeable citizenry, which is indispensable for economic growth and innovation (Shobayo & Ajayi, 2023). Higher education, built upon a strong secondary education foundation, advances society through technology and innovation, creating a quality workforce essential for sustainable economic progress (Abanyam, David & Ibrahim, 2025). Quality education equips individuals with the necessary skills for effective functioning in society and contributes significantly to economic advancement (Shobayo, & Ajayi, 2023). Investment in the quality of education is pivotal for sustainable economic growth by transforming human resources into valuable human capital.³⁷ Education serves as the bedrock for all sectors, nurturing and sustaining ideas that drive development and aiming to produce a skilled workforce (Nwuche & Charles, 2022). Indeed, skilled manpower is a fundamental requirement for national development, and this can only be effectively cultivated through a robust and ethically supervised education system (Boyi, 2012).

Furthermore, ethical supervision is instrumental in promoting core values such as integrity, responsibility, and civic engagement among students (Nwikina, & Nwile, 2015). The authors remarked further that, these values are not only essential for social cohesion and good governance but also for fostering a sense of national ethics encompassing discipline, integrity, dignity of labour, social justice, religious tolerance, self-respect, and patriotism. Education for Sustainable Development (ESD), which aims to create a more sustainable and just society, relies heavily on instilling these ethical values in learners (Ukanga & Ashiwere, 2019). Moral education, with its focus on values and character development, is an imperative for sustainable development in Nigeria (Chizaram & Uche, 2019). By emphasizing ethical conduct, schools contribute to the development of responsible and well-rounded individuals who can contribute positively to the nation's progress (Nwangwu, Onoyima, & Aka, 2022).

The long-term achievement of sustainable development goals in Nigeria is intrinsically linked to having a well-educated and ethically grounded population, which is a direct outcome of effective and ethically supervised secondary education (Boyi, 2013). By equipping individuals with the necessary knowledge, skills, and ethical framework, education empowers them to become responsible and self-sufficient members of society, thereby driving national development (Akinyemi, & Mohammed, 2013).

Ensuring adequate funding and support for education, underpinned by ethical supervision, is paramount for enhancing sustainable national development in Nigeria (Joseph & Ofoego, 2020). The successful implementation of national visions like Vision 2030 and the Sustainable Development Goals, particularly the goal of quality education, hinges on the establishment and maintenance of high ethical standards in the supervision of secondary schools (Eli, 2019).

The erosion of ethical behaviour within the education system, often exacerbated by lapses in supervision, directly undermines the very foundations required for sustainable national development (Nwinkina & Nwile, 2015). Trust, integrity, and a commitment to the common good are essential for societal progress, and these are directly impacted by the ethical climate within schools. Unethical supervision can perpetuate a cycle of poor values and practices, hindering the development of a responsible and ethical citizenry. Therefore, the promotion of ethical standards in secondary school supervision is not just an educational imperative but a fundamental requirement for building a sustainable and prosperous future for Nigeria.

Functions of Secondary School Supervisors in Nigeria

The functions of secondary school supervisors are diverse and crucial for maintaining standards and fostering improvement. These functions include:

1. The appraisal of specific learning situations to ascertain the needs of children and the efficiency of instruction;
2. Provides professional information and technical assistance to teachers in the form of improvisation and use of instructional aids and also suggestions for instruction improvement;
3. Guidance on management of classroom discipline,
4. Boosting morale and suggestions on ways to improve teaching performance (Omorobi, 2025).
5. Conducting research for curriculum instruction and revision; and offering professional leadership and cooperation with teachers (Omorobi, 2025).

Challenges of Maintaining Ethical Standards in School Supervision

Several challenges and or obstacles hinders effective maintenance of ethical standards in school supervision in Nigeria. Those challenges includes:

1. The Prevalence of Bribery and Corruption within the Education Sector: This can manifest in various forms, including bribery, extortion, and the manipulation of examination results, directly undermining the integrity of the supervisory process and the quality of education. For instance, in a study conducted by Ugobueze (2024) in Onitsha Education Zone bribery and corruption were identified as key problems hindering effective supervision. Other unethical practices like extortion and examination malpractices in Colleges of Education were also reported (Ofojebe, 2018). Similarly, Ngonso (2022) also observed prevalence of admission fraud, drug abuse, and absenteeism in higher education institutions. Thus, a pointer to the need for ethical standards re-engineering for school supervision.
2. Inadequate funding: Inadequate funding poses another major obstacle, leading to a shortage of professional supervisors, inadequate supervision materials, and insufficient capacity development programs for supervisors (Adeoye, 2023).
3. Inadequate Resources: The lack of sufficient resources, including transportation facilities, stationaries and accommodation further impedes the ability of supervisors to effectively monitor schools.
4. Political instability: Frequent changes in educational leadership and policies due to political instability also contribute to the challenges in maintaining ethical standards and political interference can also lead to the politicization of the appointment of supervisors, potentially compromising their competence and objectivity (Adeoye, 2023).
5. Inadequate Professional Supervisors: a lack of adequate training for supervisors' leaves many ill-equipped to perform their duties effectively and ethically (Adeoye, 2023). Issues such as excessive responsibilities placed on supervisors, attitudinal and procedural problems, and a

- lack of clear direction further compound these challenges (Modupeoluwa, Bello, Awodoyin, Yakubu & Joel, 2024).
6. Issues such as the lack of proper planning, organization, and budgeting in instructional supervision also point to a lack of ethical responsibility in the management of schools.
 7. Erosion of Societal Norms and Values: The erosion of ethical behaviours, including trust and integrity, within the wider Nigerian society can permeate the education system, making it more difficult to uphold high ethical standards in schools (Nwikina, & Nwile, 2015).
 8. Inability to enforce ethical codes of conduct and the lack of robust accountability mechanisms: The inability of management to effectively enforce ethical codes hinders the establishment of a culture of academic integrity (Kehinde, 2023). Even though codes of conduct exist, ensuring strict adherence and implementing sanctions for unethical behaviour remain significant hurdles (Nnadiesube, 2018).
 9. In some instances, supervisors may exhibit behaviours such as being bossy, victimizing teachers, or engaging in fault-finding, which are clear violations of ethical principles that emphasize support and professional growth (Suleiman, Ijaya, Ishola & Joshua, 2020). Also, overpopulated classrooms can further strain the supervisory capacity of both teachers and principals, potentially leading to compromises in ethical oversight (U-Sayee, & Adomako, 2021).
 10. A lack of discipline due to poor supervision can also be seen as indirect consequences of unethical or negligent supervisory practices.
 11. The emergence of "Miracle Examination Centres" (MECs) provides a stark illustration of unethical supervision and practices in Nigerian secondary schools. These centres facilitate widespread examination malpractice, where students obtain undeservedly high grades through institutionally enabled cheating (Agwu, Orjiakor, Odii, Onalu, Nzeadibe, Roy, & Okoye, 2023).

Strategies for Re-engineering Ethical Standards in School Supervision for Sustainable Development

Re-engineering ethical standards in the supervision of secondary schools in Nigeria requires a multi-faceted approach involving various strategies and the commitment of all stakeholders.

1. Regular ethics training and professional development programs should be mandatory for both school supervisors and school leaders focusing on the importance of ethical conduct, the implications of unethical behaviour, and the development of skills for addressing ethical challenges.
2. Clear codes of conduct for supervisors, outlining their responsibilities and expected ethical standards, should be developed, effectively implemented, and regularly reviewed and updated.
3. Robust accountability mechanisms and clear reporting channels for unethical behaviour should be established. These mechanisms should ensure that allegations of unethical conduct are investigated thoroughly and that appropriate sanctions are enforced.
4. Transparency in the supervision process, including clear criteria for evaluation and feedback to help foster trust and reduce opportunities for unethical practices.
5. Updating school admission registers regularly for inspection in order to enhance transparency.
6. School supervisors including principals and senior staff, must consistently model ethical behaviour and take a firm stance against unethical conduct. This can be achieved through implementation of both formal policies and informal values
7. Adequate resources including funds should be allocated to efficiently support ethical supervision. This will go a long way in ensuring a sufficient number of qualified supervisors, necessary supervision materials and professional development opportunities are provided.
8. Mentorship programs should also be made available for new supervisors to provide valuable guidance and support in navigating ethical challenges.

9. Involving all stakeholders, including teachers, parents, students, and community members, in development of ethical standards by establishing clear guidelines for acceptable and unacceptable behaviour
10. Continuous monitoring and evaluation of the implementation of ethical standards in order to identifying areas for improvement and ensuring accountability.
11. Implement principle of fairness and equity in the administration of resources, student admissions, and the management of staff, without any form of discrimination.

Conclusion

The significance of ethical standards in promoting effective supervision of secondary education for sustainable national development cannot be overemphasized. A well-educated and ethically grounded populace, nurtured through a robust and ethically supervised education system, is essential for driving economic growth, fostering social cohesion, and promoting good governance. Thus, instilling values such as integrity, responsibility and civic engagement, ethical supervision can contribute to the development of a citizenry committed to the long-term well-being of the nation and the achievement of sustainable development goals.

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**YOUTH EMPOWERMENT THROUGH ETHICAL AND VALUES
REORIENTATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN
OGBONNAYA ONU POLYTECHNIC, ABA, ABIA STATE.**



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Abstract

The study investigated the Youth Empowerment through Ethical and Values Reorientation for Sustainable National Development in Ogbonnaya Onu Polytechnic, Aba, Abia State. This study adopted the descriptive survey research design. The study's target population was all academic and nonacademic staff members of Ogbonnaya Onu Polytechnic, Aba. The stratified sampling technique was used to select 110 members from the academic staff and 35 from the nonacademic staff. This gave a total of 145 respondents used in the study. The instrument for data collection is a 28-item structured questionnaire titled: —Youth Empowerment through Ethical and Values Reorientation for Sustainable National Development in Ogbonnaya Onu Polytechnic, Aba Abia State Questionnaire (YEEVRSNDOPAQ) and structured on a 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) developed by the researcher. The questionnaire was divided into two sections. Section A contained the respondents' personal information, while Section B aimed at eliciting information on Youth Empowerment through Ethical and Values Reorientation for Sustainable National Development, and the mean decision was 2.50. The instrument was validated by two experts, one from Education Measurement and Evaluation, while the other from the Department of Education Management and Planning. The reliability coefficient of the instrument was determined using the Cronbach alpha statistical tool with $r = 0.83$. The research questions were analysed using mean and standard deviation. The findings revealed that the respondents indicated the extent of the effects of the degradation of ethics and values in the school environment as being high, with a cluster mean of 3.1. Findings revealed that the respondents agreed to a high extent with the strategies suggested by stakeholders for ethical and value reorientation in Ogbonnaya Onu Polytechnic, Aba, Abia State, with a cluster mean value of 3.1. Based on the findings, it was recommended that the government imbibe the culture of promoting and rewarding hard work in all facets of our social life, promotion of a national value system that guides the behaviour of both our leaders and citizens through value reorientation programmes and the mentality of individuals, communities, and entire societies should be reoriented towards societal ethics and values through the instrumentality of National Orientation Agency.

Keywords: Youth Empowerment, Ethical and Values Reorientation, Polytechnics, Sustainable National Development

Introduction

Education is a deliberate and purposeful activity directed at the achievement of a range of ends which include the development of knowledgeable individuals who can reason, the formation of a sustainable economy and the realisation of economic goals benefiting both individuals and their communities (Rizvi & Lingard (2010) as cited in Ojeka, Onyedibe & Isinka (2021). Offem & Adigobi (2016), as cited in Offem & Iwang (2021), posit that education is an instrument for a process of social reformation and transformation of individuals and the nation at large. This implies that education is a key to human development, and no nation can develop without human beings. According to Isiozor, as cited in Ojeka et al (2021), it is through education that an individual masters their environment and acquires the necessary equipment for living a worthwhile life. Ekpiken and Ukpabio (2015) asserted that no country can expect to successfully integrate into and benefit from the 21st-century economy without a well-educated and empowered workforce. Okpete as cited in Ekpiken and Ukpabio (2015) asserted that the educational experiences of youths have to be such that it is conducive to promoting not only the fullest individual development but also the acquisition of knowledge, attitudes, behaviours and occupational skills that are appropriate for maintaining the social status quo, advancing economic progress and developing individual (youth) personality.

Education can only be considered meaningful if it makes a significant contribution to society and becomes an instrument for national development. Similarly, tertiary institutions are acknowledged vehicles for the promotion of human capacity development with the general development of society (Okeke and Harold-Opara, 2021). Similarly, in the opinion of Isiozor, Emeribe and Anyanwu (2017), when individuals are empowered educationally, it goes beyond literacy; it includes the acquisition of fundamental skills, moral identity and ambition to succeed in life. They further state that quality education is a functional and sustainable system which serves the needs of individuals and enables them to facilitate the development of their nation. Education, therefore, is of quality if it has the potential to produce individuals who can render useful services to their country and themselves. To this effect, quality education is a tool for sustainable development. Ojeka, Ekeh, and Nwosu (2023) defined sustainability as the ability to hold, retain, keep and build on what has been built, realised or achieved. They further state that sustainable development satisfies and meets the needs of today and does not compromise the capacity and opportunities of future generations to meet their requirements. According to Anum, Chris-Obi and Oparaiwu (2021), education's role in sustainable development is regarded as an instrument of social change that could transform society significantly. Madukwe, Unamba, Ategwu and Kpee (2023) asserted that education for sustainable national development aims at helping people develop the attitudes, skills, perspectives and knowledge to make informed decisions in their socio-economic activities and act upon them for the benefit of themselves and others, now and in the future. It also helps the citizens of the world learn their way to a more sustainable future.

According to the National Council of Education Research and Training, as cited in John-Nelson, Ihunwo and Ohanyiri (2025) asserted that the process of education inculcates ethics and values to equip the learner with a kind of life that is satisfying to the individual under the cherished values and ideals of the society. According to Kanu, as cited in John-Nelson, Ihunwo and Ohanyiri (2025), ethics is a branch of philosophy which deals with the morality of human actions or the norms of human behaviour. Ethics studies the proper course of action for man. Values are defined as the collective conception of what is considered good, desirable, proper or bad, undesirable, and improper in a culture. Iwuama and Ikpeazu in Nnokwe (2019) see value as an ethical concept that prescribes or tends to prescribe what is acceptable within an individual, family, society or system and shapes their behaviour/personality as well as influences choices in life. Values, generally perceived, mean those standards or principles which the society collectively holds as valuable and therefore to be imbibed by its members (Nwabuanani in John-Nelson et al, 2025).

The youth Empowerment Concept refers to economic and labour programmes which can be used to impact labour skills and sensitivity to young able-bodied, mentally fit individuals or groups of young persons to enable them to participate maximally in the harnessing and distribution of economic and social resources for meaningful self-benefits and the improvement of the society (Educlues as cited

in Accord 2020). Accord (2020) further asserted that youth empowerment aims basically at the improvement of life. However, youth empowerment generally is a process where young people are taught, trained and equipped to respond positively to life by transforming their beliefs, values and attitudes. Youth empowerment through higher education, according to Okeke and Emenalo in Ekpiken and Ukpabio (2015), can be realised through teaching, research, creation, dissemination and services to the community. This can also be possible if properly and effectively pursued, and the complete actualisation of youth empowerment is always assured. Higher education, according to the Federal Republic of Nigeria (NPE, 2013), is the formal education given after secondary in Universities, Colleges of Education, and Polytechnics/Monotechnics. The activities of higher institutions include teaching, research and community development, while the objectives include contributing to national development through a higher level of manpower training. According to benpolyonline.edu.ng (2024), Nigeria's educational landscape is undergoing significant transformation, driven by the need for skilled professionals who can contribute effectively to the nation's development. In this context, polytechnic education is a cornerstone for sustainable growth and socio-economic advancement. Polytechnic education stands out as a bridge between the theoretical knowledge imparted in classrooms and the practical demands of the industry. Unlike traditional academic institutions, polytechnics prioritise hands-on learning and real-world applications (benpolyonline.edu.ng, 2024). The Polytechnics produce middle-level technical manpower. They award the National Certificate and Diplomas; the National Diploma (ND) is awarded after two years of study following senior secondary school, and the Higher National Diploma (HND) with a year of industrial experience serving as one of the prerequisites for entry into HND programmes (Uche, 2020). Uche (2020) further asserted that the regulatory/supervisory agency in charge of polytechnics and technical education in Nigeria is the National Board for Technical Education (NBTE). The chief executive/administrator of a polytechnic is called a Rector. Moreover, polytechnic education is deeply rooted in the concept of relevance. It is designed to meet the needs of industries and communities, ensuring that graduates are equipped with the skills and knowledge demanded by the job market. This focus on relevance makes polytechnic education a vital component of Nigeria's efforts to enhance productivity, promote entrepreneurship, and drive economic development (benpolyonline.edu.ng, 2024).

Okeke and Emenalo in Ekpiken and Ukpabio (2015), maintained that this has become imperative because Nigeria's future prosperity particularly at the community level depends on the production or empowerment of youths who are well-prepared and equipped to play their roles in tomorrow's global society; as well as appreciating the indispensability of peace and security that are ingredient for progress and sustainable development. Issa-Onilu (2024) asserted that the citizens are the true determinants of the nation's well-being. A nation's prosperity is not solely dependent on its economic success but on the values and attitudes of its citizens. Issa-Onilu (2024) further maintained that a country should strive to cultivate the character of its citizens, enabling them to build lasting prosperity. The alternative is a prosperous nation brought to ruin by the poor character of its citizens. According to the National Council of Education Research and Training, as cited in John-Nelson, Ihunwo and Ohanyiri (2025) asserted that the process of education inculcates ethics and values to equip the learner with a kind of life that is satisfying to the individual under the cherished values and ideals of the society. According to Kanu, as cited in John-Nelson, Ihunwo and Ohanyiri (2025), ethics is a branch of philosophy which deals with the morality of human actions or the norms of human behaviour. It deals with the morality of human actions or the norms of human behaviour. Ethics studies the proper course of action for man.

Values are defined as the collective conception of what is considered good, desirable, proper or bad, undesirable, and improper in a culture. Values are central to human behaviour and development. Values guide the choices we make and the way they influence the behaviour of everyone in society (John-Nelson, Ihunwo and Ohanyiri, 2025). Bodurin, as cited in Enu and Esu (2011), noted that values are basic beliefs and attitudes in a society, whether of individuals or groups, which are considered worthwhile and which serve as guides to choices and behaviour in daily life. Values help one to inform one on how he or she can conduct one's life in a meaningful way. On his part, Bolarin as cited in Enu

and Esu (2011) sees values as the mean traits, practices, acts, ideals, beliefs, attitudes, and principles that a group or society considers to be of merit, worthwhile, dear, acceptable and right.

According to Mukherjee in John-Nelson et al (2025), values are socially approved desires and goals that are internalised through the process of conditioning, learning or socialisation and that become subjective preferences, standards and aspirations. When discussing values, we discuss principles, beliefs, and ideologies shaping us as individuals and people. Therefore, just as individuals must have their values, beliefs, and principles that define their identity, without which they are unguarded and lost, so does a nation need to define its values, without which such a nation will remain backwards (Onilu, 2024). Matthew and Obiesili (2022) observed that a society unappreciative of moral values, ethics and proper manners is not worth living in. Lack of morals and ethics has resulted in individuals being selfish, greedy and corrupt. On the other hand, a lack of respect, civility and proper etiquette has made it difficult for many young people to maintain healthy relationships and interactions with others. Ethics and values re-orientation is a reassessment, taking a look again and putting something back on course because it has gone off-course. Education has gone off course in Nigeria, and the values expected from it have been lost. There is therefore a need to redeem education in Nigeria through ethical and value re-orientation in the system now. Re-orientation is to bring back the lost values in the school system of education in Nigeria (Magaji as cited in John-Nelson, Ihunwo and Ohanyiri, 2025).

Nigeria as a nation has some prescribed values which all members are expected to conform to. These values reflect the shaped and cherished expectations of the entire people in the society, enhance progress in any field of human endeavour, and the attainment of the people's goals. They also help to bind people together and make them develop in forms of respect, obedience, morality, discipline, labour and human relations (Nnokwe, 2019). Nnadozie, as cited in Nnokwe (2019), affirms that the social, educational, economic and moral development of a people depends on practical values. Section 23 of the 1999 constitution of the Federal Republic of Nigeria, as amended, provides that national ethics or core values shall include discipline, integrity, and dignity of labour, social justice, religious tolerance, self-reliance and patriotism. NEEDS, as cited in Enu and Esu (2011), described Nigeria as a multi-ethnic society, with a value system that is derived from the diversity of its people, religion and culture. These core values they identified include respect for elders, honesty and accountability, cooperation, industry, discipline, self-confidence and moral courage. However, the lived experience of Nigerians is quite different from the constitutional provisions on ethics and values for the country. There is a lot of indiscipline in every facet of life in the country. Many people no longer cherish integrity. The get-rich-quick syndrome and pursuit of easy money have reduced the dignity of labour. Many Nigerians have no respect for our institutions and national symbols. There is therefore a great need for ethics and value re-orientation.

According to John-Nelson, Ihunwo and Ohanyiri (2025), the above core values are grossly compromised in the present Nigerian socio-economic and political contexts to the extent that this has constituted a serious moral problem. Their excessive compromise has manifested in greed, corruption, dishonesty, violent crimes, political killings, drug peddling, and so many other anti-social behaviours capable of jeopardising all sincere efforts directed at stimulating national development or achieving a productive society. Nandap and Isah, as cited in Nnokwe (2019), observed that in Nigerian schools, there is a loss of social, economic, moral, cultural, religious, political, educational and psychological values. The study of Oluwagbohunmi (2017) showed that lack of value-based leadership, parents' failure to inculcate values in children at an early stage and impunity as factors militating against youths' development of societal values. Equally, Njoku, Njoku and Igbokwe (2017) observed that the problem with Nigeria is that of valuelessness as various governments in Nigeria have realised the ugly shift in the Nigerian value and the moral system that, at one time or another other they initiated programmes and ideologies aimed at National re-orientation. National Rebirth, New Face, Rebranding Nigeria, etc., such programmes and ideologies are only attesting to the fact that there are serious erosions that have wasted away the core values, philosophies, cultures, unity, identity, nationalism, etc. According to Issa-Onilu (2024), all these efforts were geared towards building a nation with positive values that will enable us as a nation to be counted among the best in the world. Issa-Onilu (2024) further maintained

that while we grapple with the challenges of poor infrastructure and a struggling economy, the most pressing challenge is the attitude of our citizens. It is high time we shifted our focus to promoting a national value system that guides the behaviour of both our leaders and citizens. Enu and Esu (2011) maintained that the core values of Nigeria that have been weakened over the years need to be strengthened for obvious national development to be achieved. Olasehinde-Williams (2018) asserted that one plausible reason for the low ability of education to impact value orientation and re-orientation in Nigeria is the inability of higher education to produce adequate manpower with the required knowledge, skills and values for effective nation building. From this weak perspective, John-Nelson, Ihunwo and Ohanyiri (2025) called for the strengthening of ethics and values education in schools as corruption drives and shapes social values in Nigeria, and for some individuals the quest for easy money is a justification for violating the laws of the land and distorting official policies directed toward national and sustainable development. Given this circumstance, the imperative for ethics and values education cannot be overemphasised as they involve education for character and good moral values. It is for good character and moral development, which will lead to a healthy nation. Nnokwe (2019) asserted that only a well-grounded value system, including the fundamental family values, can help stabilise it on the path of probity, social justice and economic progress and rescue it from the fatalistic path of moral mediocrity.

Value-reorientation is referred to as de-schooling due to mis-education. Most Nigerians have been mis-educated through covert and overt influence, unwilling assimilation of Western values, especially the negative ones (Nnokwe, 2019). Nnokwe (2019) further asserted that re-orientation of values in our society is a search for a national culture that would reshape national character and image. Value orientation and reorientation are aimed at inculcating good values, which enable the society to come out of numerous predicaments and also propel the nation towards development.

The quest for national development in Nigeria has been an issue of great concern to all who have a stake in the existence of an entity called Nigeria. In search of genuine national development, a lot of development agendas, programmes and reform measures have been initiated and implemented by both the government and development partners (Enu and Esu, 2011). The National Orientation Agency (NOA), through engagement with various stakeholders, cutting across academia, youths, media, civil society, and traditional institutions, developed the National Values Charter (NVC) blueprint approved by the Federal Executive Council. The charter is divided into two broad sections (Issa-Onilu, 2024).

S/N	The Nigerian Promise (7 Core Commitments)	Citizen Codes (7 Core Commitments)
1	Equality	Discipline
2	Democracy	Duty of Care
3	Entrepreneurship and Employment	Tolerance and Respect
4	Peace and Security	Leadership
5	Inclusivity	Transparency
6	Freedom and Justice	Environmental Awareness
7	Meritocracy	Resilience

These seven promises are the pillars upon which the Nigerian state shall be held accountable by its citizens at home and in the diaspora. Therefore, every leader shall see himself or herself as an embodiment and implementer of these core values. The second segment explains the fundamental values and obligations expected of citizens everywhere. Together with the Nigerian Promise, they constitute Nigerians' fundamental identity (Issa-Onilu, 2024). Issa-Onilu (2024) further asserted that most countries understood the need to create institutions and conditions for value orientation and character moulding. The positive common characteristics of citizens must be preserved and promoted in ways that edify the citizens and the country. Realising this gap, the National Orientation Agency has instituted seven policies (institutionalisation process) to sustain the Nigerian value system.

Nationalisation of Cartoon Animation, whose contents would foster attitudinal and behavioural change and serve as a platform for promoting national identity through value reorientation.

The integration of citizenship studies into the educational curricula of children and youth.

Citizen Brigades where members learn leadership and moral values.

Global reputational management campaign within and outside Nigeria to promote Nigeria's values.

Orientation programme for appointed and elected government officials that is critical for building a competent, ethical, and practical public service The incorporation of value orientation throughout the service year as part of the National Youth Service Corps (NYSC) and Industrial Training Fund (ITF) programmes Reintroduction and Promotion of National Symbols for fostering a strong national identity, unity, and pride. Through this, governments and institutions can strengthen social cohesion, enhance civic engagement, and build a more inclusive and united society.

These are aimed to nurture a generation of ethical, responsible, and engaged citizens who can contribute to Nigeria's growth and development. The main purpose of this study is to investigate youth empowerment through ethical and values education for sustainable national development in Ogbonnaya Onu Polytechnic, Aba, Abia State. Specifically, the study sought to ascertain the extent of the effects of the degradation of ethics and values in the school environment and the extent of agreement with the strategies for ethical and value reorientation in Ogbonnaya Onu Polytechnic, Aba, Abia State.

Statement of the Problem

Nigeria's future prosperity, particularly at the community level, depends on the production or empowerment of youths who are well-prepared and equipped to play their roles in tomorrow's global society; as well as appreciating the indispensability of peace and security that are ingredients for progress and sustainable development. Indeed, values and youth empowerment are of significance to sustainable national development. There is no doubt that our value system has been badly eroded over the years. The long-cherished and time-tested virtues of honesty, integrity, hard work, punctuality, good neighbourliness, abhorrence of corruption, respect for authority, and patriotism have given way in the mainstream to dishonesty, indolence, unbridled corruption, get-rich-quick syndrome, and widespread impunity. The resultant effect of this derailment in our value system is being felt in the social, political, and economic spheres. Therefore, continuous ethical and values reorientation education will help to empower the youth, restore our value system, and rekindle our nationalistic fervour. Given the above challenges, the study seeks to assess youth empowerment through ethical and value reorientation in Ogbonnaya Onu Polytechnic, Aba, Abia State.

Research Questions

1. To what extent are the effects of the degradation of ethics and values in the school environment?
2. To what extent do you agree with the strategies suggested by stakeholders for ethical and value reorientation in Ogbonnaya Onu Polytechnic, Aba, Abia State?

Methodology

This study adopted the descriptive survey research design. The study's target population was all academic and nonacademic staff members of Ogbonnaya Onu Polytechnic, Aba. The stratified sampling technique was used to select 110 members from the academic staff and 35 from the nonacademic staff. This gave a total of 145 respondents used in the study. The instrument for data collection is a 28-item structured questionnaire titled: —Youth Empowerment through Ethical and Values Reorientation for Sustainable National Development in Ogbonnaya Onu Polytechnic, Aba Abia State Questionnaire (YEEVRSNDOPAQ) and structured on a 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) developed by the researcher. The questionnaire was divided into two sections. Section A contained the respondents' personal information, while Section B aimed at eliciting information on Youth Empowerment through Ethical

and Values Reorientation for Sustainable National Development, and the mean decision was 2.50. The instrument was validated by two experts, one from Education Measurement and Evaluation, while the other from the Department of Education Management and Planning. The reliability coefficient of the instrument was determined using the Cronbach alpha statistical tool with $\alpha = 0.83$. The research questions were analysed using mean and standard deviation.

Results and Findings

Research Question 1

To what extent are the effects of the degradation of ethics and values in the school environment?

Table 1. Mean scores and standard deviation of responses on the extent of the effects of the degradation of ethics and values in the school environment.

S/N	Moral Vices	VHE	HE	LE	VLE	$\bar{X}$	STD	Decision
1.	Cultism	33	73	26	13	2.9	.60	HE
2.	Drug addiction	53	59	20	13	3.0	.63	HE
3	.Examination fraud	72	46	20	7	3.3	.40	HE
4	Corruption	66	59	13	7	3.3	.41	HE
5.	Smoking	73	53	13	7	3.3	.4	HE
6	Internet fraud	79	40	26	0	3.4	.5	HE
7.	Insecurity	86	45	7	7	2.8	.7	HE
8	Lack of respect	46	66	33	0	3.1	.6	HE
9.	Robbery	53	72	13	7	3.2	.6	HE
10	Prostitution	59	66	20	0	3.3	.58	HE
11.	Indecent dressing	66	66	13	0	3.4	.68	HE
12	Truancy	46	59	33	7	3.0	.60	HE
13.	Get-rich-quick syndrome	72	46	20	7	3.3	.41	HE
14	Rape	40	85	13	7	3.1	.60	HE
15.	Indolence	59	46	33	7	3.1	.60	HE
16	Pocket-picking	33	59	40	13	3.1	.60	HE
17.	Vulgarity	40	45	53	7	2.8	.59	HE
18	Violence	40	58	40	7	2.8	.62	HE
19.	Hooliganism	34	54	43	14	2.9	.60	HE
Cluster mean and Standard deviation						3.1	.6	HE

Expected mean = 2.50 HE = High Extent LE = Low Extent No. of Respondents = 145

The result of data analysis presented in Table 1 revealed that each of the items in the table has a mean above the expected mean of 2.50. The respondents indicate the extent of the effects of the degradation of ethics and values in the school environment as being high, with a cluster mean of 3.1

Research Question 2

To what extent do you agree with the strategies suggested by stakeholders for ethical and value reorientation in Ogbonnaya Onu Polytechnic, Aba, Abia State?

Table 2. Mean scores and standard deviation of responses on the extent of the strategies suggested by stakeholders for ethical and value reorientation in Ogbonnaya Onu Polytechnic, Aba, Abia State.

S/N	Items	VH E	HE	LE	VLE	$\bar{X}$	STD	Decision
20.	The culture of promoting and rewarding hard work in all facets of our social life.	26	66	46	7	2.8	.9	HE
21.	Violators of societal ethics and values should be punished appropriately to deter others from doing so	40	66	26	13	2.9	.4	HE
22.	Ethics and value reorientation should be taught in homes, worship places, and cultural gatherings	33	92	20	0	3.1	.4	HE
23.	The mentality of individuals, communities, and entire societies should be reoriented towards societal ethics and values through the instrumentality of NOA	59	73	13	0	3.3	.6	HE
24.	Redesigning and strengthening the curriculum with values and citizenship studies	59	66	20	0	3.3	.6	HE
25.	Workshops to train staff/students on leadership and value systems	72		20	1	3.3	.2	HE
26.	Orientation programme for appointed and elected government officials to lead by example	40	52	20	7	3.0	.6	HE
27.	Strategic communication, branding, and crisis management to ensure a positive and consistent image in society.	20	78	33	7	2.8	.6	HE
Cluster mean and Standard deviation						3.1	.5	HE

Expected mean = 2.50 HE = High Extent LE = Low Extent No. of Respondents = 145

From Table 2, the results of the findings revealed that items 20 to 27 have mean values above the criterion mean value of 2.50, as evidenced in the mean values of 2.8, 2.9, 3.1, 3.3, 3.3, 3.3, 3.0, and 2.8. The findings revealed that the respondents agreed to a high extent with the strategies suggested by stakeholders for ethical and value reorientation in Ogbonnaya Onu Polytechnic, Aba, Abia State, with a cluster mean value of 3.1.

Discussion of findings

The results of the findings revealed that the extent of the effects of the degradation of ethics and values in the school environment is high, with a cluster mean of 3.1. The findings of Nandap and Isah in Nnokwe (2019) are in tandem with this study, which revealed that in Nigerian schools, there is a loss of social, economic, moral, cultural, religious, political, educational and psychological values. In support of the above assertion, Enu and Esu (2011) asserted that there is a lot of indiscipline in every facet of life in the country. Many people no longer cherish integrity. The get-rich-quick syndrome and pursuit of easy money have reduced the dignity of labour. John-Nelson, Ihunwo and Ohanyiri (2025) asserted that effects of the degradation of ethics and values on society to include selfishness, greed, and corruption, lack of respect, crime rising, homicide, theft, rape, drug trafficking, internet fraud, prostitution. They further stressed that core values are grossly compromised in the present Nigerian socio-economic and political contexts to the extent that this has constituted a serious moral problem. Therefore, the researcher believes that continuous ethical and values reorientation education will help to empower the youth, restore our value system, and rekindle our nationalistic fervour.

The findings of this study revealed that the respondents agreed to a high extent with the strategies suggested by stakeholders for ethical and value reorientation for youth empowerment in Ogbonnaya Onu Polytechnic, Aba, Abia State, with a cluster mean value of 3.1. This conforms to John-Nelson, Ihunwo and Ohanyiri (2025), who called for the strengthening of ethics and values education in

schools as corruption drives and shapes social values in Nigeria. Given this circumstance, the imperative for ethics and values education cannot be overemphasised as they involve education for character and good moral values. Nnadozie, as cited in Nnokwe (2019), affirms that the social, educational, economic and moral development of a people depends on practical values. On this note, Issa-Onilu (2024) maintained that it is high time we shifted our focus to promoting a national value system that guides the behaviour of both our leaders and citizens. orientation programme for appointed and elected government officials, fostering an understanding of roles and responsibilities, and promoting a culture of accountability and continuous improvement, government officials will be prepared to serve the public and contribute to the effective functioning of government institutions. Nnokwe (2019) asserted that only a well-grounded value system, including the fundamental family values, can help stabilise it on the path of probity, social justice and economic progress and rescue it from the fatalistic path of moral mediocrity.

Conclusion

Based on the result of this study, it was established that there is an ethical crisis in our school environment which manifests itself in such forms as the exhibition of negative ethical attitudes such as indiscipline, poor attitude to work, lack of respect for law and order, cheating, drug abuse, examination fraud, internet fraud, get-rich-quick syndrome and prostitution. Therefore, stakeholders suggested that the strengthening of ethical and values reorientation education in schools, in homes, among appointed and elected government officials, as well as the integration of citizenship education in the school curriculum, will help to empower the youth, restore our value system.

Recommendation

Based on the findings of the study, the following recommendations were made,

1. The government should imbibe the culture of promoting and rewarding hard work in all facets of our social life.
2. Promotion of a national value system that guides the behaviour of both our leaders and citizens through value reorientation programmes.
3. The mentality of individuals, communities, and entire societies should be reoriented towards societal ethics and values through the instrumentality of the National Orientation Agency

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STRESS AND TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN NIGERIA: A PHILOSOPHICAL ANALYSIS TOWARDS SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

The paper philosophically examined stress and teachers' effectiveness in public secondary schools in Nigeria. Teachers' effectiveness describes the skill, knowledge and competence with which a teacher executes the duties and responsibilities related to his job description. This can be verified using parameters such as their subject matter delivery, examination conduct as well as supervision of class assignment, teaching practice and projects. Such effectiveness however can be affected as a result of stress which comes in different forms. No matter how good a teacher is, if he does not avoid stress, he will certainly have problems at the end of the day. Consequently, the study has been treated under appropriate subheadings such as location and teachers' effectiveness, gender and teachers' effectiveness in public, socio - economic background and teachers' effectiveness as well as level of education and teachers' effectiveness. The human capital theory was used as anchor for the study. It was concluded that government and school administrators need to plan teachers' workload properly, in view of their welfare and performance, in order to get the best from them, which goes a long way in promoting education in the society for sustainable national development. Among the recommendations were that teachers should be assigned to responsibilities based on their qualification and experience, they should be properly remunerated in commensuration to their qualifications, instructional materials should be qualitative and available at all times, there is the need to have more teaching personnel in secondary schools since the available ones are currently inadequate and a periodic teacher performance evaluation is necessary in order to block or eliminate loopholes.

Key Words: Stress, Teacher, Teacher Effectiveness, Secondary Education, National Development

Introduction

The secondary level of education is a major step in students' development process which prepares them for higher education and is attained after their primary education. It is acquired in

secondary schools and designed to empower learners toward academic excellence. Essentially, secondary schools are educational institutions established to facilitate human capital development through quality teaching, proper guidance and community services among others. They help in character building and services to humanity with a responsibility to develop competent, reliable and creative individuals of high moral standards in the society.

According to Onyeizuegbe and Orogbu(2015), secondary schools contribute greatly to the development of any society in every aspect. They help in building individuals for social, economic, technological and political challenges by utilizing the power of teaching to focus on capacities that will enhance human development as well as solve societal problems. They represent a level of education after primary school, where the skills of learners are honed, as they learn different subjects under the guidance of teachers.

In the opinion of Abdullah and Wan (2013), teachers are very essential in secondary education as they help to mould the character of students, disseminate information, transmit knowledge, appraise the environment and facilitate effective teaching and learning process. Likewise, teachers are professionals who help in transforming teaching policies into action as well as make teaching and learning possible. They ensure the growth and development of learners; hence, a nation. They are thus builders whose performance depends on commensurate qualification, experience and preparation. The availability and effectiveness of teachers thus, determine the level of students' performances in schools(Nwangwu, 2015).

Consequently, teachers' effectiveness connotes the skill, knowledge and competence with which a teacher performs the responsibilities related to his job description (Abas et al, 2019). It is the execution of an obligation, implementing one's duties and computing the accomplishment of set goals and objectives. This involves the teacher's role in the dissemination of knowledge and providing guidance and counseling services to the learners.

Teachers' effectiveness can be measured through certain parameters as in their subject matter delivery (such as lesson plan, lesson preparation and teaching method embraced), examination conduct (as in strength of examination paper, examination supervision and result computation) and supervision (as in class assignment, teaching practice and projects) (Isiguzo&Amaeze, 2022). Other areas include selection and application of instructional materials, completing number of period per week and scheme of work, relationship with students and commitment and involvement of other activities that will promote the actualization of school goals. Nevertheless, these ideal parameters and assessments may be affected due to work stress.

Stress is a feeling of tension that is demonstrated both physically and emotionally. It is a major aspect of the challenges towards the mastery of new skills and behavioural patterns (Izuegbu, 2023). The individual experiences emotional, cognitive and physiological mal-functioning as a result. It shows that stress is an adaptive response facilitated by individual characteristics and / or psychological processes, which are consequences of an external action, situation or activity that places special physical and /or psychological demands upon a person.

According to Affah and Khatoon(2012), about one third of teachers perceive their occupation as very stressful. It is clear that teachers can be exposed to a number of sources of stress; which include teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands. Also included are being exposed to poor working conditions, ambiguity of the teacher's role, poor relationships with colleagues, students, administrators and job insecurity among others. Equally included are teacher's location, gender, socio- economic background and level of education (Duruji et al, 2014).

Very sadly, stress may affect teachers' ability to function effectively, even to the extent of burning out. Other effects of stress on teachers may include reduction in work performance, increasing introversion, inability to manage time or delegate, feeling of alienation and inadequacy, irritability with colleagues, lack of motivation, unwillingness to cooperate, loss of interest for the job, infection and accident proneness and so on (John, 2019). These assumptions have spurred these researchers'

curiosity in attempting to unravel the influence of stress on teachers' job effectiveness in secondary schools in Nigeria.

Conceptual Review

Stress

Stress explains or describes a major form of worry caused by difficult situations in one's life or job. It is an individual's complete response to environmental demands and pressure. It is also seen as that strain or tension that comes from adverse or demanding situations. This shows that stress puts some form of pressure on an individual's body to adjust or adapt to a particular way of life in order to cope with situations. It produces a psychological or physical force behind its range of stability, developing a strain in the individual's body and is likely to constitute a threat to him (Kreitner&Klinick, 2014).

Occupational stress construes a condition where occupation related factors interact with the workers to either disrupt or enhance his psychological or physiological condition so that the person's mind and body is forced to deviate from its normal way of functioning. It is the type that arises in the course of discharging one's duties and responsibilities. According to Maduabum (2017), stress is a psychological reaction caused by the perception of aversive situation which can be hazardous to one's health. Teachers work daily with students and are faced with a number of problems. Moreover, they have to perform a lot of work after they reach home such as preparing lesson note, correcting the note books, evaluation of scripts, etc which can cause stress.

The general perception of stress is negative, however, it can be positive sometimes (Nzeneri, 2012). It is said to be positive when it motivates one to execute actions; for instance, when it helps the teachers to be focused during lesson preparation for effective lesson delivery. On the other hand, it is negative when it inflicts mental, physical, emotional and physiological injuries. This could be regarded as being abnormal which is dangerous and can lead one to burnout if not identified and managed early. Stress cannot necessarily be avoided as a result of the dynamic and complex nature of the teaching profession. Likewise, there are different dimensions of stress such as eutress stress, acute stress, episodic acute stress and chronic stress (Usha, 2013). Eutress stress is the type of stress that leads to positive outcomes and connected with great fun and happiness. It is beneficial with a feeling of fulfillment and achievement instead of anxiety and is essentially the kind of positive stress in the sense that it quickens one to work towards the achievement of tasks and their deadlines.

Acute stress is a major type of stress which is very short-lived and can be positive or negative on one's body. According to Okere (2016), for this type of stress, the victim knows why he is stressed as the body relaxes and comes back to normal when the event ceases. The stress at one time may appear to be rewarding and at the other time it may be frustrating. It does not cause severe or permanent damage to the body. On the other hand, episodic acute stress is an acute stress that is milder but runs in one's life causing harm and damage to one's body organs and wellbeing. John (2019) noted that this type of stress is very chaotic, out of control and involves multiple stressful situations faced by the individual. The victims do not know or admit it easily and so it becomes habitual as they resist changing their lifestyle until they experience the severe physical symptoms.

Finally, the chronic stress comes with unrelenting demands and pressure that destroys gradually both the emotional and health system of an individual. It is the most adverse form of stress that seems to be unending and tends to remain based on the situation that has prompted it (Omoniyi, 2013). Some of the situations that cause chronic stress are bad marriages, overwork and traumatic life experiences which could lead to death. Since stress and its consequences are mostly manageable, it is essential for teachers to learn on how to cope with them in order to be proficient in their skills, so that they can achieve the set goals of the educational institutions.

School Location and Teachers' Effectiveness

School location construes where a school is situated, which could be in urban or rural areas. Most urban schools are sited inside town very close to residential houses and are more in number

compared to schools in rural areas (Iwuagwu et al, 2016). Hence, schools in the urban areas are more populated in view of staff, students and learning facilities.

Rural schools occupy larger areas of land of which greater parts are not or less developed. Location of rural schools may be far from the community centre making very few teachers to arrive school early and regularly. It is further observed that the quality of education in rural schools is less than that provided in urban areas. Furthermore, rural areas are affected when it comes to teaching staff and facilities as these are more located in urban areas (State Ministry of Education, 2015).

Noise is another factor that threatens teaching and learning especially in urban areas. Noise is anything that interferes with teaching and learning process; and is capable of producing influence on students' information processing strategies, feelings of personal control and also one's level of arousal (Chukwuemeka, 2013). It is very difficult to teach in a noisy environment, which could lead to stress on the part of the teachers. A lapse in concentration on the part of the teacher can make him to forget a vital aspect of the study. Teachers generally will excel in less noisy environment compared to noisy ones.

Generally, when considering site as a factor in teaching and learning, the following are considered:

- i. It is easier to teach fewer students than when they are much, due to attention. For instance, it is easier handling 20 students in a classroom compared to when they are 50 in number.
- ii. Learning facilities are very essential. With better learning facilities such as computer and projectors as well as other instructional aids, students learn better and faster. Also, availability of these facilities is a plus; a major advantage which promotes learning. Absence of learning facilities and equipment affect learning (Duruji et al, 2014).
- iii. The level of seriousness in learning is more in urban areas than rural areas. This may be due to limited incentives in rural areas, family challenges, among others.
- iv. Proximity to schools is closer in urban areas than in rural areas. This can make or teachers' attendance, interest and performance.
- v. Noisy environment affects teaching negatively while a serene environment promotes it.
- vi. The quality of teachers is another factor. In most cases, better teachers in terms of qualification, skill and knowledge, are found in urban centres. Only few are posted to rural areas. Sometimes, even the brilliantly qualified teachers who are sent to rural areas refuse such transfers or appointments, leaving rural students to suffer in the process.

It is obvious that location plays a major role in teachers' effectiveness in schools. While closer proximity and less no of students in the classroom may positively enhance teacher's performance and reduce the stress, a far proximity and more students to teach can lead to an unbearable or uncontrollable stress that may affect teacher's performance in the classroom. This further implies that teachers who are faced with distance limitations may have to work harder in order to succeed.

Gender and Teachers' Effectiveness

Gender disparity in the teaching profession has been well documented. Mokolo (2015) stated that female teachers often outnumber male teachers at the primary level, while the opposite is the case at the secondary level. This gender disparity raises questions about the impact of teacher gender on students' performance. Likewise, some research suggests that male and female teachers may employ different teaching styles and classroom management strategies. Stress may however come in based on how much workload they are assigned to.

Likewise, teacher gender can influence students' perceptions and expectations, potentially affecting their learning experiences. Obikeze(2016)noted that female teachers are prevalent at the primary level while male teachers are more at the secondary level. This gender disparity can influence the perceptions and expectations of students, potentially affecting their academic performance. In their study on teacher effectiveness and gender disparity, Duruji et al (2014) found out that gender was independently effective to manipulate changes in the effectiveness of teachers of English Studies

who taught writing in their school. The mean difference shows that female teachers may be more effective in many aspects of the indicators of teacher effectiveness.

Socio- economic Background and Teachers' Effectiveness

Socio- economic background can be observed in the level of affluence of teachers or through their remuneration. Changes in teacher pay are likely to affect education quality through two mechanisms - by influencing the efficiency of the school and by affecting teacher quality (Amadi, 2018). Higher teacher pay may improve the efficiency of schools by reducing teacher turnover. However, a high workload despite incentives may lead to stress.

Ekechukwu and Isiguzo(2019) noted that low level of job satisfaction in teachers is traced to the perceived low salaries paid to them in comparison to the other public sector workers. This may be a pointer to the high incidences of industrial action and unrest in the teaching fraternity. The perception of a skewed remuneration structure which does not favour the teachers in comparison to the other public sector workers cause many teachers to either leave the service before the attainment of their retirement ages or have a lackluster performance at work.

Level of Education and Teachers' Effectiveness

It is well known that the quality and standard of education in any society depends on the quality and standard of the teachers available. Mahatma Gandhi rightly pointed out that *'no country can make any progress without good teachers'*. Consequently, effective education can be achieved through the efforts of well qualified, competent and effective teachers. Depending on the demands of the era, the educational aims and objectives change very rapidly. These demands have a direct influence on the educational system. Every country develops its system of education to meet the challenges of changing times(Ekechukwu, 2016).

Teachers have the great responsibility of making the students competent enough to compete with their counterparts in other countries and to make their society economically independent. To retain the enrolled masses in the classroom, to make education possible, to increase the level of achievement, to tap the potentialities of the students and to improve educational standards remarkably, the teacher should not only be committed and devoted but also competent, exemplary and effective. However, when they are given much work load, it tells on their performance.

Symptoms of Stress and Teacher Effectiveness

Obikeze(2016) noted that stress can result in excessive high blood pressure and hypertension, rapid heartbeat and diseases, heightened anxiety, depression and anger, lack of concentration, sleep disorder, eating disorders, and inability to rest. The fact is that when a teacher is stressed, his performance tends to decrease. Excessive stress reduces the proficiency of teachers and their ability to achieve maximum result. If it increases to a breaking point, the employee may break down and become too ill to work, is tired, quits or refuses to work in order not to face more stressful situation and circumstances.

Equally, some of the symptoms according to Ekechukwu and Isiguzo(2019) include intellectual problem (memory loss, difficulty in taking decisions, lack of concentration), the physical symptoms (sleep disturbances, fatigue and high blood pressure, etc), behavioural symptoms (sleeplessness, eating disorder, isolation, overreacting and neglecting responsibilities) and emotional symptoms (depression, restlessness and anxiety, anger, lack of confidence, etc). Other symptoms of stress include headache, backache, stiff- neck, digestive problems and spasms, aggression in speech, self- doubt, constant fatigue, palpitation of the heart, lack of concentration, lack of sleep, loss of appetite, negative self-talk, among others(Saqib&Rehman, 2018),

This shows that excessive stress on the teacher can cause not only behavioural changes of emotional distress, anxiety, fear and so on but has a lot of implications on the general life, health, and productivity level of the victim. The effects of stress on teachers are of serious concern. Stress has so much implication on the health of victims because it can make one fall ill. Most of the health related

problems such as hypertension, diabetes, gastrointestinal disorder, catarrh and alzheimer could be the aftermath of stress (Ijenwa, 2018). With this, it is certain that every teacher experiences various degrees of stress but when it becomes excessive, it seriously impacts on their mental disposition and wellbeing.

Management of Stress and Teacher Effectiveness

Stress management involves a variety of methods and treatments used for controlling the level of stress individuals pass through, for the purpose of improving day - to - day activities. For teachers to succeed in managing their stressful condition, they need to create an organisational climate whereby individuals involved in the teaching learning process or learning environment would work cooperatively towards the attainment of set organisational goals. Thus, the process of stress management provides a number of ways to manage teacher's stressors and stress. In addition, the use of coping strategies and the solicitation of the help and services of guidance counsellors could be useful. This would balance the stability of teachers in the teaching-learning process to enhance maximum job performance (Encyclopedia Britannica, 2017).

With so much consideration on the nature of stress and the individual concerned, the following stress management modalities could be adopted to address teacher's stressors and/or stress on the job: Firstly, *'planning ahead'* is an important way of managing stress. When the teacher plans his activities ahead of time, it helps in managing and avoiding stressors that cause stress in the body. This would go a long way to make the teacher not to hurry or module up so many activities together. In the view of Mohammed (2018), planning ahead is noted as a crucial aspect of stress management. This is because when a teacher plans and organizes for a new day, develop weekly schedule which include time for teaching, grading, meetings and other obligations, this action plan would enable him to deal with the various outcomes of events that may cause one to feel stressed out. It will also reduce the frequent harassment of the teachers by the school administrators.

Secondly, *'control of negative thought'* can be another management modality for stress. Atiatobe and Izuchi (2021) described this strategy as *'reframing'*, a condition where teachers should concentrate on the positive rather than the negative. It is apparent that negative thoughts such as self-doubt, criticism and expectation of failure can badly affect the teacher's self-confidence, constrain performance level and induce stress. Sometimes, the negative thoughts may lure teachers to isolate themselves from others, become easily agitated, temperamental to the extent of forcing out insulting words from the victims. These loose words may serve as an insult to the receiver and at the same time, lead the victim to a stressful condition (Adamu, 2011). In a situation that the teacher suppresses his negative thoughts by avoiding those things that upset him and trying to see the good in every situation for positive thoughts, there would be the control of any form of stress in his life.

Thirdly, *'getting back in control'* is another stress management modality that can reduce stress among teachers (Aftah&Khatoon, 2012). This type of method enables individuals to get back and take control of their lives. With this, one is able to avoid *'lack of control'* which is a major cause of stress. Teachers who feel stressed at the smallest problems are usually overwhelmed by their daily responsibilities while those who feel less stressed even with excess workload feel more in control of their lives. This could be achieved by the teacher organising the workplace to control the time and work and also learning additional skills to tackle any problem at hand.

Fourthly, *'relaxation'* is another option for stress control in the life of the teacher. In recent times, many teachers teach throughout the day. Some even at nights engage in tutorials in order to make more money. This poor time management can cause prolonged muscle tension which can impede healthy condition of an individual. However, getting a teacher involved in progressive relaxation may reduce his fatigue and improve his job output. The use of break or recreation is common but could be very effective as it allows one to relax and ward off stress (Cheatle, 2011).

In addition, the *'identification of factors that cause individual's stressor'* is another essential modality. When one identifies his problems, they are almost solved. Teachers should endeavour to identify those habits / factors that are responsible for their stressors such as lack of exercise, not sleeping well and so on. When they are able to do this, it would pave way for practical and effective

stress reduction plan. Moreover, teachers can avoid stress by taking regular holidays, doing something different such as watching films, meditating and praying, having healthy diets, gardening, talking about your feelings among others (Denga, 2015).

Theoretical Review

Human Capital Theory by Adams Smith (1776), Developed by Gary Becker (1964)

The human capital theory was introduced by Adams Smith in 1776 and later developed by Gary Becker in 1964. It states that an individual's capacity to perform various tasks is dependent on the skills and knowledge inbuilt in him and external forces such as education, training and incentives which help to enhance his qualities. The theory explains the combination of competencies, social, knowledge and personal attributes embedded in an intrinsic measure of economic value and views people as economic units who are essential in an economy.

One of the themes / concepts of human capital theory is that investments in people can be measured dependent on the economic value that they are able to contribute to the society. In every society, there is the need for growth; thus, human capital theory establishes that there is a significant association between the growth in the stock of a nation's human resources and the growth of national output. It is therefore important that societies which want to attain a specific level of socio-economic manpower resources, invest in their human resources. This shows that educational systems should have the right type of manpower (equipped teachers) in the right proportion, quantity and time for effective teaching which goes a long way in developing students..

In relation to present study, the theory assumes that competences of teachers are best utilised if they are free of stress, in order for them to deliver their best during teaching. This proposal of human capital theory observes that human resources are invaluable assets to a society that tends to enhance its productive capacity, which follows that human capital (teachers) forms the materials that enable all other resources to survive and can only function when teachers are properly utilized without much work load.

This theory further relates to the proper management of teachers' needs which will help motivate them to serve as a tool in achieving education goals and objectives including students' academic performance in secondary schools. Consequently, human resources (teachers) will be effective when school administrators, educators, government and other education stakeholders harness teachers' qualities properly for teaching effective in secondary schools; which will help in ensuring quality outputs and a better society.

Conclusion

Teacher effectiveness in secondary schools these days is increasingly being threatened as a result of work stress. On daily bases, they are exposed to a number of sources of stress; which include teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands. They are equally exposed to poor working conditions, ambiguity of the teacher's role, poor relationships with colleagues, students, administrators and job insecurity. Their location, gender, socio- economic background and level of education are also included which may be inimical to their class performance. Unfortunately, stress may affect teachers' ability to function effectively, even to the extent of burning out. They could also experience reduction in work performance, increasing introversion, inability to manage time or delegate, feeling of alienation and inadequacy, irritability with colleagues, lack of motivation, unwillingness to cooperate, loss of interest for the job, infection and accident proneness and so on. It is imperative thus, that government and school administrators plan teachers' workload properly, in view of their welfare and performance in order to get the best from them which goes a long way in promoting education in the society for sustainable national development.

Recommendations

The following are hereby recommended:

1. Teachers should be given workload they can handle.
2. Teachers should be assigned to responsibilities based on their qualification and experience.
3. Teachers should be properly remunerated in commensuration to their qualifications.
4. Periodic in – service training in secondary schools is essential for teachers' development.
5. Teachers should have time for relaxation and their wellbeing.
6. There should be adequate infrastructure in schools such as adequate and conducive classrooms, ICT facilities, good laboratories, etc that will make teaching and learning more interesting.
7. Bonuses and allowances will be helpful.
8. Instructional materials should be qualitative and available at all times.
9. There is the need to have more teaching personnel in our secondary schools since the available ones are currently inadequate.
10. A periodic teacher performance evaluation is necessary in order to block or eliminate loopholes.

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NECESSITIES FOR QUALITY POLICY AND LEADERSHIP IN NIGERIAN EDUCATION SYSTEMS



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Abstract

In the coming together of humans as an organization or body for a reasonable purpose of impacting knowledge of divergent fields of human endeavors, requires rules and policies that are professionally managed by transitional leadership modus operandum. The problem of concern to this study is on the weakness of the policies in Nigerian Education System at all levels, ranging from daycare, nursery, primary, secondary, and tertiary institutions. It is found in this research that policies are really made, but they lack sustainable quality as it regards implementation and execution, and even the policies which in some cases sound compromised by self-centeredness. This study therefore aims at exposing the weak policies, their implementations, execution and the necessities for quality policies and leadership in Nigerian education system for a better and enviable standard. It recommends for a corroboration of the orthodox educational principles with the present education policies for a sophisticated quality educational policy in Nigeria. The research adopts evolutionist and phenomenological research approach. Materials are sourced from secondary data which include: Journals, books of readings, textbooks, etc. Data gotten are documented and referenced in APA 7th edition manual style, and are also analyzed with historical style of data analysis.

Keywords: *Necessity, Quality Policy, Leadership, and Nigerian Education System.*

Introduction

Knowledge, they say, is power. In the traditional African and Nigerian societies respectively, some people were distinguished in their high acumen in various spheres of human reasonings. Some are very knowledgeable in impacting or teaching others things in a way it will be easy to understand. Some are good in philosophical thoughts, use of proverbs, idioms, lyric, some comic reliefs, while others are wonderful in technical and craft works. Still, some perform excellently well in divergent medical specialties, et cetera. But the problem had been the inability to organize the process of acquiring this knowledge and transferring it in an orderly manner where quality policies and a formidable leadership organigram is designed to forestall abuse, negative manipulations, and inconsistencies. Recently, there are policies, ethics and rules, guiding Nigerian education systems at all stages or levels. Different states of the federation follow the national education policy in designing their own education policies. Now, the problem of the research lies on the fact that these policies lack sustainable quality since proactive deals for implementation and execution of these policies have remained in shambles. Therefore, a more quality policy or policies and principled leaderships that surpass being compromised by selfish interests have remained very pivotal to Nigerian Education Systems.

Some are offered leadership portfolios in the education sectors when they lack the qualities, and other necessary qualifications to promulgate educational policies. For example, Akpan and Isong (2019:501) have observed overloading of the curriculum thus: —It is the mere ignorance about the world of ICT that hunts educators to over flog the issue of overcrowded curriculum. An education leadership that could not for instance, be able to abort or avoid making policies that would cut of overloading of the curriculum and other dangerous applications is not worthy to be in education or academic sector. The major problem in this research precisely is that Nigeria Education Systems are weak in making quality policies and leadership. This affects every level of education or academics in Nigeria, right from Daycare, Nursery, Primary, Secondary, and Tertiary Institutions. It has been found in this research, that policies made in Nigeria Education Systems in most cases lack sustainable quality and leadership prowess especially in their implementations and executions. The article purposefully wants to expose the weak policies and leadership in Nigeria Education Systems, hence advocates for the necessities for quality policies and leadership in Nigerian Education Systems for a better and viable educational cum academic standard in Nigeria. It further recommends for a corroboration of the orthodox educational principles with the present educational policies for a higher-class quality educational policy in Nigeria. The paper uses evolutionist and phenomenological research methodologies. Materials are generated from secondary sources that include: textbooks, books of readings or creative writings, journals and the internet. Data collected are documented in the text and subsidiary section in American Psychological Association (APA) 7th edition manual style. The information gotten are also analysed with historical style of data analysis.

Conceptualization of Concepts/Terms

The terms that are planned to explain in this article are: Quality policy, Leadership and Nigerian Education System. Policy has been defined by Cambridge Academic Content Dictionary (2025:8) as —a set of ideas, or a plan of what to do in a particular situation, that which have been agreed officially by a group of people, a Business organization, a Government, or a Political partyl. Quality policy therefore, is a set of quality ideas, or a plan of what to do in particular situations, that have been agreed officially by a group of people, a business organization, a government, or a political party. Nigeria education sector or systems should understand the necessities of quality policies in the present condition of her Education systems.

Leadership to a common man's view, could ordinarily mean the art of leading, maybe, a people or group of people. Summers (2001:300) has defined leadership as: —the position being the leader of a team, organization, etc. the quality of being good at leading a team, organization, country etc. All the people who lead a group, organization, the position of being in front of others in a competitionll. Leadership exists in almost all spheres of human organization or group. At any time, more than one person come together as a body, Leadership becomes essential, otherwise the body or organization lacks orderliness. In some cases, leadership emerges as a result of a formal contest (election) or appointment or by virtue of one's position in a system or by birth especially in family, kindred or communal settings. Quality leadership in other words deals with the quality of being good at leading a team, organization, country etc.

Education on the other hand, in this context goes beyond ordinary conversations in where ideas and knowledge are shared. Bamisaye (2014:233) posits education in Nigeria to be as a sound investment that is expected to enhance the economic growth of individuals in Nigeria. Okigbo (2020:167) defines education as an investment in human capital which has become a matter of priority for both government and individuals. Then Nigeria Education System would read, the system in which education in Nigeria is concerned as an investment in human capital which has become a matter of priority for both government and individuals. Education is meant to broadens one's horizon, to help in stimulating ones thought and feelings, and to also help one become a useful member of the society. Education is beyond academic excellence.it encompasses both character and learning.

Barriers Against Quality Policies and Leadership in Nigeria Education Systems.

The barriers against securing quality policies and leadership in Nigeria Education systems that are streamlined to be elaborated on in this paper include: Nepotism, Ethnicity, Religion, Materialism, Nigeria zoning saga, low passion for expertise, skills, and lack of interest to incorporate Traditional and Nigerian Cultural education system. Let us take them one after the other.

Nepotism has been a cankerworm eating the fabrics of most parts of Nigerians spheres of wellbeing. People in positions of political powers and authority or influence have laid it as a culture in Nigeria, to use public offices to get good positions or jobs unfairly to the advantages of members of their own families not minding their inabilities or incapacabilities of the service delivery. Education sector suffers this menace both in public and private education institutions, parastatals, committees, Boards, Commissions Departments, or Ministry. Akah (2018:26) buttresses thus:

...recruitment into public leadership could be better in the sense that it will be subjected to closer scrutiny for reputation, character and track record, as against that current practice where persons with dubious reputations and questionable character among their own people are chosen into high national office as leaders – presumably on behalf of their regions or localities by a distant central government which knows relatively little about the poor or low character reputation of such appointees among their own people. With the result that when they enter into such appointive positions, they aim not to develop God given resources of their local areas or add to the wealth of their communities, but instead to feed on and loot the allocations from the center. In Nigeria, nepotism flies. People are appointed to offices without considering their characters and reputation. What is considered most is, he or she is my brother, sister, aunty, uncle, son, daughter, friend or extended family member. This is part of the obstacles hindering achieving quality policies and leadership in Nigeria Education Systems because some of those in power consider their own people more in appointment into education policy making and leadership than credibility.

More so, ethnicity and religion are two sides of one sword cutting down the need for quality policy and leadership in Nigerian Education Systems. Adama and Okafor (2018:52) points, —there is always discrimination among ethnic groups in Nigeria when it comes to sharing things. Some Igbos or Yoruba feel they are more Igbo or Yoruba than other. It is very common in Nigeria than when a Yoruba is in authority most offices are occupied by the Yoruba, so it is to the Igbo, Hausa, Fulani, etc. Religion is also a factor.

Okafor and Adama (2018:60 – 61) stress that

...Christianity, in its own way, also contributed to this problem on its own by introducing denominational tendencies, which threatened the communitarian ideas that existed in the traditional setup. Today, in Nigeria, denominational tendencies have dominated most Christians relationships with Nigerians, even among fellow Christians. Islamic religion, on its own, came up with similar teachings, only accommodating her converts as one. In that regard, other non – Muslims are not seen as being worthy of wielding political power...

In Nigeria, in most cases, after considering ethnic affiliation in distribution of appointment and sharing of resources, next thing that comes into play, is religion and religious denominations. This psychology

really affects the education system as a matter of making quality policies and leaderships. When capacity is not offered required priority, anything goes in the system.

Materialism remains a consistent barrier to building quality policies and leaderships in the Nigerian Education Systems – Igbo and Anugwom (2002:71) state that; —British colonial rule introduced —money economy in place of —barter in ... —This money economy introduced by the British colonialists, has automatically, corrupted Nigerian people for indiscriminate quest for money. It has made people in the education sector to always place money in the discharge of their duties. It has made the policy makers in the education sector to front policies and leadership systems in education, that creates room for personal financial enrichments which has accumulated into corrupt practices like embezzlement of funds, misappropriation of funds and other material-oriented criminalities in the Nigeria education systems.

Nigeria zoning saga is another menace to quality policy making and leadership in Education System. This is tried to be explained here, with the concept of representative government. Nwankwo (1992:51) defines a representative government as: —the type of government where the citizens or electorate are allowed to elect their leaders i.e representatives. It is an indirect form of democracy. This is close to the zoning formulae in Nigeria politics and the Federal Character Commission principles. In trying to distribute offices round every state, local government, or district, the person at the top, may be the President of the country, governor of the state, head of board, commission, council, etc may know or not know people of high capacities from every quarter as recommended by the Federal Character Commission, will be handicapped in appointing proficient hands in different managerial offices in the education sectors, thereby causing harm to the promulgation of quality education policies, and at the same time, adversely, affecting capable leaders in different parts of education systems.

Nevertheless, there is low passion for expertise, skills and lack of interest to incorporate traditional as well as Nigerian cultural education systems. Young Nigerian these days have formed the slogan that: education cum academics is scam. Most of them are no longer interested in building up academic or education skills in any area of expertise. Those who are willing are carried by Western cultural and civilization: - Therefore, required interest is lacking in making policies that will accommodate substantially, Nigerian peoples traditional and cultural education systems. Akulue (2013:101) avers that, —In addition to low levels of living, relatively low levels of labour productivity characterize most underdeveloped countries. Nigeria is amongst the underdeveloped countries. One of the reasons is because of low productivity. If Nigerians of today have developed the interest of building skills and expertise on developing both human, natural, and other material resources in all levels of education systems, our standard of living would have grown with high level of productivity just like most Asian countries. Nigerian education policy makers and leaders have not found values in making policies with serious interest in developing graduates that will grow Nigeria traditional and cultural technical know – how in local advancements in building or structural techniques, refine local products in agriculture to an enviable international standard, develop our local crafts, tourist centers and cultural outfits, etc.

On the other side of the coin, Onyibo (2013:2) identifies anti – culture practices as: murder, abortion, pre-marital pregnancy, selling human beings, marrying biological relation...homosexuality, stealing, keeping stolen goods...if these cultural values are inculcated in Nigeria learners from daycare, nursery, primary, secondary and tertiary levels with link to their traditional and cultural consequences or penalties, the abnormal and anti – education lives found among young people in Nigeria will be drastically reduced, thereby encouraging the zeal for industrialization and high moral consciousness.

Why Quality Policy and Leadership is Necessary in Nigeria Education Systems

The necessities of quality policy and leadership in Nigeria education systems covers every sphere of human wellbeing. It touches social, religious, political, health and economic growth and development of the country as a whole. With quality policies and quality leadership in Nigeria education systems where every unit of quality and valuable knowledge is acknowledged and welcomed, be it Western or traditional in a well refined manner, Nigeria can start producing selfless politicians,

sound social orientations, standard economic growth and development, reliable health personnel and facilities, enviable religious Institutions, world recognized placement and high academic and educational rating et cetera. Let us take them one after the other accordingly on the following spheres: social, religions, political, health and economic spheres.

On the social grounds, taking academic or education for instance, it has been noted by scholars that much difficulties are faced in teaching and learning English language as a second language even in the university system. Obera (2023:37) emphasizes thus:

One of the aspects in teaching and learning of English is poor linguistic foundation of the students. The English language learners in the universities have poor foundation as far as the use of English is concerned. about 81% of Kaduna State students had their first English lesson at school. Most of these students are not exposed to the standard varieties and the basic grammatical structures at their early learning stage. As we all know that English language is Nigeria lingua franca, in which religious, other social, economic, political, health and other undertakings of humans in Nigeria are communicated, standard and quality policies and leadership managing the education systems will deploy sophisticated measure to catch all and sundry young in Nigeria to a very high standard of English language usage. This will lift Nigeria high to a world class recognition if it is well achieved. Quality policies and leadership in education system can promote both social and economic development of Nigeria. Abayomi et al (2014:17) posit that:

Physics education students of the University of Ilorin offered workshop practice as a course where students put into practice the theories learnt about diode, capacitors, electricity, resistors, series and parallel connections of wire, into construction of electronics projects which enabled them to be self-reliant and productive force after graduation from university. This is to equip the students with necessary skills that will unlock their economic potentials and enable them to participate and benefit from their national economy as well as facilitate the economic development of the nation. Quality policies and leadership would develop policies that will restructure all levels of education system in Nigeria to encourage entrepreneurial skills that can help develop incorporated skills of both traditional craft and modern education skills in students from their early ages to the tertiary stage which will enhance social and economic growth and development in the nation.

On the religious, political and health realms, quality policies and leadership could help to train the religious who are professionals in different skills, and not dependent on religious vocations and keep hoping to earn living from the congregations, thereby preaching materialism. On the political sphere, it can help to develop politicians with national interest not self-centered interest. On the health welfare, it will assist to the development of individuals or specialists who transform Nigeria traditional health techniques to be applied interchangeably with modern health care delivery.

Conclusion and Recommendations.

National Policy on Education in Nigeria, really comes up with some education policies in intervals. But the problem is, following those good policies under the leadership of Nigeria government and education systems to the latter. Some leaders in the education sector sometimes come up with no policy, some come with inappropriate policies. Therefore, this paper recommends as follows:

1. Nigeria leaders in education policy making should be religious in promulgating policies for the benefit of all Nigerians.
2. Learners should be introduced to developing Nigerian local contents alongside the Western educational ideas.
3. Entrepreneurial skills should be encouraged from early stage of every child as an alternative to theoretical knowledge.
4. Proficiency should be considered a priority in appointing educational leaders.
5. Nigerian political leaders should make education affordable for Nigerians.

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ASSESSING THE IMPACT OF CLINICAL INSTRUCTIONAL SUPERVISION ON TEACHERS' JOB COMMITMENT AND GOALS ATTAINMENT IN PUBLIC SECONDARY SCHOOLS: IMPLICATION FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

Schools, like all organizations, are established to achieve specific objectives. Effective supervision remains a crucial mechanism for realizing these goals within the educational system. This study assessed the impact of clinical instructional supervision on teachers' job commitment and goals attainment in public secondary schools, with implications for sustainable national development. Two research questions and two corresponding hypotheses guided the study. A correlational research design was adopted. The study was carried out in Biase Local Government Area of Cross River State. The population comprised 172 teachers across 18 public secondary schools in the area. A census approach was employed, involving all teachers from the selected schools. Data were collected using a researcher-designed 24-item questionnaire titled —*Clinical Instructional Supervision, Teachers' Job Commitment, and Secondary Education Goals Attainment Questionnaire* (CISTJCSEGAQ). The instrument was divided into two sections: Section A captured demographic information, while Section B focused on clinical instructional supervision and its influence on teachers' commitment and goal attainment. The questionnaire was based on a four-point Likert scale. Its content validity was reviewed and approved by experts in Educational Management and Measurement and Evaluation at the University of Calabar. Reliability was ensured through a pilot test involving 40 teachers outside the study area, using the Cronbach Alpha method, which produced reliability indices ranging from 0.89 to 0.92. Descriptive statistics and Simple Linear Regression Analysis were employed to answer the research questions, while the hypotheses were tested using ANOVA and the regression coefficients at a 0.05 level of significance. The findings revealed that clinical instructional supervision has a statistically significant impact on teachers' job commitment and goal attainment in public secondary schools in Biase Local Government Area. The study concluded that clinical supervision is a vital tool for enhancing educational effectiveness. The findings emphasize the importance of structured, supportive, and reflective supervisory practices in promoting teacher commitment and facilitating the achievement of institutional goals. Schools that prioritize effective clinical supervision are more likely to attain their educational objectives. Based on these findings, it was recommended that the Ministry of Education should encourage secondary school authorities to organize regular training programs and workshops for school administrators and instructional supervisors. These initiatives should focus on effective clinical

supervision techniques to equip stakeholders with the skills needed to offer constructive feedback, foster reflective teaching practices, and improve teacher commitment and performance.

Keywords: *Clinical Instructional Supervision, Teachers' Job Commitment, Goals Attainment, Sustainable National Development*

Introduction

Secondary education is the level of schooling that students receive after completing primary school and before entering tertiary institutions. The Federal Republic of Nigeria (FRN, 2013) established secondary schools to develop sound and intelligent minds capable of meeting the demands of the twenty-first century. Thus, in addition to preparing individuals for higher education, secondary education is expected to ready school leavers for the world of work, build human capital, and promote useful living within society by equipping them with the necessary skills (FRN, 2013; Etor, Obeten, & Obona, 2019; Obona, Udokpan, & Bepeh, 2024). Achieving these broad goals as stated by Ndem and Egbai (2016) is not possible without committed teachers, who represent the key human resources essential for the effective functioning of Nigeria's secondary education system (Obona & Etete, 2019). Therefore, teachers' job commitment is crucial to realizing the goals of the secondary education. Teachers' job commitment refers to the degree to which educators are emotionally connected to their school's mission, recognize the personal and professional implications of leaving, and feel a strong moral obligation to contribute meaningfully to educational objectives. Onukwu (2020), as cited in Obona et al. (2024), describes it as the willingness of teachers to work towards the academic success of their students. Meyer and Allen (1990) conceptualized job commitment through three key dimensions: *affective*, *continuance*, and *normative* commitment. Affective commitment involves a teacher's emotional attachment to the school, fostering active participation and a sense of belonging. Continuance commitment is driven by the perceived lack of better alternatives, prompting a teacher to remain in the profession due to necessity rather than satisfaction. Normative commitment arises from a sense of obligation, where teachers feel morally bound to remain in service and contribute to school development.

Teachers play a pivotal role in shaping students' learning experiences and achieving educational objectives (Ekpoh & Eze, 2015). According to Sule, Ameh, and Egbai (2015), they are instrumental in determining whether the set goals of education are met. As Obona et al. (2024) assert, these three dimensions of commitment work together to influence teachers' behavior, which in turn, significantly drives the attainment of secondary school goals.

Goals are fundamental to every organization, including schools, as they provide a clear sense of direction, enhance the strategic use of resources, motivate stakeholders, and serve as benchmarks for evaluating progress and effectiveness. In the context of this study, goal attainment is defined as the successful realization of planned educational objectives within a specified timeframe, ensuring that both individual and institutional efforts yield measurable outcomes. Etor et al. (2019) identified three key aspects of school goal attainment: access to higher education, knowledge acquisition, and effective teaching and learning outcomes. Thus, students are expected to acquire sufficient knowledge and skills by the time they graduate from secondary school, making them eligible for admission into tertiary institutions or employable in the job market.

Similarly, the Federal Republic of Nigeria (2004), as cited in Ndem and Egbai (2016), outlines the broader aims of secondary education, which include preparing individuals for meaningful living in society and for higher education. According to Ebete and Ejims (2020), the achievement of school goals is oriented towards producing quality graduates who meet set standards. Obona et al. (2024) further highlight that goal attainment in secondary schools encompasses academic excellence, students' personal development, preparedness for future educational pursuits or careers, and alignment with the institution's overall vision and mission.

Teachers' commitment can be evaluated through various indicators, including punctuality, lesson preparation and delivery, active participation in meetings, conduct of school assemblies, classroom management, and involvement in students' discipline. Obasi (2018) emphasized that teacher

commitment is evident when teachers diligently perform both administrative duties and teaching responsibilities. Additional indicators include their dedication to duty, timeliness in task execution, and willingness to pursue professional development. Likewise, goal attainment can be measured by the quality of teaching and learning, effective student discipline, high academic achievement, and the acquisition of practical or vocational skills (Madukwe, Obioma, Obona, & Akwu, 2024).

Despite its importance, poor teacher commitment and ineffective goal attainment remain persistent concerns in Nigerian secondary education (Madukwe et al., 2024; Ofoha, 2011; Obona et al., 2024; Arop, Owan, & Ekpang, 2018; Amuche et al., 2014). Observations and reports suggest that the situation is particularly critical in public secondary schools in Biase Local Government Area of Cross River State. Many teachers exhibit unprofessional behavior, such as absenteeism and a lack of dedication to instructional duties, which undermines the quality of teaching and learning. Consequently, student performance has declined in both internal and external examinations. Alarming, some students now resort to examination malpractice as a shortcut to obtaining the required credits for tertiary admission. Madukwe et al. (2024) noted that the goals of secondary education have not been fully achieved in Nigeria, with many youths remaining unemployed due to a lack of marketable skills, and others engaging in social vices out of frustration. Supporting this concern, Fehintola (2015) observed that students' academic outcomes often fall below expectations, despite significant investments by government and parents.

The problems of ineffective teaching practices, low teacher commitment, and poor academic performance require urgent intervention because they directly hinder the attainment of educational goals, reduce students' learning outcomes, and compromise the overall quality of education. These issues, if not addressed promptly, can lead to long-term consequences such as increased dropout rates, loss of public confidence in the school system, and the production of underprepared graduates. Clinical instructional supervision offers a potential solution as it can provide a supportive and collaborative approach to improving teaching and learning thus enhancing job commitment and educational outcomes.

Clinical instructional supervision is a structured, collaborative process between a supervisor and a teacher that focuses on improving classroom instruction through pre-observation, observation, and post-observation conferences. Goldhammer, Ander, and Krajewski (1993) outlined five key stages in the clinical supervision process: the pre-supervision conference, the actual supervision, analysis and strategy development, the post-supervision conference, and post-supervision analysis. Clinical supervision strategy is a comprehensive approach that fosters a collaborative relationship between the supervisor and the teacher, aimed at enhancing instructional performance and achieving educational objectives (Offu et al., 2024). Powell and Brodsky (2004) describe clinical supervision as a structured, mentoring process that translates theoretical principles into practical classroom skills, with four key interrelated dimensions: administrative, evaluative, clinical, and supportive. It also offers professionals a reflective framework for analyzing their teaching experiences. According to Tustin (2022), clinical supervision serves as a coaching mechanism designed to guide novice teachers in developing effective classroom teaching practices. Similarly, Okafor (2024) highlights clinical supervision as a supportive interaction that strengthens the professional bond between the supervisor and the teacher. Sule et al. (2020) further assert that when clinical supervision is effectively implemented, it enhances teachers' perceptions of administrative support and fosters greater commitment to the school's mission and goals. Through clinical supervision, educational leaders systematically guide, support, and evaluate teachers with the goal to enhance the quality of teaching and learning in schools. It involves observing classroom teaching and learning with a view to offering constructive feedback to teachers, and fostering continuous professional development. Obilade (1989) in Ekundayo et al. (2013) opined that it is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition described instructional supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives.

Although implementing clinical supervision effectively requires considerable time and effort, it has been shown to significantly enhance teachers' instructional performance (Thomas, 2008, as cited

in Veloo et al., 2013). Consequently, clinical supervision serves as a valuable tool for improving teaching quality, ultimately leading to better learning outcomes for students. Overall, clinical supervision in education involves a teacher receiving constructive feedback from a colleague, supervisor, or school leader who has observed their teaching, acting as both a reflective partner and advisor to help the teacher critically assess and improve their instructional practices.

Clinical Instructional Supervision and Job Commitment

Supervision serves as one of the most effective and flexible tools available to educational administrators for providing instructional leadership and enhancing teaching quality. Ofuase, Daka and Mbaba (2021) opined that teachers who are supervised by principals develop trust for their principal and improve their commitment to work as they know that they can count on their principals for direction and assistance, when in need. This creates an enthusiasm that motivates them to take different challenges and tasks, no matter their level of experience. Nzabonimpa (2011) in his study examined the influence of secondary school head teachers' general and instructional supervisory practices on teachers' work performance. The study findings revealed that to some teacher participants, supervision Ekundayo is non-existent in secondary schools. Some of them have been teaching for more than a decade, but they have never been supervised by the head teacher in the classroom. The research findings likewise indicate a moderate correlation between secondary school head teacher's supervisory practices and teacher's work performance.

In another study, Okendu (2012) investigated the impact of instructional processes and supervision on the academic performance of secondary school students in Degema (Delga) Local Government Area, Rivers State, Nigeria. To guide the research, four research questions and three null hypotheses were formulated. A structured questionnaire was used to collect data from a sample of seventy-seven (77) secondary school teachers in the area. The data were analyzed using independent t-tests (for both pooled and unpooled variances) and the Pearson Product-Moment Correlation Coefficient. Findings from the analysis revealed that consistent instructional supervision significantly influences students' academic performance. The study also found strong correlations between instructional supervision and instructional practices, as well as between instructional challenges and supervision. Moreover, variations in teachers' classroom instructional methods were shown to significantly affect students' academic achievement.

Veloo, Komuji, and Khalid (2013) emphasized that when clinical instructional supervision is effectively implemented, it significantly enhances teachers' instructional practices. Similarly, in a study, Sule et al. (2020) examined the impact of clinical instructional supervision on teachers' professional efficiency in secondary schools within the Calabar Education Zone, Nigeria. The study revealed that components of clinical supervision such as pre-observation conferences, classroom observation, post-observation conferences, and follow-up strategies had a statistically significant influence on teachers' professional efficiency.

Mwambo and Epah (2022) conducted a study on the relationship between instructional supervision and school effectiveness in public nursery and primary schools within Fako Division, South West Region of Cameroon. The study emphasized that effective supervision—covering administrative, instructional, and curricular aspects—is crucial to achieving school effectiveness. Utilizing a survey research design, data were gathered from 406 teachers and 62 head teachers across 23 accessible nursery and primary schools. The researchers employed questionnaires and semi-structured interview guides containing both closed and open-ended questions. Findings revealed a statistically significant, positive, and moderate correlation between instructional supervision and school effectiveness ($P = 0.000$, which is significantly below the 0.05 threshold). Based on these results, the study concluded that the effectiveness of schools is likely to improve with the implementation of sound instructional supervision practices.

Clinical Instructional Supervision and School Goals Attainment

In present-day Nigeria, instructional supervision is seen as a means of promoting teachers' professional development, strengthening the curriculum, and enhancing classroom instruction through collaborative and democratic engagement between supervisors and teachers (Okendu, 2012). Ndem and Egbai (2016) examined the relationship between educational managers' supervisory roles and goal attainment in secondary schools within Calabar Metropolis, Cross River State. Using an ex post facto design, the study selected 32 schools purposively and 150 teachers through simple random sampling. Data were collected with a researcher-developed instrument titled Educational Managers' Supervisory Role and Secondary School Goal Attainment Questionnaire (EMSRGAQ), validated through face validity and tested for reliability using the test-retest method. Two hypotheses were tested using Pearson Product Moment Correlation at a 0.05 significance level. The results showed a significant positive relationship between supervisory roles of educational managers and goal attainment, indicating that increased supervisory efforts lead to higher school goal achievement.

In another study, Khaef and Jarimnia (2021) explored the implementation of the Clinical Supervision Model (CSM) and its impact on supervisors' teaching philosophies in both theoretical and practical contexts. The study employed a qualitative case study design, involving two experienced supervisors. Data were gathered through two phases of classroom observation and semi-structured interviews. The results indicated that clinical supervision encouraged critical reflection, enhanced the quality of feedback during post-observation meetings, and improved instructional effectiveness for both supervisors and teachers, thereby positively affecting the teaching-learning process and goal achievement.

Chaula (2023) investigated the clinical supervision practices of school heads and their influence on teachers' emotional responses in Tanzanian secondary schools. Using a mixed-method, multiple cross-sectional case study design, the study engaged 94 participants through questionnaires and an additional 28 through semi-structured interviews and focus group discussions. Quantitative data were analyzed using SPSS version 25, while qualitative data underwent content analysis. The findings highlighted that effective communication and collaboration between supervisors and teachers were key factors contributing to successful clinical supervision in schools.

Offu et al. (2024) conducted a survey study in Cross River State to examine how innovative management strategies relate to goal attainment in public secondary schools. Using data from 132 principals and vice principals selected through stratified and simple random sampling, the study found that clinical supervision, knowledge management, and ICT practices significantly influenced school goal attainment.

Previous research has shown that clinical instructional supervision positively affects teachers' job commitment and the attainment of school goals. However, most of these studies were conducted outside Biase Local Government Area in Cross River State, meaning their findings may not be applicable to this specific region due to its unique ethnic and geographical context. No existing study has examined how clinical instructional supervision impacts teachers' job commitment and secondary education goal achievement with implications for sustainable national development using the same sub-variables as the present research. This study therefore seeks to fill that gap and contribute new insights to the field.

Statement of the Problem

Secondary education is structured around specific goals and objectives, which cannot be achieved without the active commitment of teachers. In secondary schools, teachers are expected to report to school on time, prepare lesson notes, deliver lessons effectively, and assess students' performance both during and at the end of each term. They are also expected to demonstrate full dedication to the responsibilities associated with the teaching profession for which they are employed and remunerated.

Unfortunately, teacher commitment has become a significant concern among parents and other stakeholders. Instances of absenteeism, chronic lateness, irregular and unauthorized absence from duty posts, as well as other forms of professional misconduct, have been observed among some teachers. These behaviours severely hinder the achievement of educational goals in secondary schools. Several indicators point to the poor attainment of secondary education goals in the study area. These include low academic performance among students which is linked to overcrowded classrooms and a shortage of qualified teachers, as well as high dropout rates resulting from inadequate facilities, limited incentives, and an uncondusive learning environment. Observations reveal that many teachers lack emotional attachment and moral commitment to the values and expectations of the school system, let alone to the noble ideals of the teaching profession. These challenges pose serious threats to the quality of education and the successful realization of secondary education goals in the region. Without timely and effective intervention, these issues could continue to undermine educational development.

In response, the Government of Cross River State has invested substantially in the provision of basic infrastructure, teacher training, and timely payment of salaries. Furthermore, additional secondary school teachers have been recruited through the M-Power scheme. Despite these efforts, achieving the desired outcomes in secondary education remains a persistent challenge. It is against this backdrop that the present study assessed the **impact of clinical instructional supervision on teachers' job commitment and goals attainment** in public secondary schools.

Purpose of the study

The study **Assessed the impact of clinical instructional supervision on teachers' job commitment and goals attainment** in public secondary schools in Biase Local Government Area, Cross River State, Nigeria **as well as the** implication for sustainable national development. In specific terms, the study sought to assess:

The impact of **clinical instructional supervision on teachers' job commitment** in public secondary schools in Biase Local Government Area, Cross River State.

The impact of **clinical instructional supervision on goals attainment** in public secondary schools in Biase Local Government Area, Cross River State.

Research question

These research questions guided the study

To what extent does **clinical instructional supervision** impact **teachers' job commitment** in public secondary schools in Biase Local Government Area, Cross River State?

What is the impact of **clinical instructional supervision** on **goals attainment** in public secondary schools in Biase Local Government Area, Cross River State?

Hypotheses

The following hypotheses guided the study and were tested at 0.05 level of significance:

Clinical instructional supervision does not significantly impact teachers' job commitment in public secondary schools in Biase Local Government Area, Cross River State.

There is no significant impact of **clinical instructional supervision** on **goals attainment** in public secondary schools in Biase Local Government Area, Cross River State.

Methodology

The study adopted correlation design. The research area is Biase Local Government Area. It is one of the 18 local government areas in Cross River State, Nigeria. Population of the study was 172 teachers in 18 public secondary schools in Biase Local Government Area. A **census method** was adopted to involve all the teachers in all the schools within the study area in the study. The instrument used for data collection was a 24 items questionnaire designed by the researcher. Titled —**Clinical Instructional Supervision,” “Teachers” Job Commitment,” and “Secondary Education Goals Attainment.** Questionnaire (CISTJCSEGAQ). The questionnaires were responded to by the teachers on a four point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and these responses were scored 1,2,3,4, as their weights. The questionnaire was face and content validated by three research experts from the department of Educational Management, and from Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar.

To establish the reliability of the research instrument, a trial test was first carried out on 40 teachers selected from three secondary schools outside the study area. The reliability was determined through Cronbach alpha technique and the index ranges from .89 - .92. Statistically, the instruments were considered reliable for data collection. The researchers and five trained research assistants engaged in the administration of the questionnaire. The 181 copies of the questionnaire were administered but only 172 copies of the questionnaire copies were correctly filled, retrieved and used for data analysis. Questionnaires copies that were not properly filled or not retrieved were treated as attrition in the study. The descriptive statistics output of the Simple Linear Regression Analysis was used to answer the research questions, while the ANOVA and relative coefficient output of Simple Linear Regression Analysis was used to test the hypotheses at 0.05 level of significance.

Results

Research questions one:

To what extent does **clinical instructional supervision** impact **teachers’ job commitment** in public secondary schools in Biase Local Government Area, Cross River State? The result is presented in Table 1. The result in table 1 showed that regression coefficient (R) of .874 and a coefficient of determination (R^2) of .764 were obtained. The R^2 ($R^2=.764$) meant that the variable of **clinical instructional supervision** contributed 76.4% of the total variance in teachers’ **job commitment** in public secondary schools in Biase Local Government Area of Cross River State while the remaining percentage score 23.6% was predicted by other external factors outside **clinical instructional supervision**.

Table 1

Summary of simple linear regression analysis showing the extent to which clinical instructional supervision impact teachers’ job commitment in public secondary schools in Biase Local Government Area of Cross River State

Model Summary

Model	R	R Square	Square Adjusted R	Std. Error of Estimate	Decision
1	.874 ^a	.764	.763	1.424	High Extent

Dependent Variable: Teachers Job Commitment

Predictors: (Constant), **Clinical Instructional Supervision**

Research question two

What is the impact of **clinical instructional supervision** on **goals attainment** in public secondary schools in Biase Local Government Area, Cross River State? The result is presented in Table 2. The result in table 2 showed that regression coefficient (R) of .905 and a coefficient of determination (R^2) of .820 were obtained. The R^2 ($R^2=.820$) meant that the variable of **clinical instructional supervision** contributed 82% of the total variance in **goals attainment** in public secondary schools in

Biase Local Government Area of Cross River State while the remaining percentage score (18%) was predicted by other external factors outside **clinical instructional supervision**.

Table 2

Summary of simple linear regression analysis showing the impact of **clinical instructional supervision** on **goals attainment** in public secondary schools in Biase Local Government Area of Cross River State.

Model Summary

Mode 1	R	R Square	Square Adjusted R	Std. Error of Estimate	Decision
	.905 ^a	.820	.819	1.244	High Impact

Dependent Variable: Goals attainment

Predictors: (Constant), **Clinical Instructional Supervision**

Test of Hypotheses

Hypothesis one

Clinical instructional supervision does not significantly impact teachers' job commitment in public secondary schools in Biase Local Government Area, Cross River State. The result is presented in Table 3.

The result in table 3 showed that **clinical instructional supervision** have a significant impact on teachers' job **commitment** in public secondary schools in Biase Local Government Area of Cross River State as shown by the simple linear regression coefficient (R) of .874 and a coefficient of determination (R^2) of .764 obtained. The R^2 ($R^2=.764$) meant that **clinical instructional supervision** contributed 76.4% of the total variance in teachers' job commitment while the remaining percentage score 23.6% was predicted by other external factors outside **clinical instructional supervision**. This showed that the independent variable (**clinical instructional supervision**) have significant impact on the dependent variable (teachers' job commitment), $F = 583.253$, $p (.000) < .05$. Referring to the coefficients in table 3, the unstandardized coefficient for **clinical instructional supervision** is .854. This meant that for every point increase in teachers' job commitment, there is .854 increase in **clinical instructional supervision** scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that **clinical instructional supervision does not significantly impact teachers' job commitment** in public secondary schools in Biase Local Government Area of Cross River State was rejected while the alternate hypothesis accepted. This showed that **clinical instructional supervision have statistically significantly impact on teachers' job commitment** in public secondary schools in Biase Local Government Area of Cross River State.

Table 3

Summary of simple linear regression analysis on the impact of **clinical instructional supervision on teachers' job commitment** in public secondary schools in Biase Local Government Area of Cross River State

Anova^a

1

Total	1546.995	171

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	2.159	.542		3.984	.000
	Clinical instructional supervision	.854	.035	.874	24.151	.000

- a. Dependent Variable: Teachers Job Commitment
b. Predictors: (Constant), **Clinical instructional supervision**

Hypothesis two

There is no significant impact of **clinical instructional supervision** on **goals attainment** in public secondary schools in Biase Local Government Area, Cross River State. The result is presented in Table 4. The result in table 4 showed that **clinical instructional supervision** on **goals attainment** in public secondary schools in Biase Local Government Area of Cross River State as shown by the simple linear regression coefficient (R) of .905 and a coefficient of determination (R^2) of .820 obtained. The R^2 ($R^2=.820$) meant that the variable of **clinical instructional supervision** contributed 82% of the total variance in **goals attainment**, while the remaining percentage score (18%) was predicted by other external factors outside **clinical instructional supervision**. This showed that the independent variable (**clinical instructional supervision**) have significant impact on the dependent variable (**goals attainment**), $F 819.028$, $p (.000) < .05$. Referring to the coefficients in table 4, the unstandardized coefficient for **clinical instructional supervision** is .909. This meant that for every point increase in **goals attainment**, there is .909 increase in **clinical instructional supervision** scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that there is no significant impact of **clinical instructional supervision** on **goals attainment** in public secondary schools in Biase Local Government Area of Cross River State, was rejected while the alternate hypothesis accepted. This showed that **clinical instructional supervision have statistically significantly impact on goals attainment** in public secondary schools in Biase Local Government Area of Cross River State.

Table 4

Summary of simple linear regression analysis on the impact of clinical instructional supervision on goals attainment in public secondary schools in Biase Local Government Area of Cross River State

Anova^a

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	1268.264	1	1268.264	819.028	.000 ^b	Rejected
	Residual	278.730	170	1.549			
	Total	1546.995	171				

*Significant $p < .05$; $R = .905$; $R^2 = .820$; Adj. $R^2 = .819$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.278	.488		2.619	.000
	Clinical instructional supervision	.909	.032	.905	28.619	.000

- a. Dependent Variable: **Goals attainment**
b. Predictors: (Constant), **Clinical Instructional Supervision**

Discussion of findings

The finding of hypothesis one revealed that **clinical instructional supervision has statistically significantly impact on teachers' job commitment** in public secondary schools in Biase Local Government Area of Cross River State. This finding is not surprising, as effective instructional supervision often provides teachers with the necessary support, guidance, and feedback that enhance their sense of responsibility, motivation, and professional growth. When teachers receive regular, constructive supervision, they are more likely to align with school goals, adhere to professional expectations, and remain committed to their duties. The implication of this result is that school

administrators should prioritize and strengthen clinical instructional supervision practices as a strategic tool for improving teacher commitment in secondary schools in the region.

This finding aligns with that of Ofuase, Daka, and Mbaba (2021), who reported that teachers supervised by their principals tend to develop trust in their leadership, which in turn enhances their commitment to work. Such trust fosters a supportive environment where teachers feel confident that they can rely on their principals for guidance and assistance when needed. This sense of support inspires enthusiasm and motivates teachers to embrace various challenges and responsibilities, regardless of their level of experience. Similarly, the study by Nzabonimpa (2011) found a moderate correlation between secondary school head teachers' general and instructional supervisory practices and teachers' work performance, highlighting the influence of effective supervision on teacher output. Furthermore, the result corroborates the findings of Mwambo and Epah (2022), who investigated the relationship between instructional supervision and school effectiveness in public nursery and primary schools in the Fako Division of the South West Region of Cameroon. Their study revealed a statistically significant, positive, and moderate correlation between instructional supervision and school effectiveness, further emphasizing the pivotal role of supervision in enhancing educational outcomes.

The finding of hypothesis two revealed that clinical instructional supervision has a statistically significant impact on goals attainment in public secondary schools in Biase Local Government Area of Cross River State. This result is not surprising because clinical supervision provides structured support and continuous professional guidance to teachers, which enhances instructional effectiveness, classroom management, and adherence to curriculum objectives all of which are essential for achieving school goals. When teachers are regularly supervised and mentored, they are more likely to implement best teaching practices that contribute to improved student performance and overall school effectiveness. The implication of this finding is that educational authorities and school administrators should prioritize and institutionalize clinical instructional supervision as a key strategy to drive the successful achievement of secondary education goals in the region.

The finding of the present study is consistent with those of Ndem and Egbai (2016), who investigated the relationship between educational managers' supervisory roles and goal attainment in secondary schools within Calabar Metropolis, Cross River State. Their study revealed a significant positive correlation, suggesting that enhanced supervisory efforts by educational managers contribute to higher levels of school goal achievement. Similarly, the findings align with those of Khaef and Jarimnia (2021), who examined the implementation of the Clinical Supervision Model (CSM) and its influence on supervisors' teaching philosophies in both theoretical and practical dimensions. Their results indicated that clinical supervision fosters critical reflection, improves the quality of feedback during post-observation discussions, and enhances instructional effectiveness for both supervisors and teachers, thereby promoting the teaching-learning process and the realization of school goals. Furthermore, the findings corroborate those of Offu et al. (2024), who conducted a survey in Cross River State to explore the relationship between innovative management strategies and goal attainment in public secondary schools. Drawing data from 132 principals and vice principals selected through stratified and simple random sampling techniques, the study demonstrated that clinical supervision, knowledge management, and ICT practices significantly contribute to the achievement of school goals. The impact of clinical instructional supervision on teachers' job commitment and goals attainment:

Implication for sustainable national development

The findings from the study have significant implications for sustainable national development. Education is a foundational pillar for national progress, and the quality of secondary education plays a crucial role in shaping the future workforce and responsible citizenship. When clinical instructional supervision is effectively implemented, it enhances teachers' commitment, improves instructional quality, and promotes the attainment of educational goals. Committed teachers are more likely to deliver student-centered learning, foster discipline, and nurture creativity among learners

which of course are factors that are essential for producing skilled, innovative, and productive individuals.

Therefore, by strengthening supervision practices in secondary schools, the government can enhance the performance of the education sector, reduce dropout rates, and increase students' academic success, thereby laying a solid foundation for economic growth, social equity, and human capital development. Thus, investing in effective clinical supervision is not only beneficial for immediate educational outcomes but also for achieving long-term national development goals which aligned with the Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education.

Conclusion

Arising from the findings, the study concludes that clinical supervision is a vital tool for enhancing educational effectiveness. The results underscore the importance of structured, supportive, and reflective supervisory practices in fostering teachers' dedication to their duties and in driving the realization of institutional goals. The study affirms that when school administrators adopt clinical instructional supervision techniques such as pre-observation conferences, classroom observations, and post-observation feedback sessions, teachers are more likely to demonstrate higher levels of professional commitment, improved instructional delivery, and greater alignment with school objectives. Consequently, schools that prioritize the implementation of clinical supervision are better positioned to achieve their educational goals.

Recommendations

The following recommendations are made:

The Ministry of Education should motivate secondary school authorities to organize regular training and workshops for school administrators and instructional supervisors on the effective use of clinical supervision techniques. This will equip them with the necessary skills to provide constructive feedback, foster reflective teaching practices, and enhance teacher commitment and performance.

Public secondary schools in Biase Local Government Area should formally integrate clinical instructional supervision into their school management policies. This includes setting clear supervision schedules, documentation procedures, and follow-up mechanisms to ensure consistency, accountability, and sustained improvement in both teacher performance and goal attainment.

Limitations and Future Researches: The study is also limited due to its narrow scope on a single local government area (Biase) in Cross River State, Nigeria. Therefore, a large-scale future study on related areas should be conducted to validate and supplement this study's findings.

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HIGHER EDUCATION ADMINISTRATORS AS PROMOTERS OF CONTEXT-SPECIFIC SOLUTIONS: MEETING THE EVOLVING EXPECTATIONS OF STUDENTS IN NIGERIAN UNIVERSITIES AND BEYOND



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Abstract

This paper examines the role of higher education administrators in safeguarding the legitimate expectations of students in Nigerian public universities system, using a legal and administrative framework. Students increasingly position themselves as key stakeholders, investing financially, personally, and academically, the responsibility of university administrators to protect their interests emerges as a central governance priority. While many global higher education systems have institutionalized mechanisms to recognize and address students' evolving expectations, Nigerian administrators have yet to fully embrace this responsibility, resulting in a governance gap. Drawing on insights from the Nigerian Universities Commission's Needs Assessment of Public Universities, this research examines whether students' expectations in Nigerian institutions are protectable and how administrators can effectively respond to them. The findings reveal a dominant —inside-out administrative mindset, where decisions are made based on assumptions rather than students' actual needs. The study advocates for a shift towards a —context-specific outside-in approach, urging administrators to systematically engage with students to identify their real concerns and tailor institutional policies accordingly. By adopting and adapting proven global best practices, Nigerian university administrators can foster more responsive governance that enhances student rights, academic outcomes, and graduate employability, thereby contributing to the overall advancement of higher education.

Key Words: Higher Education Administration, Legitimate Student Expectations, Context-Specific Solutions, Nigerian Universities, Student-Centered Governance.

Introduction

The paper explores the global role of administrators in institutions of higher education in protecting students' legitimate expectations using the Nigerian public university system as a case study. The focus on public universities is premised on the Nigerian Universities Commission Committee Report on 'The Needs Assessment of Nigeria Public Universities'.¹ What resonates from the Report is crucially, whether students in higher institutions of learning in the Federal Republic of Nigeria, as 'persons' or 'citizens', are entitled to legitimate expectations, and if so, do administrators have a role in safeguarding these expectations within the educational setting? (Imoedemhe, 2025) These questions are critical following observations of the near total abandonment of the obligations, of higher education authorities to students, which constitute their rights within the educational setting. (Atanaw, Estifanos & Negash, 2025), highlights how governance structures and administrative practices influence education service quality, which is closely tied to students' expectations of service, support, and institutional responsiveness. In this same vein, (Ekundayo, Bamikole, & Afolabi, 2023), argues that university administrators are central to upholding students' legitimate expectations of fair and transparent assessment.

¹ Nigeria Universities Commission (NUC) Report, the 'Committee on Needs Assessment of Nigeria Public Universities' dated 19 August 2012, 9.

Authorities of public universities in Nigeria appear not to recognize that students have legitimate expectations, desirable of protection. Evident is the case of *University of Ilorin v. Adesina*,² where authorities of the university reneged in releasing the final academic results of the student, notwithstanding, that the student had complied with the directives following recommendations of an administrative committee report, and also the internal appeal processes, stated in the university regulations.

On a wider scale in Nigeria, the judiciary inclusive, the conceptual approach to issues of legitimate expectations, is very vague. In *Chima v. University of Benin*,³ the court rejected the application of some students. The students had sought the protection of the court to reinstate their studentship, following their rustication from school as a fallout of a protest against the non-provision of suitable lecture theaters by the institution, for study. The court took no notice of the interests of the students, the pivot of the relationship between the authorities and the students, following reliance of students on the institution's promises and assurances to provide them with suitable study theaters. This position is not substantially different from the decision in *University of Ilorin v. Oluwadare*,⁴ where the Nigerian Supreme court ruled, among others, that studentship⁵ is not a right under the Nigerian Constitution. It is argued, a cursory consideration by the courts of the appropriateness of protecting the expectations of students within the educational setting, would in the least, advanced the development of the concept in the Nigerian administrative justice system (Nwauche, 2007). These views underpin the advisory by Agube, JCA in *Adesina* case,⁶ that, Nigerian courts should not be 'timid' to exercise their powers when students' rights are violated by university authorities. The furor of the non-recognition and judicial reticence is further exacerbated by the scarce academic literature and writings, aside the tangential works of Chianu (2007) and Ojo (1990) on this subject of legitimate expectations in Nigeria. It becomes crucial, more than ever before, to review the roles and contributions higher education administrators would introduce into the efficient coordination of institutional policies for realization of optimal results, by effectively safeguarding and ensuring the fulfilment of the promises, assurances and policies that institutional authorities make, particularly to students. Ensuring their protection, will provide the necessary base and atmosphere that make teaching, learning and research possible and enjoyable. It is argued administrators can use transformational leadership, technology, and agile methodologies to better respond to stakeholder, including students' needs and expectations, especially in challenging contexts (Mpuangnan, & Roboji, 2024). Where higher education administrators neglect in stepping in by taking responsibility of safeguarding these expectations, the aspirations of the students will not only be compromised and not fulfilled, the institution maybe disparaged, it may suffer ridicule, disrepute and public odium, and such actions could also adversely affect the funding of the university in varying form.⁷

What is now a global occurrence is that the expectations and experience of students in higher education have not only increased but changed dramatically over the last three decades (Tricker, 2003). These expectations are now of greater complexity and a different order to those which might have applied in the past. Universities now found themselves being pushed on the one hand to respond to mounting students' expectations while on the other hand there are fears that the fundamental purpose of higher education could be distorted or even lost if institutions go too far in the direction of placing higher education on a commercial scale (Tricker, 2003).

²(2010) 9 NWLR (Pt.1199) pp. 386-387, the Court of Appeal overturned the decisions of the university and the lower court. After an investigative panel report into a students' demonstration, the student herein fulfilled the recommendations for her recall to school, The authorities however refused to release her academic results thus denying her the opportunity to graduate among other things she suffered.

³(1997), Vol. 2, Nigerian Public Interest Litigation Reports (NIPR), (2002), 454.

⁴(2006) 14 NWLR (Pt.1000), 51.

⁵ ibid, 757.

⁶*Adesina*, (fn. 2) 340.

⁷Alumni and major donors frequently pause or withdraw contributions when the institution appears irresponsible or unethical

There is therefore the need to learn from the others. This paper provokes thoughts on what constitute the ideal, and purpose of higher education, and whether administrators can effectively contribute to improve administering and governance in higher institutions in Nigeria, geared towards protecting the legitimate expectations of students. Also, the paper serves to awaken administrators to be aware of the principles enunciated in the legal concept of legitimate expectations which is simply about getting public authorities to do what they said they would do. This legal philosophy was propounded by Lord Denning, Master of Rolls, in the case involving *Schmidt v. Secretary of State for Home Affairs*.⁸

The application of the principle in the concept which is to practically safeguard expectations of individuals when public institutions contemplate or renege from earlier assurances, is now prevalent in United Kingdom Higher Education,⁹ both as a matter of law and practice (Craig, 2012).

The desirability to protect expectations arising from the changes universities may introduce from time to time also triggered the creation of the Office of the Independent Adjudicator (OIA) by the UK Parliament. The purpose is to provide an independent, transparent scheme under the Higher Education Act 2004, to review complaints by students arising from the acts and omissions of a university.¹⁰ The OIA has the prerogative after consideration of such complaints, to do the following:

Refer matter back to the university for reconsideration, request a university to obtain promised accreditation for a course, ask a university to provide a fresh assessment opportunity, request that work is remarked, recommend a review of university policies/procedures and staff training, ask a university to apologize to a student, give a student the opportunity to return to a course, offer mediation between university and student.¹¹

The emphasis is for university authorities to protect the expectations of students by applying the principles of natural justice in administrative processes, particularly in exercising disciplinary powers, whether in a contractual or statutory context.¹²

The concept now has substantial application in the Australian and New Zealand administrative laws (Hlophe, 1987). It has been judicially recognized by India's administrative justice system, paving way for the development of a broader and more flexible doctrine of fairness.¹³ Under German law, the specific protection of trust reposed in the assurances given by public officers played a significant role in the development of the concept of legitimate expectations (Forsyth, 2011). It has been successfully incorporated into South African law, where claims based on the existence of legitimate expectations are now automatically a constitutional claim for the enforcement of fundamental human rights.¹⁴ This is also the experience in India where the judiciary has so expanded the application of the concept in

⁸(1969) 2 Ch. 149 established actions of public authorities which constitute legitimate expectations are now actionable in law.

⁹ UK Higher Education White Paper, 'Putting Students at the Heart of the System'. (2011), 2.

¹⁰ See <http://www.oiahe.org.uk> accessed 9 August 2015, particularly Rule 6.4, OIA Scheme Rules. Subject to the right of appeal for judicial review, the OIA Scheme is intended as an informal alternative to the courts. See Higher Education Act 2004. See, www.oiahe.org.uk accessed 25 June 2017. See T. Endicott, *Administrative Law* (Oxford: Oxford University Press, 2009), 495-496.

¹¹See OIA's approaches to remedies and redress, www.oiahe.org.uk, accessed 26th November 2025

¹²The student must first complete the university's internal processes and obtain —a completion of procedures letter. See also <http://www.oiahe.org.uk/decisions-and-publications/public-interest-cases/procedural-issues-January-2015>, accessed 26th November 2025

¹³*Navjyoti Coop. Group Housing Society v. Union of India* (1992) 4 SCC pp. 477, 494. India Supreme Court of India affirmed concept allowed aggrieved party, right to seek judicial review.

¹⁴Concept first applied in *Everett v. Minister of the Interior*, Vol. 2 SA, (1981), 457 See s. 24(b) of the Constitution of the Republic of South Africa, Act of 1993 states, 'every person shall have the right to procedurally fair administrative action where any of his or her rights or legitimate expectations is affected or threatened'.

review of administrative actions of public authorities to the extent that legitimate expectations have attained the status of a guaranteed and justiciable legal right in practice.¹⁵

In Nigeria, the concept is almost administratively unknown, needless the effort to protect failed expectations within the university settings. It is also not frequently mentioned in judicial decisions and indeed undermined as exemplified in the *University of Ilorin v. Oluwadare*.¹⁶ It is trite, a legitimate expectation does not confer an independent enforceable right in itself, yet, it is enforceable.¹⁷ This trajectory, has in no small way, affected the role, process rights ought to play in the administrative system in Nigeria.

One obvious area where authorities of higher institutions make the most promises and commitments is in respect of the expectation's students derive within the university setting. It is the role of administrators in higher education, as promoters of content-specific solutions, needed to fulfil student's expectations and experiences, that form the fulcrum of this research. The outcome, it is envisaged, will enable higher education institutions to effectively provide the needed support services, mentorship that will make students gladly co-operate, participate, and abide by university rules without coercion; assured that the authorities will always strive to meet its obligations. The synergy derived from this understanding will not only heighten existing trust between the higher institution's authority and the students, it will reduce the cost of administration and enhance its effectiveness and efficiency.¹⁸

Learning from Others: Lessons for University Administrators

The quest by students for the realization of their expectations and experiences within the institutional precepts has, overtime, increased globally. This is accounted for by the significant fallout from their financial contribution in the chain of making certain services available to them by higher education authorities. Reflecting on how students' expectations have drastically changed in the past thirty years, Tricker (2003) noted that in the 1970s, a student at the university only expected a place of scholarly reflection and learning, to obtain a degree, enhanced employment prospects, support by government funding, teacher student relationship to be one sided, very few expectations of teaching quality, and no concept of expectations of other stakeholders. The 1980s and 1990s on the other hand, experienced a more heightened change in students demand in Europe; the introduction of tuition fees led to students acting like customers (Tricker, 2003).

Davies (2002) argued that students' expectations rose to an all-time high to include demand for flexibility and choice in the delivery of education, access to cutting edge technology, a two-way communication process between themselves and with the university, to be consulted about the learning experience, demand for accurate information about their courses, assessment and complaints processes, and honesty with respect to whether their needs can be met or not'. This demand change was exacerbated by government demands for students to contribute to their education.

The resultant consequence of students increased assessment of the quality of educational experience offered by the authorities of higher education institutions, made bridging the gap between what students expect and experience, an essential responsibility of the institutions and their administrators. Arguably, by controlling the student learning environment, higher education has been successful in bringing more in line with student experiences and expectations (Tricker, 2003). This was

¹⁵ *State v. W. B. Niranjana Singha* (2001) 2 SCC 326, Court affirmed that legitimate expectation is based on the principle of arbitrariness as provided in Article 14 of the Indian Constitution.

¹⁶ (2006) 14 NWLR 751

¹⁷ The right to education is guided by section 18 of the CFRN 1999, as amended, which provides that government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels. The Constitution does not provide for the right as a basic right. It is categorized under Chapter II, that is, the FODPSP, which by virtue of s. 6(6) (c) of the 1999 CFRN are not justiciable.

¹⁸ This aligns with the view that where economic operators are able to rely on public authorities' representations, the cost of information gathering would be reduced and most efficient allocation of resources would occur. On the other hand, when representations are protected, public authorities would be less inclined to give advice on public policies, thus causing an increase in transaction cost and inefficient allocation of decision.

achieved by changing curriculum design to enhance employability, more flexible provisions, improvement of teaching quality, student support and greater transparency.

Higher educational authorities traditionally adopted the ‘inside out’ approach in the management of students’ expectations and experience. By this approach, higher education authorities assume they know what students expect and want from higher authorities, thus discountenancing students’ inputs (Sander, Stevenson & Coates, 2000). The better view to step up the management of student’s expectations, is to adopt the ‘outside in’ approach. This approach focuses attention on identifying where gaps are, between the students experience and expectations. Administrators must integrate students’ voices into strategic planning and policy formation to align institutional practices with student-perceived value (Işık, 2024). Identifying where such gaps exist, not only gauges the overall level of satisfaction, but reveals specific areas where improvements can be made to raise the level of students’ satisfaction and therefore the success of the service offered (Sander et al, 2000).

Overall, the fact that students are now globally obligated to undertake certain responsibilities in the provision of their services by higher education authorities is enough reason to pay closer attention to their legitimate expectations and experiences. However, in Nigeria, where gaps are inherent and government essentially fund the greater part of higher education, does not derogate the fact that higher education authorities should ignore the protection of students’ legitimate expectations and experiences. After all, studentship in Nigeria is based on students relying on the assurances, promises, and policies published by university authorities in their various marketing documents to public. This underlines the principle in the public law concept of legitimate expectation which advocates and makes actionable undertakings by public authorities and amplifies the relevance of higher education administrators as promoters of content-specific solutions.

In discussing the increasingly complex relations of managing students’ expectations and experience in the university, cognizance must be taking of the various terms already mentioned within context. These terms are student, university, university administrator and legitimate expectations.

Student

The term, student connotes different definitions in the various Laws establishing each university in Nigeria. This implies that it is the statute establishing each university that defines who a student of that university is (Akhabue, 2014). For instance, the Obafemi Awolowo University (Transitional Provisions) Act,¹⁹ refers to a student as „a person who has been registered as a student of the university during a current academic year for a first or higher degree, diploma, certificate or such other qualification of the university as may be approved by the Senate as qualifying a person for the status of a student“.²⁰ Under the University of Benin (Transitional Provisions) Act,²¹ a student includes „an undergraduate or any person of such description as maybe prescribed for the purposes of this definition“.²²

University

The term, ‘university’ is derived from the latin word, *universitas magistrorum et scholarium*, meaning a community of teachers and scholars.²³ According to Inyang (2010), ‘a university is an institution of higher education and research which grants academic degrees in various subjects, and typically provides undergraduate education and post graduate education’. Abak (2014) defined the term ‘university’, as a citadel of learning which confers degree from Bachelors to Doctor of Philosophy in all areas of educational endeavors.

¹⁹ Obafemi Awolowo University (Transitional Provision) Act, Cap 02, Laws of the Federation, 2004, s.2.

²⁰ *ibid*, s.2.

²¹ University of Benin (Transitional Provisions) Act, Cap U4, Laws of the Federation, 2004, s.2

²² *ibid*, s. 2

²³ *Encyclopedia Britannica*, 11th Edition, 1911.

The term university, like the student, is rather presumptive. Therefore, since 'the university' is viewed from the perspective of Nigerian universities, reference to the term will be from the context of the university statute or law creating it (Inyang, 2010). For example, under the Federal University of Agriculture, Abeokuta, Act,²⁴ University means any of the Universities of Agriculture established under section 2 of the Act.²⁵ In this paper, the university is referred to as an institution of higher education, whether established by the Federal or State government, that engages in teaching, research and community service, and grants degrees to students, depending on their categorization.

University Administrator

The word 'administration' generally connotes, 'the management of the affairs of an organization or institution'. 'Administrator', on the other hand implies a person whose job is to manage and organize the public or business affairs of an institution, amongst others (Obeki, 2012). However, unlike the administrator in the private or public service, who indulges in the act or practice of carrying out a policy, a university administrator is a person that manages 'a complex mix of individuals'.²⁶ It is argued, the university administrators lead policies, policies do not lead them blindly.²⁷ Illustrative of this point is the debate leading to the enactment of 'The Universities (Miscellaneous Provisions) (Amendment) Act', 2012, to correct the erroneous impression, amongst other issues, created by two Federal Civil Service Circulars that Directors or such other persons in the Nigerian universities are to retire after serving the tenured period as their counterpart in the Civil Service.²⁸ This Act nullified the Circulars as inconsistent and void. In the university, a 'policy' is viewed as germane and genuine only as the 'trinity' of the intellectual community sees it'. Trinity here refers to the students, teachers and the administrators (Iloeje, 2004).

By virtue of the Statutes and Laws establishing each university, the Chief Administrator of the University is the Registrar who is responsible to the Vice Chancellor for the day-to-day administration of the University. By virtue of the office, the Registrar is the Secretary of Council, the Senate, the Congregation and the Convocation.²⁹ It is germane to mention 'the Registrar is not an administrator in the same connotation as the Faculty Dean. The Registrar is appointed to *administer*, whereas the Dean is first and foremost appointed to teach and conduct research and is only called upon now and again to take on administrative duties and only of a particular nature' (Okudu, 2010). Can the Deans therefore be referred to as university Administrators for purposes of ensuring that university assurances are not ossified? It is argued that though the issue of academic administrators is not the focus of this paper, they are administrators in that sense for the purposes of fulfilling legitimate expectations.

The responsibilities of the Registrar underpin the roles of university administrators. This is because the Registrar is not just the chief administrative officer of the university; the Registrar is the custodian and trustee of the promises, practices and policies of the university. As staff of the Registrar's office, administrators must therefore be cautious of their acts, as every of their roles would definitely impact on the integrity of the office of the Registrar, both in the eyes of the students, the teachers and visitors to the university.

²⁴ Federal Universities of Agriculture Act, s. 29.

²⁵ Obafemi Awolowo University Act, s.2 where the term 'university' mean, Obafemi Awolowo University, Ife, established and incorporated by s.3 of this Law'. In University of Ilorin Act, Cap.U17, Section 26, 'university', mean the University of Ilorin as incorporated and constituted by this Act.

²⁶ Who are either students or students between the ages of 17 years to 70 years? See Iloeje, M.U., 'University Administration and Management: The Nigerian Experience'. Stutzen Books, Inc. 2004 at 53

²⁷ *ibid*, 54.

²⁸ This Amendment Act declared the Head of the Civil Service of the Federation Circular No. HCSF/061/S.1/III/68 of August 26, 2009, titled: 'Tenure of Office for Permanent Secretaries and Directors', and, Circular No. HCSF/061/S.1/III/68 of October 21, 2009, titled: 'Applicability of Tenure System to Parastatals, Agencies and Statutory Corporations of Government', as inconsistent with the laws and statutes of the Universities within the meaning of Section 2AA of The Universities (Miscellaneous Provisions) (Amendment) Act 2003', otherwise, 'The Universities Autonomy Act No.1, 2007.

²⁹ University of Ilorin, Cap. U7, First schedule, Section 6 for the definition and functions of the Registrar

Legitimate Expectations:

As a concept under public law, legitimate expectations mean the expectations that have arisen from the promises, practices and policies made by a public authority (Imoedemhe, 2025; Perry & Ahmed, 2014). Public authorities in this sense, include public universities in Nigeria.³⁰ Legitimate expectations refer to the promises, practices and policies otherwise, non-legal rules,³¹ university authorities in Nigeria make to students, and which the students rely on. These rules constitute the various codified university documents. They include; University Rules and Regulations, Students handbooks and Bulletin, Faculty handbooks, Circulars, Brochures and Examination and Ethics Regulations. Where a rule made by the university is unequivocal and clear that the student relies on it, it becomes reasonable or legitimate for a student not to be disappointed by the failure of the university to deviate from the assurance, except on grounds of overriding public policy.

What are these promises, practices and policies university authorities make that constitute student's legitimate expectations? Promises are simply the representations that university authorities make to students.³² They form part of the non-legal rules and regulations of the University. They trigger the application of the rules. Keeping promises underpins the trust that exists between the university authorities and the students. In order not to disappoint the trust, university authorities always ensure these rules are kept by all. For example, in *Thomson v. University of London*,³³ London University refused to be bound by a wrong interpretation, previously given by the Board of Examiners. Also, in *Olssen v. Board of Higher Education of the City of New York*³⁴ where a Professor misinformed student on examination rules, the Court decided in the students favour. In Nigeria, the Supreme Court held in *Stitch v. Attorney-General of the Federation and the Board of Customs and Excise & Ors*³⁵ that a clear and unequivocal promise or representation generates a legitimate expectation.³⁶

Practices are the prevailing practices in the university. They are somewhat of non-legal nature, and because they constitute the usual practice or norm in the university, it becomes difficult for university authorities to deviate from them. In explaining this principle, Chainu (2007) argued that where an employee is able to prove that a modicum of procedural fairness has been applied in favour of some employees, legitimate expectation demands that the practice should be applied equally for the benefit of others.³⁷ In the same vein, where students rely on such prevailing practices, nothing would be worse in a university community, if the university authority decides to renege from that practice unilaterally or, if the grievance of one student is dealt with in one manner and a precisely similar grievance of another student is dealt with in another manner. It is improper for university administrators to apply the 'palm - tree Justice' (Chainu, 2007). This implies the attitude of picking and choosing on subjective grounds.

Unlike promises and practices that are described as non-legal rules, policies in themselves are rules.³⁸ Policies are developed by public authorities when exercising their discretionary powers. A legitimate expectation can arise where a particular policy exists which the student has relied on (Craig, 2012). If a policy is publicized, which is usually the case, university authorities cannot deviate from it. Examples are policies relating to students' welfare, protection from injury or admission. In a particular matter, a Nigerian Court, after consideration of an application where the university wanted to renege

³⁰ As noted earlier, the protection of the legitimate expectations of students is relevant in private universities.

³¹ A principle propounded in *The Coherence*. *ibid*. They are non-legal because they are enacted within the university setting unlike Laws and Acts of State and Federal Legislature

³² A promise is a non-legal rule that generates a legitimate expectation which can bind the university in the exercise of its discretion. See, *The Coherence*, 6

³³ *Thomson v. University of London* (1864) 33 L.J. 625 (Ch.)

³⁴ *Olssen v. Board of Higher Education of the City of New York* 412 N.Y.S 2d 615 (app. Div. 1979)

³⁵ *Stitch v. Attorney-General of the Federation and the Board of Customs and Excise & Ors*. (1986) 5 NWLR (Pt. 46) hereinafter, *Stitch case*

³⁶ *ibid*, 1007.

³⁷ This, according to Chianu, is the substratum of the concept of legitimate expectation.

³⁸ *Coherence* 8.

from its admission requirement published in JAMB Brochure, held that the Authority of the University cannot deviate from its policy of admission which it has published to the whole world.

How do university authorities make promises, practices and policies, and from where do the universities derive their authority to make them? Here, reliance is placed on Oshio (2011) taxonomy, where he opined universities in Nigeria are creatures of Law. It is trite that each Federal and State university is established by an Act or a Law enacted by the Federal or State legislature (Oshio, 2011). The Legislation that provides Legal framework for each university in Nigeria are, the enabling Law that established each University, and the various Universities (Miscellaneous Provisions) Amendments Acts.³⁹ As at today, the Amendments Acts currently in existence in Nigeria are five. These are; Amendment Acts Nos. 11, 55, 25, the Autonomy Act of 2003, and the 2012 Amendment Act that deals with the Directorate System. The enabling Law of each university and the various Amendment Acts specify the powers, functions and responsibilities of each university, the constituent bodies and functionaries of the universities.⁴⁰ It is from this Legislation that Universities derive their authority to make the promises, practices and policies that constitute the commitments of the University to the Students.⁴¹

On the question, how do university authorities make the promises, practices and policies? The powers, functions and responsibilities of the constituent bodies of the university are specified by the enabling Law of each university. These bodies include the Council, Senate, Congregation and Convocation.⁴² In the course of exercising their discretionary powers pursuant to their statutory obligations, university constituent bodies formulate rules. These rules make up the promises, practices and policies that guide the conduct of students.

When explained differently, these constituent bodies act through delegated legislation, based on the committee system. The deliberative and adjudicative functions of the committees are anchored on institutionalized rules of these University bodies.⁴³ These are the non-legal rules, because, as noted earlier, they are rules enacted within the university setting, that is, by the constituent organs, with the most prominent of them, being the Senate of the university. It has been argued that these rules represent the specific ways the university, as a public institution intends to act.⁴⁴

Whose responsibility it is to ensure that the representations made by the university, particularly, to the students are fulfilled? It is argued, the responsibility ought to fall squarely on the three tiers of the university system, that is, the administrators, teachers and the students. This viewpoint is premised on the 'joint ownership' philosophy, for instance, embedded in the drafting of the University of Benin Strategic Plan.⁴⁵ The Plan underscores the recognition that the university is a community of scholars, students and other staff, with common interests and shared values.⁴⁶ Therefore, it is argued that the responsibility to fulfil the promises, practices and policies of a university, are of common interest to all.

³⁹ The enabling Law of each university which established it, and, (i) The University (Miscellaneous Provisions) Act No. 11, 1993; (ii) The University (Miscellaneous Provisions) Amendment Act No. 55, 1993; (iii) The University (Miscellaneous Provisions) Amendment Act No. 25, 1996; (iv) The University (Miscellaneous Provisions) Amendment Act 2003 (The Universities Autonomy Act No. 1, 2007 and (v) The University (Miscellaneous Provisions) Amendment Act 2012

⁴⁰ These includes the Council, Senate, Congregation, Convocation, Vice Chancellor, Registrar, Bursar, The University Librarian and Statutory committees

⁴¹ See, The University of Benin Act

⁴² *ibid*, Second Schedule

⁴³ University Committees functions in line with the rules and regulations, practices and policies set out by the University Organs, with the most prominent being the Senate, Section 10, University of Benin Act.

⁴⁴ Perry, A., and Ahmed, F. (2014). The Coherence of the Doctrine of Legitimate Expectations. *The Cambridge Law Journal*, Vol. 73, 1.

⁴⁵ See the preamble of the University of Benin Strategic Plan 2002-2012 (page v) hereinafter, Uniben Plan

⁴⁶ *ibid*, 27, however, the term, 'other staff' in s.2 of the Obafemi Awolowo University Act 2004 refer to those persons in the employ of the university who are not members of the academic or the administrative staff.

Arguing this point from another perspective, Olanikpekin (2015) noted the responsibility for the moral issues bedeviling universities in Nigeria today must be placed at the door step of the government, because some of these problems are the direct offshoots and consequences of government's neglect of the educational sector. The scholar recognized that though many may fault the lack of adequate funding and competent hands as the casual factors for 'the dearth of discoveries and inventions' in our universities today, he acknowledged the reasoning of Terry Eagleton,⁴⁷ canvassed by the author, that the decadence;

...will not change ... simply by increasing state funding of the humanities as opposed to slashing it to nothing. We will change it by insisting that a critical reflection on human values and principles should be central to everything that goes on in universities (Olanikpekin, 2015).

University stakeholders may appear stupefied with the way things are in Nigerian universities, but Eagleton's view amplifies the fact that meeting the obligations of a university is not dependent on government funding per se, it is more often than not, a function of collective responsibility. university administrators share in that responsibility.

On the importance of university rules, Oshodin (2011) opined,

...realizing the complex nature and setting of the University system which could, at times, appear bewildering to freshmen and fresh women, this Brochure which contains essential information, has been put together to assist your adjustment to the University environment. I enjoin you, therefore, to read it carefully, and keep it for constant reference.

Essential information in this statement underpins the bedrock of the understanding between the university and the students, more importantly, as students put their trust in the administration with the expectation that they will do what they have assured. This is so important that it superintend the conduct of students, serve as bases for the evaluation of their actions' (Shapiro, 2011), and also act as control of administrative discretion (Davies, 1996). In a sense, they are a sort of contract between the university and the students. Vicariously, they also constitute a contract between the university and the parents, guardian or sponsors of the students who are responsible for the payment of their tuition and accommodation fees as well as their personal expenses.

What then are the roles of the administrators in protecting the legitimate expectations created in the students as a result of these essential information or rules published to the students? Iloeje (2004) following Obayan (2010) had this to say:

... a good university administrator must not be seen as an efficient bureaucrat, but also as a caring guardian. He must possess the tact of human relations, the intricate knowledge of all the regulations and the administrative machinery, the gifts of fairness and even-handedness peculiar to a good law-enforcer who is a guardian angel, and the dexterity of balanced judgment and accuracy of decision-making.

Roles of Higher Education administrators

Higher education administrators play a crucial role in shaping the educational landscape, and their responsibilities can vary widely depending on the country, institution type, and cultural context. However, from a global perspective, their roles generally include several core functions, all of which contribute to the development, implementation, and management of academic, operational, and strategic initiatives within institutions. However, from the perspective of protecting the legitimate expectations, university authorities in Nigeria create in students, the following roles are discussed:

⁴⁷A British Literary theorist and Professor of English Literature at the Lancaster University in the United Kingdom

1. To Uphold the Trust Element in the University System

What the author considers the ‘noble’ role of higher education administrator is upholding the trust students repose in the university authorities following the undertakings and assurances such authorities give to the students. To live is to trust.⁴⁸ The trust-keeping role is more than relevant in an administrator’s capacity as a trustee, confidant, mentor, or one *in loco parentis* capacity to the student. The university administrator deals with a mixed complex group of people; therefore, their assignments transcend every department in the university community, either as managers, desk officers or as frontline staff. In these capacities, their place of trust-keeping is more than better imagined. Forsyth (2011) argued trust in administration should be guarded to the end, for ‘without trust, we cannot stand’. Do students really trust Administrators? How best can certain hostile manner of communication, admission frauds, examination racketeering, withholding of services, defilements of female students be perceived?⁴⁹ It is argued that when the trust relationship is handled rightly by administrators, it will encourage the students to participate in decision-making process, to co-operate with administrative initiatives and to comply with administrative regulations without coercion (Schonberg, 2000). This will in turn improve the administration’s ability to solve co-ordination problems, and thus make the exercise of authority by the university easy, enjoyable and more legitimate. The place of trust in our public actions is vital.⁵⁰

2. To Ensure Certainty and Predictability of University Rules

The Administrator should be able to sustain university rules to ensure certainty and predictability to students. The 21st century, has witnessed students’ rights becoming more sacrosanct than ever before. Higher education should be administered in accordance with the law, not only in relation to the laws and statutes creating the institutions, but also in the area of ensuring certainty in the rules and policies such institutions’ authorities enact. By this, students will be able to plan their lives, secure in the knowledge of the legal consequences of their actions (Craig, 1996). Sustaining rules helps students and even parents plan, and to make decisions relating to their future.

Many administrators may feel this is not possible within the university system. It is argued that it is possible. If higher education administrators in Nigeria work collectively, it can ensure that rules are accessible and reliable. When institutions accord due diligence to student’s affairs during their studentship, it in turn translates to their future output as respectable citizens.

Administration of higher education has risen beyond the state when the product of academic operations was limited to students’ enrolment, small budgeting and narrow curriculum. Oyeade (2011) noted correctly, that over time, administrative simplicity has fallen victim to the expanding and ever-changing demands of higher education. In this vein, who then manages the chaotic aftermath, the enlarged students’ enrolment, paper work, budgeting, physical facilities, instructional facilities, coordination of halls, and so on in the university setting? Is it the teacher or the administrator? Students usually expect that these responsibilities fall on the administrator. Whether this view is correct is however a matter for the administrator to decipher. It is however a truism that the era in which students need not worry if results would be published in due time, whether lectures would be held as scheduled, or project works and other assignments would be read, corrected, marked and returned on time, are gone. Udombana (2010) argued, the decline in the quality of service could be a manifestation of a failure to enforce applicable laws and regulations within the University system. The author asserts this should be a matter of serious concern for the university administrators.

⁴⁸ See Amplified Bible, Hebrews 12:2 (King James Version) - looking unto Jesus, the author and finisher of our faith.

⁴⁹ *Emphasis mine*

⁵⁰ See speech by the President and Commander of the Armed Forces of the Federal Republic of Nigeria, Gen. Muhammadu Buhari on October 1, 2015. Nigerian Vanguard Newspaper, dated 2nd October 2015.

3. Administrators as Agents of Fair and Equitable Practice

One of the drivers of today's world is the notion of fairness and equity in the treatment of all. This resonates in Iloeje (2004) opinion that a good university administrator should possess the 'gift of fairness'. Fairness as a principle of fair administrative practice means that the interest of a person should not be neglected in a decision-making process. Therefore, where a university is presumed to have wrongly neglected the interest of a student in making a decision, it may be regarded to have acted unfairly. Do university administrators indulge in selective practice? How well are administrators disposed to allowing students to present their matters, whether disciplinary or otherwise?

Notwithstanding the various accounts that appear to inhibit the university administrator from acting honestly and fairly, best practice standards require that the place of integrity and good conscience should not be sacrificed on the altar of such narratives. Forsyth (2011) argued that because of the trust which individuals place on public administrators, it will not be fair not to hold such administrators to account when a legitimate expectation is neglected.

4. Administrators must Prevent Harm to Students

The Advanced Learners Dictionary defines 'harm' to mean 'damage or injury that is caused by a person or an event' (Schonberg, 2000). Harm, encompasses emotional, psychological or physical pain. The argument that one of the roles of the university administrator is to prevent harm to the student is linked with the notion of certainty and predictability in the actions of university authorities. This ignites the reliance principle of legitimate expectation. The reliance principle argues that legitimate expectations should be protected because to do otherwise would inflict harm on individuals who rely upon such expectations (Schonberg, 2000).

How can one explain the agony of students in Nigerian universities, the agony of disappointed young female students from trusted university administrators, agonies of both students and parents from unchallenged protracted stay in the university beyond set dates, who takes the financial pain of paying rents repeatedly in rented apartments during these periods, the wasted years, the possibilities of post-graduate admission opportunities in foreign universities that seem to be lost, the frustrations that lead students to joining cult groups, the pain of the physically challenged students,⁵¹ the agony of parents who do not have opportunity to complain but to wish that things were done right?

As administrators, the ultimate end of our disciplinary disposition to students should be to reform and not merely to punish. No wonder, Olanipekun (2015) advocated for 'suspended expulsion' instead of 'outright expulsion' in students' disciplinary cases. Except administrators up their game, they will, very soon be likened to the aging dinosaurs, waiting for extinction from the Nigerian higher education system.

The Nigerian Supreme Court in the case of *University of Ilorin v. Oluwadare*,⁵² was of the view that studentship is not per se a right recognized by our constitution; however, students have rights within their academic community. Students' freedom of study, entitles them to some rights (Inyang, 2010). In *Tinker*,⁵³ the US Supreme Court established, students in school or out of school are 'persons' under the United States constitution and as such, they do not forget their constitutional rights as citizens at the school-gate. What these portend is that there is a service to be rendered. Thus, portend the ideal. Can administrators argue that the various universities motto in Nigeria signify their respect for students' expectations? For example, Ambrose Alli University's 'Knowledge for Advancement',⁵⁴ University of Calabar, 'Knowledge for Service',⁵⁵ University of Agriculture, Abeokuta, 'Knowledge for

⁵¹ See, University Strategic Plan, 2002-2010, paragraph d (ii), 30.

⁵² *ibid*, 51.

⁵³ *Tinker v. Des Moines Independent School District* 89S.Ct (1969) 733

⁵⁴ Ambrose Alli University, Ekpoma

⁵⁵ University of Calabar

Development⁵⁶ and Obafemi Awolowo University, 'For Learning and Culture'.⁵⁷ Hyer (1913) cautioned,

...the first duty of the university is to the individual students who come to it for instruction. If it does not adjust and adapt itself to his personal needs and render him the greatest possible service it renders no service to humanity in general.

Students are not in the periphery of activities in the institutions, but actually form the core. Managing them require efficient administrative processes, responsive to changes, challenges and sensitive to their expectations.⁵⁸ Igbinovia (2003) asserts, „**the university ... has a responsibility to nourish itself and to grow**“. To nourish, simply means 'to develop' or 'grow stronger' (Igbinovia, 2003). Therefore, as stakeholders, university administrators have a key responsibility to nourish to fulfillment, the assurances university authorities give to students pursuant to their statutory obligations. This paper is not suggestive that students are above the law. By training, students are meant to be responsible citizens. Where they decide to be law-breakers instead of being law-abiding, they deserve to be punished like any other ordinary citizen of Nigeria (Ojo,1990). It is not also to box higher education administrators but to think and act outside the box, particularly now that the structural constraints in the exercise of administrative duties in today's universities is overwhelming.

The days when it is felt that students are so immature that they could not be made to serve on university committees are gone. Ojo (1990) argued, 'in order to advance the lot of the students in university management, students should have representations in University Senate and Council and on all those Committees of Council and Senate that cater for their interest'.⁵⁹ The trend has however improved with the amendments advanced in the 2003 Universities (Miscellaneous Provisions) (Amendment) Act,⁶⁰ Section 7AAA of the Act provides that students shall:

- (a) Be represented in the University's Students Welfare Board, and other committees that deal with the affairs of Students;
- (b) Participate in various aspects of curriculum development;
- (c) Participate in the process of assessing academics staff in respect of teaching; and
- (d) Be encouraged to be more self-assured as part of the national development process.

This provision appears to have been tangentially applied by university authorities in Nigeria, it is however a right step in meeting students' legitimate expectations. This trend is prevalent in the United Kingdom, Europe and the United States of America where students do not only participate in students' affairs governance but also in certain aspects of governing, teaching and learning as well as institutions-wide strategy and planning (Luescher-Mamashela, 2010).

The author argue Nigerian universities can strengthen an outside-in administrative model advocated in this paper by introducing practical mechanisms that enhance transparency and accountability. One example is the adoption of a comprehensive *Student Bye laws or Code of Conduct* that specifies clear service-delivery standards, such as processing transcripts within 10 working days, acknowledging complaints within 48 hours, and granting access to academic advisors within 72 hours. This document could also guarantee academic rights, including course outlines released a week before lectures and examination results within three weeks, while outlining student responsibilities for attendance and conduct. This approach serves as a shared reference document, that enables students and administrators to monitor service quality and resolve disputes effectively.

⁵⁶ University of Agriculture

⁵⁷ Obafemi Awolowo University

⁵⁸ For instance, University of Benin Strategic Plan, pp. 27, 49

⁵⁹ This view has been undermined. See the Report of the Commission on the Review of Higher Education in Nigeria, The Longe Report, titled, 'The Higher Education in the Nineties and Beyond' 1991, 140.

⁶⁰ The Universities (Miscellaneous Provisions) (Amendment) Act 2003, otherwise, The Autonomy Act

However, institutional challenges which arise within the university settings often inhibit the actualizations of students' legitimate expectations by university administrators. Some of the key institutional challenges include funding constraints, bureaucratic inertia, lack of quality assurance for university programmes, poor administrative leadership style, institutional culture and lack of good governance in Nigeria public universities. Since universities are universal and are being challenged globally to respond to these expectation rights of students, it is posited that the Nigerian public universities cannot be exempted from these noble expectations. Presumably, this accounted for the findings embodied in the report of the Federal Government Committee on Needs Assessment (NEEDs Report) of Nigerian Universities.⁶¹

Conclusion

This paper demonstrates that higher education administrators play a pivotal role in safeguarding the —legitimate expectations of students in Nigerian public universities. Drawing on legal and administrative frameworks, it advocates a shift from a traditional top-down, —inside-out approach to an —outside-in model that proactively identifies, engages with, and responds to student needs. By effectively carrying out their responsibilities, administrators not only strengthen institutional trust, predictability, and accountability but also ensure robust protection of students' rights, including procedural, participatory, regulatory, and fundamental rights. Ultimately, such an approach enhances student welfare and promotes more transparent, responsive, and equitable university governance.

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⁶¹ The Honourable Minister of Education, Prof. Ruqayyatu Ahmed Rufa'i OON, inaugurated the Committee on Needs Assessment of Nigerian Universities (NEEDs Report) on Tuesday, 21st February 2012. It was constituted in furtherance of government's determination to address the challenges in Nigerian tertiary institutions and enhance international completeness in manpower and knowledge creation in universities. It is a consolidated Report generated through the analysis of the data submitted by various institutions, as well as reports of verification teams. See preamble to the Report, 5-6.

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TEACHERS' PROACTIVE BEHAVIOUR MANAGEMENT STRATEGIES FOR ETHICAL CLASSROOM MANAGEMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE



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Abstract

This study ascertained the teachers' proactive behaviour management strategies for ethical classroom management in secondary schools in Anambra State. One research question guided the study. The descriptive survey research design was employed in the study. Population for the study comprised 5,674 teachers from 259 public secondary schools in the 6 education zones in Anambra State. Sample size of the study constituted of 851 (15 percent) teachers from 207 (80 percent) public secondary schools in the 6 education zones selected using the stratified random sampling technique. A 7-item researcher-developed questionnaire structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data collection. The instrument was face validated by three experts from the Department of Educational Management and Policy, and one Measurement and Evaluation expert from the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability of the research instrument was established through a pilot-test carried out once on a single administration sampling 20 teachers in some selected 4 public secondary schools in Enugu State, which was not part of the study. Data collated after the pilot test were measured using Cronbach Alpha statistics which gave internal consistency reliability value of 0.80. The instrument was distributed to the respondents by the researcher with the help of five research assistants. Data collated were analyzed using mean scores rated at 2.50 and standard deviation statistics. The conclusion in the study was that reinforcement strategies were found essential for addressing and mitigating conflicts before they escalate, ensuring a stable learning environment. Based on the findings of the study, it was among others recommended that school administrators and educational authorities like the Post Primary Schools Service Commission (PPSSC) should provide continuous enhanced professional development programmes focusing on proactive behaviour management and classroom management skills, that will assist teachers in ensuring ethical classroom management.

Keywords: Teachers; proactive behaviour management strategies; Ethical classroom Management; Secondary Schools.

Introduction

Management is a very important element in the school system. It is the unifying force that brings together both the human and material resources to achieve the desired goals or objectives of the school as a formal organization. It is the coordination of an organization's resources through the act of planning, organizing, directing, and managing all energies aimed at accomplishing

organizational goals. Management includes the act of running or controlling anything, as well as, the ability to handle with people or situations in such a way as to achieve the predetermined goals. Every aspect of the school organization needs management. Without proper management, the classroom will be chaotic and no meaningful teaching or learning will take place.

Operationally, classroom management consists of conduct management – which refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom; content management – which is related to teachers managing the space, materials, equipment, and the movement - this focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom. In support of this, Nwankwo, Omebe and Anikeze (2019) stated that a good classroom manager is able to prevent undesirable classroom behaviour and thereby foster desirable behaviour. One of the main objectives of a teacher is to impart useful knowledge to his or her students in order to enhance their moral, physical, emotional, spiritual and intellectual elements.

Classroom management has a profound impact on the teaching-learning process. Problematic behaviour in a classroom increases the stress levels for the teacher and students alike, and disrupts the flow of lessons. In this regard, ethical classroom management results in minimal behavioral disruptions and improves academic engagement of students; however, the use of punishment has proved ineffective in minimizing the occurrence of classroom misbehaviour. Further, unethical classroom management practices have negative impacts on student learning outcomes, teacher-student relationships, and on teachers with the likelihood to suffer stress and burn out. Again, punitive discipline may damage teacher-student relationships, lead to loss of instructional time, and perpetuate inappropriate behaviour. The discourse so far has brought out two approaches to classroom management which include the reactive classroom management approach and the proactive classroom management approach. According to Eze, Nwankwo, and Umeobi, (2020), the characteristics of the two approaches are shown in table 1.

Table 1: Main Characteristics of Classroom Management Approaches

Reactive classroom management	Proactive classroom management
a. Remedial in nature	a. Preventive in nature
b. Negative reactions to misbehaviour	b. Adopts positive strategies
c. Involves punitive interactions	c. Setting expectations; positive relationships; mutual respect; praising appropriate behaviour
d. Reprimands and sanctions	d. Students participate in behaviour management

Reactive behaviour management encompasses reactions which may involve punitive interactions such as public reprimands that embarrass students. Reactive strategies, as noted by Idu, (2012), are teacher behaviours which occur in response to students' inappropriate behaviour (e.g. providing an inappropriate consequence). Reprimands and sanctions are two common strategies which teachers use as a response to students' misbehaviours. According to Nwankwo, (2022), reactive discipline strategies are mainly remedial in nature. Teachers adopting reactive strategies tend to react negatively to students' inappropriate misbehaviors. Historically, classroom management has relied more on reactive rather than proactive strategies (Enwezor, 2021). Given the ineffectiveness of reactive behaviour management, teachers are required to employ proactive classroom management strategies.

According to Nwachukwu, and Uzokife (2022), proactive classroom behaviour management involves preventing negative behaviours before they occur by focusing on creating a positive learning environment and fostering student engagement. This approach emphasizes establishing clear expectations, consistent routines, and positive reinforcement to minimize disruptions and maximize learning. It is also important to note that proactive strategies are behaviours that teachers can employ to reduce the likelihood of learners' misbehaviour and involve the alteration of a situation before it worsens (e.g., establishing rules and praising appropriate behaviour). Proactive discipline strategies stress on prevention and use a positive approach to classroom management. Teachers tend to use

positive reactions to student appropriate behaviours. The literature strongly suggests that classroom behaviour management is considered to be most effective when proactive approaches are used. The use of proactive classroom management increases student on-task behaviour and lessens teacher stress. Teachers should teach and model classroom behaviour by setting rules of acceptable behaviour (expectations).

Key Principles of proactive classroom management (PCM)

As noted by Nwankwo, Omebe and Anikeze (2019), the three key features distinguishing PCM from other classroom management approaches include:

1. It is a preventive approach which aims at enhancing academic engagement and thus minimise problematic behaviour that hinders learning.
2. It integrates teaching with classroom management strategies into a unified classroom system.
3. There is an emphasis on the use of strategies targeting the classroom as a whole rather than focusing on individual learners.

Proactive classroom management rests upon some key principles which distinguish it from reactive classroom management. Such principles include setting behaviour expectations, establishing positive learning environments, and involving learners in behaviour management.

Expectations: Ethical classroom management is mainly proactive, with an emphasis on the prevention of inappropriate behaviour by intentionally using strategies like clearly establishing behavioural expectations and acknowledging appropriate behaviour. Classroom environment consists of routines and the physical arrangement, but learning dynamics are also shaped by teacher-student relationships. The establishment of routines forms the basis for teachers to classroom management. It is significant to be consistent, especially in setting expectations and following through with consequences. Follow-up procedures can be time-consuming; nonetheless, they are necessary to prevent the persistence of misbehaviour among students.

Positive learning environments: The usual response to inappropriate behaviour is to identify the student(s) involved as —the problem, to see them mainly as a source of — trouble and to employ strategies to tackle their behavioural issues. However, a classroom is an environment with its own ecology, including teacher, students and their interrelationships, the physical environment, study materials and a variety of activities which all interact to impact the behaviour of the room's inhabitants. In this regard, in order to ensure effective teaching and classrooms that function positively with minimal levels of inappropriate behavior, planning and consistency are key requirements. Proactive behaviour management strategies create positive teacher-student relationships and thus a positive learning environment (Enwezor, 2021). This is achievable through ethical classroom management.

The ethical classroom management in secondary schools in Anambra State can be significantly enhanced by teachers' application of proactive behaviour management strategies in the classroom situations. Through proactive behaviour management strategies, teachers will be able to create and sustain a productive learning environment. These strategies not only improve students' behaviour and academic performance but also contribute to the overall academic engagement.

Though, the relevance of proactive behaviour management strategies in promoting ethical classroom teaching and learning processes are well-known by teachers, yet, many teachers seem not to apply them in the classroom. Researchers' personal observations show that many secondary schools in Anambra State seem not to have settled learning environment. In such schools with unsettled learning environment, they are faced with such challenges like disciplinary problems, students' unrest and disruption of academic activities, including, conflicts, and general classroom disorder are also prevalent issues in such schools. These challenges undermine educational outcomes, student engagement, and overall school climate; therefore, making it almost impossible for quality teaching and learning to take place. Although, the teachers in these secondary schools are qualified to teach, yet, many cannot

manage their classrooms efficiently and effectively. Okeke, Okaforcha, and Ekwesianya (2019) complaining about the poor quality of teaching and learning in schools which seem to be attributed to unethical classroom management, observed that teachers in most secondary schools in Nigeria, Anambra State inclusive, complained that one of the challenges they encounter in the course of their profession is classroom management and its worrying consequences on quality education. The teachers are observed to use punishment more often in the classrooms than positive reinforcement and rewards, thereby making students to be afraid of them rather than respect them (Orakwue & Ajaegbo (2020). Also, students in classrooms sleep while classes are on, make noise, move in and out of the classroom, fight, and chew gum, among other vices in the presence of the teacher in the classroom. With this scenario, misbehaviour and poor performance become the order of the day in most schools. This ugly trend should not be allowed to continue.

The concern for quality teaching and learning has been at the core of the motivating forces for reforms in education, secondary schools inclusive. This implies that quality teaching focuses on enhancing and improving the processes of teaching and learning in order to produce students who are worthy in character and in academics. This means that the learning environment in secondary schools in Nigeria and in Anambra State, must be conducive and safe enough for quality teaching and learning to take place. According to Akosubo-Ogori, Nwankwo and Nweke (2020), parents and students are often seen complaining about the classroom activities of the teachers in some secondary schools. Teachers on the other hand complain of students' inattentiveness, disruptive behaviour and lack of cooperation among others. This seems to be the case in secondary schools in Anambra State. Teachers in the State often complain that one of the challenges they face in carrying out their duties as teachers is how to manage their classes that are most times over populated and lack sufficient learning and teaching resources which are all obstacles to ethical classroom instruction for quality teaching. The effect of this is that the students are constantly sent out of the classrooms, punished, suspended and sometimes expelled from school. As a result of this, indiscipline among students abounds and quality teaching and learning hindered (Eze, Nwankwo & Umeobi, (2020).

From all the above discussions, teachers' ethical classroom management has a lot of benefits which includes: providing a conducive climate, atmosphere and learning environment for students' learning, creating opportunities for meaningful teaching and learning, fostering attainment of both instructional and educational goals, among others. For Nwankwo et al (2019) and Akudo (2020), ethical classroom management creates an environment that is conducive to teaching and learning. Unethical classroom management often creates chaos. Likewise, ineffectively managed classrooms have boredom and failure in achievement of educational goals as their characteristics. In essence, organizing the classroom efficiently and effectively for positive learning outcome is largely dependent on the ability of the teachers. Nwankwo et al (2019) stated that good classroom management helps to prevent unnecessary discipline problems by students in the classroom and promotes good behaviour and better academic results. From a pedagogical standpoint, teaching and learning can only occur in an orderly classroom. Orderliness here does not only imply quiet or rigid classroom but it refers to classroom whose activities indicate engaging students in meaningful learning. The teacher does this by adopting some workplace strategies. Therefore, school teachers are expected to continuously innovate their classroom strategies and management using effective workplace strategies in order to maintain their educational quality (Asiyai, 2011). Workplace strategies as applicable to teachers' classroom management as described within the context of this study are skills applied by teachers to organize, control, coordinate and manage activities going on inside the classroom. In the same vein, Nwachukwu and Uzokife (2022) and Nwankwo et al (2019) opined that teachers' workplace strategies are several strategies and techniques applicable to ethical classroom management. They can also be referred to as those measures, strategies and strategies employed by teachers to maintain decorum in the classroom and, as a result, establish a healthy and conducive learning environment for achievement of educational objectives (Nwachukwu & Uzokife, 2022). When strategies are executed effectively, teachers minimize the deviant and unruly behaviours that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitate or enhance learning. In the light of the above,

this study investigated the proactive behaviour management strategies for ethical classroom management in secondary schools in Anambra State

Purpose of the Study

The purpose of this study was to investigate teachers' proactive behaviour management strategies for ethical classroom management in secondary schools. Specific objective of the study was to determine teachers' proactive behaviour management strategies for ethical classroom management in secondary schools in Anambra State.

Research Question: What are the teachers' proactive behaviour management strategies for ethical classroom management in secondary schools in Anambra State?

Research Method

The descriptive survey research design was employed in the study. This design was used to collect data from a sample of public secondary school teachers in Anambra State from their large population using the questionnaire in order to showcase their opinions as regards to the present study. Information gathered from all the sample were analyzed with appropriate statistics of mean and standard deviation in order to conclude the study. Population for the study comprised 5,674 teachers from 259 public secondary schools in the 6 education zones in Anambra State. Sample size of the study constituted of 851 (15 percent) teachers from 207 (80 percent) public secondary schools in the 6 education zones selected using the stratified random sampling technique. Justification for selecting the sample of teachers and public secondary schools at 15% and 80% respectively, was as a means to enable the researcher to have controllable sample size of the teachers' population in Anambra State. An 8-item researcher-developed questionnaire structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data collection. The instrument was titled —Teachers' Proactive Classroom Behaviour Survey (TPCBS)l. Construction of the questionnaire was guided by the literature reviewed, purpose of the study and research questions. The TPCBS was face validated by three experts from the Department of Educational Management and Policy, and one Measurement and Evaluation expert from the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. These experts determined the face and content validity of the research instrument. They equally made useful corrections on some of the items in the questionnaire which was incorporated before the final print out of the instrument. Reliability of the research instrument was established through a pilot-test carried out once on a single administration sampling 20 teachers in some selected 4 public secondary schools in Enugu State, which was not part of the study. Data collated after the pilot test were measured using Cronbach Alpha statistics which gave internal consistency reliability value of 0.80 for TPCBS, showcasing that the questionnaire was reliable for the study. TPCBS was distributed to the respondents by the researcher with the help of five research assistants who were residence from the six education zones where the sampled public secondary schools were located in Anambra State. An on-the-spot method was adopted by the researcher and the research assistants to distribute copies of the questionnaire to ensure maximum recovery of the questionnaire administered. These research assistants were equally briefed about the intention of the study likewise on how to meet with the teachers in order to collect the necessary data for the study. All the copies of the questionnaire distributed to the respondents were recovered back by the researcher and research assistants within a period of seven working days at a return rate of 100%. Data collated were analyzed using mean scores rated at 2.50 and standard deviation statistics. The decision rule for interpreting the scores on each statement on the questionnaire was based on the mean scale, which was benchmarked on 2.50 rating. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of Agree (A), and therefore, accepted. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of Disagree (D), and therefore, not accepted.

Presentation of Results

Results

Research Question: What are the teachers' proactive behaviour management strategies for ethical classroom management in secondary schools in Anambra State?

Table 5: Mean Scores and SD Ratings of Teachers on their Proactive Behaviour Management Strategies for Ethical classroom Management in Secondary Schools in Anambra State

S/N	Please give your opinion concerning the proactive behaviour management strategies which promotes ethical classroom management in your school. Teachers' strategies in:	SA	A	D	SD	X	SD	Decision
1.	creating a predictable environment at the beginning of each term using clearly defined rules, routines likewise procedures where students know what is expected of them, reducing the likelihood of misbehaviour in the classroom	390	330	51	80	3.21	0.92	Agree
2.	creating a positive classroom climate which helps students feel valued and engaged, essential for preventing behavioural issues which reduces the likelihood of disruptive behaviour in the classroom	355	375	89	32	3.24	0.78	Agree
3.	consistently monitoring students' behaviour including providing immediate feedback to quickly address minor issues before they escalate likewise maintain order and keep students on task in the classroom	390	312	99	50	3.22	0.87	Agree
4.	engaging students through well-planned lessons such as interactive and hands-on activities, group work, integration of technology can make lessons more engaging, in order to keep students interested and focused, thereby, reducing opportunities for misbehaviour in the classroom	439	321	52	39	3.36	0.79	Agree
5.	proactively reinforcing positive behaviour through praise and rewards to encourage students to continue behaving well in the classroom	396	354	41	60	3.28	0.85	Agree
6.	anticipating potential behavioural issues and addressing them before they occur using pre-correction and reminders strategy in order to enable students adhere to classroom rules, preventing misbehaviour before it starts in the classroom	372	388	53	38	3.29	0.77	Agree
7.	integrating social-emotional learning (SEL) into the curriculum which helps students develop self-awareness, self-regulation, and interpersonal skills which help students build these competencies likewise confidence in the classroom	402	334	49	66	3.26	0.88	Agree
8.	maintaining regularly open lines of communication with parents which helps in creating a supportive network for students overall academic development and successes in the classroom	366	378	70	37	3.26	0.79	Agree
Overall Mean Score & SD =						3.26	0.83	Agree

Analysis of data from Table 5 indicated that all the items from 1 to 8 were rated above 2.50 of the criterion mean score to show the respondents (teachers) agreement with these statements. None the items were rated below 2.50 of the criterion mean score to show the respondents (teachers) disagreement with these statements. Their overall mean score and SD is 3.22 and 0.84 respectively, indicating closeness in their responses. However, this result indicated that teachers' proactive behaviour management strategies promoted ethical classroom management in secondary schools in Anambra State.

Discussion of Findings

The finding of this study revealed that teachers' proactive behaviour management strategies promoted ethical classroom management in secondary schools in Anambra State. This finding included that when teachers efficiently employed such proactive behaviour management strategies as: creating a predictable environment at the beginning of each term using clearly defined rules, routines likewise procedures where students know what is expected of them, reducing the likelihood of misbehaviour in the classroom, creating a positive classroom climate which helps students feel valued and engaged, essential for preventing behavioural issues which reduces the likelihood of disruptive behaviour in the classroom, consistently monitoring students behaviour including providing immediate feedback to quickly address minor issues before they escalate likewise maintain order and keep students on task in the classroom, engaging students through well-planned lessons such as interactive and hands-on activities, group work, integration of technology can make lessons more engaging, in order to keep students interested and focused, thereby, reducing opportunities for misbehaviour in the classroom, proactively reinforcing positive behaviour through praise and rewards to encourage students to continue behaving well in the classroom, anticipating potential behavioural issues and addressing them before they occur using pre-correction and reminders strategy in order to enable students adhere to classroom rules, preventing misbehaviour before it starts in the classroom, integrating social-emotional learning (SEL) into the curriculum which helps students develop self-awareness, self-regulation, and interpersonal skills which help students build these competencies likewise confidence in the classroom, and maintaining regularly open lines of communication with parents which helps in creating a supportive network for students overall academic development and successes in the classroom; all these strategies promoted ethical classroom management in secondary schools in Anambra State. This finding corroborates with the findings of Nwachukwu and Uzokife (2022) study which indicated that male and female teachers were conversant with various classroom management strategies, techniques and strategies in Anambra State. This previous finding also affirmed that orderliness and good conduct of students were very vital for effective management of the class. In other words, the findings revealed that teachers responded to a high extent about classroom management strategies. Classroom management techniques were also a crucial part of a teacher's success in creating a safe and effective learning environment for students' quality education. Consequently, teachers were encouraged to know how to use and apply techniques that will allow and also help students to learn. There was a high extent to which teachers ensure discipline as a classroom management strategy in senior secondary schools in Anambra State. This finding is in line with the study of Cameron and Pierce (2021) which revealed that various classroom management techniques were utilized by teachers as preventive and maintenance-oriented approaches in the management of students' classroom behaviours. All the findings of this present study, when pulled together, indicated that teachers' proactive behavioural strategies promoted ethical classroom management in secondary schools in Anambra State.

Conclusion

The proactive behaviour management strategies identified in this study can be utilized by teachers and other educators to enhance ethical classroom management and, consequently, improve educational outcomes. In conclusion, the adoption of these ethical classroom management strategies can significantly impact the quality of education in secondary schools in Anambra State. By implementing the strategies investigated in this study, this would create more effective and supportive learning environments, ultimately benefiting both students and teachers. This study serves as a foundational step towards achieving sustainable improvements in classroom management strategies in secondary schools across the country.

Recommendations

Based on the findings of this study, it is recommended that principals and the PPSSC should support teachers to utilize technology tools and platforms to aid provide teachers with information about proactive behaviour management strategies such as behaviour tracking apps, digital

communication tools, and online conflict resolution resources that streamlines classroom management processes, provide real-time data, and facilitate better communication between teachers and students, which also enables teachers to promote ethical classroom management.

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HIGHER EDUCATIONAL MANAGEMENT PRACTICES AND COOPERATOR'S RETENTION IN PUBLIC INSTITUTIONS IN CROSS RIVER STATE, NIGERIA



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Abstract

The focus of this study was to investigate higher educational management practices and cooperators' retention in public institutions in Cross River State, Nigeria. To achieve the aim of the study, three research questions were raised and three hypotheses formulated to guide the study. Correlation research design was used for the study. The sample of the study consisted of 800 cooperators. Stratified random sampling technique was used in the sample section. The higher educational management practices and cooperators' retention Questionnaire (HEMPCRQ) was used to elicit information from the respondents. The instrument was constructed on a 4-point response scale. The reliability of the instrument was established at coefficients between .72 and .92 using Cronbach Alpha reliability method. Simple linear and multiple regressions were used as statistical tools for data analyses. All the hypotheses were tested at 0.05 level of significance. The findings of the study revealed that there is significant contribution of members involvement in decision making, provision of loan payment, provision of members thrift savings security, presidents/members relationship with cooperators' to retain their membership in multipurpose cooperative society institution. The study recommended among others that higher educational managers and multipurpose society cooperators must ensure adequate involvement of cooperators in the cooperative decision making, provision of cooperative members loan approval, provision of thrift savings security, and president/executive members/ staff relationship as this will give confidence to cooperators of public institution in Cross River State to be unshakable and stay in the cooperative society.

Key words: cooperators, retention, higher education, management, practices,

Introduction

Higher education is a kind of education recognized for the gaining of awareness, talent, and manner and also teaches staff to obey the rules to educational standard of the people. Higher education system is an apparatus for national growth. It improves output, wellbeing; ease stress as well as

empowerment of workers. Federal Republic of Nigeria (FRN) (2014) states that the broad goal of higher education shall be to prepare the individual for; useful living in the society and higher education. In precise term, higher education shall offer all pupils who left primary school with good qualification a chance to attend higher level of education without sex barrier, religious, social class, ethnicity, it will offer technological knowledge and occupational skill needed for farming, engineering, industrial, commercial, profitable, economic and financial development, develop and promote Nigerian cultural, cooperation, social justice, art, language and maintenance of peace.

Higher education cannot attain its worthy purpose and Objectives without competent staff who are faithful in performing responsibility, choose to join cooperative society so as to serve money for a raining day and decided to stay in the cooperative society. Therefore, higher education management must be given to cooperators in public institutions in cross river state adequate attention on issues that affects their welfare need. This is because; cooperators are the moral fiber and are fundamental to the achievement of the institutions. Therefore, cooperators retention in institutions is vital to maintain the higher education system on path, higher education require vibrant and dedicated cooperators who are ready to stay in the cooperative society.

According to Akpan (2011) higher education management is an aspect of organization designed to promote harmonious relationship among employees and between employees and employers within an organization. He further stated that higher education management involves activities relating to obtaining and maintaining a complex and harmonious workforce in which each worker is provided with opportunities for impersonal development that can be utilized in the interest of the organization. This means that the way cooperators in cooperative society in higher education institutions are managed by the higher education managers, the cooperative president will to a large extent determine their commitment to the cooperative society and their intention to stay or quit. Various higher education management practices may influence cooperators' decision to remain or quit the cooperative society. Hence higher education managers are expected to possess certain motivational factors in terms of approval of loan applications, provision of thrift saving security, incentives and involvement of cooperators in decision making to work thoroughly and suitably somewhat than remain in bad practices and thus, form a component in the circle of improvement and retention of cooperators.

In fact, it is important to note that cooperators are the most fundamental and crucial resources in cooperative society in higher education system, this is because the power of any cooperative society depends upon the value of its cooperators. Furthermore, there is no cooperative society that can develop without effectively giving out loans and to inspire cooperative members. Therefore, motivation of cooperators should be positive for them to give their best output since their pleasure is of greatest value to accomplish set aspiration. Evans (2018) stated that motivation is a mechanism through which the cooperator can be retained and also be committed to the cooperative society. Cooperators are the back bone of any cooperative society and only motivated cooperators would contribute to the success of the cooperative society and produce good result by promoting the cooperative society for sustainability. Hence, it is important to keep cooperators satisfied with their membership in the cooperative society. Every cooperative society canvas for members to join it organization. So, it is essential for cooperative society to retain its members to avoid members withdrawing from the cooperative society, it would expose a negative force on members and the institution's impact assessment as well.

In order to restructure this dirty situation, in our higher institutions, the researcher assumed that higher educational management practices should be adopted by the school management in the study area to build up cooperators' retention through the approval of loan application, provision of thrift saving security and president and member's relationship. Identifying of these cooperators problems by higher education management would be a seal toward cooperator's retention and loyalty in public institutions in cross river state. Higher educational management practices involve the development of workers, staff welfare and security, institutional development, motivational factor, and providing good relationship with members which would generate a sense of commitment with cooperators to continue in the cooperative society. However, development of cooperators has been terminated in public institutions to facilitate cooperators have adequate feeling of their resources through loan approval to

develop themselves, has caused untold hardship to cooperators in making cooperative society membership to be burdensome.

Provision of thrift saving security is positively related to cooperators retention because the practice motivates members and keeps them on their cooperative society. On the other hand, in Cross River State, thrift saving security seems to be neglected and this has contributed to cooperator's decision to leave the cooperative society. The problem of respect for cooperators by the president has also resulted in numerous troubles making cooperators' leaving. President and member's relationship; it is obvious that the president embarrasses cooperators over loan approval and thrift savings withdrawal. This has also constituted to the reason of cooperators' leaving to others institutions where they would be value and loan payment would be given to them. It is against this background that the research is motivated to find out the relationship between higher educational management practices and cooperator's retention in public institutions in Cross River State, Nigeria.

Empirically, Pigors and Myers (2001) asserted that every person is motivated to obtain recognition and self-esteem and his money contributed is an important determinant of how his needs, will be satisfied. Also, Ubon (2006) reported that for any scheme to be effective, it must meet the following basic fundamentals; the scheme should be fair to both members, to ensure complete trust on both sides, the work of members must be accurately measured and they should be paid in direct proportion to the individual effort rather than as a group and scheme should be simple in operation and flexible. In an empirical study Nwana (2002) conducted a study on an organization made up of people at various levels endowed with differences in abilities, aptitude, interests, and personalities which tend to influence the behavior of people at organization and their subsequent productivity.

Statement of the problem

The problem of cooperator's retention has accredited to the notice of institutions owners and officers. The reason for this is that cooperators are disappointed and frustrated with what the cooperative society provide for the cooperators in public institutions in Cross River State is quite unfavorable as a result of inadequate approval of loan application, thrift savings security and poor president and members relationship among others are nothing to write home about because of their poor nature whereby cooperators contribute their money and regular attendance to cooperative meetings with little or nothing to appreciate their effort has gravely make up to cooperative abrasion rate to wherever their needs are attended to. Setting this not noteworthy situation it is difficult to get a cooperator put in his or her best without loan approval, thrift savings security and president and members' relation as a medium to retain cooperators. Cooperators are crucial and strength of any cooperative society which are the state depend upon the quality of cooperators for optimum growth. The government, the higher education managers and other officers to elicit to improve performance and encourage cooperators to sat in their cooperative society, but it is not enough. Despite government concerted efforts to encourage cooperators in the higher education, by organizing cooperative society awareness, encouraging cooperators to join thrift savings but the efforts have not yielded the desirable outcome. At this juncture, it is pertinent to raise the question: how does higher educational management practice relate to cooperators' retention in public institutions in Cross River State. This study seeks to provide answers to this question.

Purpose of the study

The purpose of this study was to investigate higher educational management practice relate to cooperators' retention in public institutions in Cross River State. Specifically, the study sought to:

- 1 to investigate whether approval of loan application relates to cooperator's retention in public institutions
- 2 determine if president and members relationship relate to cooperator's retention in public institutions.
- 3 to investigate whether thrift saving security relates to cooperator's retention in public institutions.

Research questions

The following research questions guided the study:

- 1 Does approval of loan application relates to cooperator's retention in public institutions?
- 2 How does president and members relationship relate to cooperator's retention in public institutions?
- 3 How does thrift savings relates to cooperator's retention in public institutions?

5 Statement of hypotheses

The following null hypotheses were formulated to guide the study.

- 1 There is no significant relationship between approval of loan application and cooperator's retention in public institutions.
- 2 There is no significant relationship between president and member's relationship and cooperator's retention in public institutions.
- 3 There is no significant relationship between thrift savings and cooperator's retention in public institutions.

Methodology

The research design adopted for this study was correlational research design. Correlational research design was considered appropriate for this study, because the study was purported to examine independent variables such approval of loan application, thrift savings security and president and members relationship, and how these relate to cooperator's retention respectively. Data generated of this study were coded and analyzed using relevant statistical tools. Simple linear regression was used to analyze data test the null

hypotheses. The population of this study comprised all the public institutions cooperators in Cross River State.

Presentation/Interpretation of results

Hypothesis one

There is no significant relationship between approval of loan application and cooperator's retention in public

institutions. The results from the analysis of data using Pearson correlation is presented in Table 1.

Table 1

Summary of Pearson Correlation results showing the relationship between approval of loan application and cooperators' retention analysis for the instrument (N=800)

S/N.	Variables	No. of items	X	SD	α
1	Approval of loan application	1	15.1	1.02	.000

The results presented in Table 1 above shows that the values respectively for approval of loan application is

less than the alpha level of 0.5. With this result, the null hypothesis was rejected implying that higher educational management practices has significant relationship with cooperators' retention.

Hypothesis two

There is no significant relationship between thrift savings security and cooperator's retention in public institutions. The result from the analysis of data using Pearson correlation is presented in Table 2.

Summary of Pearson Correlation results showing the relationship between Thrift savings security and

cooperators' retention analysis for the instrument (N=800)

S/N.	Variables	No. of items	X	SD	α
1	Thrift savings security	1	15.3	1.03	.000

The result presented in table 2 shows that alpha values .000 for thrift savings security are less than .05 level

of significance. Given this result, the null hypothesis was rejected while the alternate hypotheses is upheld.

The implication of this result is that: there is significant relationship between higher educational management practices and cooperators' retention in term of thrift saving security.

Hypothesis three

President and members relationship has no significant relationship with cooperator's retention in public institutions.

Table 3

Summary of Pearson Correlation results showing the relationship between President and members relationship and cooperators' retention analysis for the instrument (N=800)

S/N.	Variables	No. of items	X	SD	α
1	President and members relationship	1	17.10	2.05	.000

From table 3, it was discovered that the values of .000 for president and members relationship is less than .05 level of significance. Given that this result, the null hypothesis was rejected while the alternate hypothesis is upheld. The implication of this result is that, there is significant relationship between president and members relationship and cooperators' retention.

Table 4: Multiple regression results summary of the composite relationship between approval of loan application, thrift savings security and president and members relationship with cooperators' retention

S/N.	Cooperators' retention	R	R ²	Adj.R ²	F	α
1	Approval of loan application	.101	.010	.003	10.021	.000
2	Thrift savings security	.040	.002	.000	.001.000	.000
3	President and members relationship	.120	.030	.008	101.008	.000

The results presented in table 4 indicates that there is a joint multiple correlation of approval of loan application (R = .101), thrift savings security (R = .040) and president and members relationship (R = .120). The three variables jointly accounted for 0.03%, 0.00% and .0.30% of the total variance in approval of loan

application (Adj R² = .003), thrift savings security (Adj R² = .002) and president and members Relationship (Adj R² = .008) respectively, as indices of cooperators' retention.

The results also disclosed that p-values .000, .000 and .000 obtained for approval of loan application, thrift savings security and president and members relationship are all less than .05 level of significance. With the result, the null hypothesis was rejected while the alternative hypothesis was upheld. The conclusion is that, approval loan application, thrift savings security and president and members relationship have composite influence on cooperators' retention

Discussion of findings

It was established through the findings of this research that; president and members relationship has significant relationship with cooperators' retention in public institutions in Cross River State. This result implies that in higher institutions where cooperative presidents are exhibited Good leadership qualities, cooperators would retain their members in cooperative society and more members will want to join. However, this result does not imply that president and members relationship of public institutions managers is the cause for cooperators' retention increasing or decreasing. This finding corroborates the finding in a study by Walter Perpetuo Ribas (2020) which examined cooperative organization and its characteristics in economic and social development. The findings revealed among others that 96% of cooperative members intend to stay with their cooperatives for the next 5+ years, with 63% being 'very satisfied' and 27% being 'somewhat satisfied' with their membership. Also, the finding emanating from this study disclosed that, there is significant relationship between approval of loan application, thrift savings security and president and members relationship and cooperators' retention. This finding agrees with the findings of Walter Perpetuo Ribas and Colleagues (2022) which also showed that cooperative membership has a positive impact on members economic and social development, indicating a significant relationship between membership and members' well-being. It is important to note that it was established through the finding from this research work that; there is significant relationship between approval of loan application, thrift savings security and president and members relationship and cooperators' retention. This relationship implies that an improvement in approval of loan application, thrift savings security and president and members relationship will to an increase in the cooperative society membership of staff in public institutions. The finding supports the finding of Jones and Kalmi (2009) which revealed that; cooperative membership is associated with increased trust and social capital. The finding of Borzaga and Tortia (2010) which revealed that cooperative members tend to have higher levels of job satisfaction and commitment.

Finally, this research work established that approval of loan application, thrift savings security and president and members relationship have significant composite influence on cooperators' retention on approval of loan ($p < .05$; $F = 10.021$), thrift savings security ($p < .05$; $F = 001.000$) and president and members relationship ($p < .05$; $F = 101.008$). This implies that when higher education managers display good qualities on approval of loan applications to members on time, provide strong security on members thrift savings and cooperative president showing good relationship with cooperative members jointly, cooperators' retention will also sustain in cooperative society. By implication, cooperators' will be strongly cared for, they will also understand their roles expectation in the cooperative society, and will be motivated to retain their membership as a result of higher educational managers improved approval of loan application, thrift savings security and president and members relationship styles. This practices on cooperative matters for the betterment of members will boost members to remain steadfast in cooperative society.

Conclusion

It was concluded that higher educational management practices is significantly relate to cooperators' retention. Loan application approval, thrift savings security and presidents an members relationship influence cooperators' retention. Cooperative presidents who control, inspect an evaluate efficiently with their cooperators will see improved cooperation's from members and their willingness to remain in the cooperative society. Presidents who are knowledgeable and capable will be able to protect cooperators, and provide effective security of their thrift savings and motivate cooperators through their guidance and care.

Recommendations

From the outcome of the findings, the following recommendations were made:

1. Cooperative presidents should be capable to make approval of members loan applications on time to meet members demand. This will make the cooperators to maintain their memberships.
2. Cooperative president should adopt appropriate security for the preservation of cooperators thrift savings so as to enable them get their money as when due.
3. They should have good qualities to deal with members so as to maintain strong bond in the organization.
4. The practices of timely approval of loan to members, provision of good security of members thrift savings and efficient relationship with members should be jointly practiced by cooperative presidents so as to improve cooperators' retention.

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INSTITUTIONAL VARIABLES AND ACADEMIC STAFF SERVICE DELIVERY IN UNIVERSITIES IN CROSS RIVER STATE, NIGERIA



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Abstract

This study examined institutional variables and academic staff service delivery in universities in Cross River State, Nigeria. The study is an Ex-post facto research that involved a stratified random sample of 449 academic staff from the three universities in Cross River State. The population of the study was 2768 academic staff. Two research questions were answered using descriptive statistics. The reliability and validity for the questionnaires were obtained using Cronbach Coefficient Alpha of .81-.90. Data collection was carried out using institutional variables and academic staff service delivery questionnaire (IVASSDQ). Two theories were used to support the study and literature reviews were carried out accordingly to the variables of the study. Independent t-test and One-way analysis of variance (ANOVA) and Fisher Least Significant Difference were used to test the hypotheses. The results obtained revealed that institutional leadership style and climate significantly influence academic staff service delivery. From the result it was concluded that to a large extent, academic staff service delivery is dependent on institutional variable. From the findings and conclusion, it was recommended among others that, the university leadership should practice and lead by democratic principles especially now that university is autonomous. That will give the academic staff a sense of inclusiveness that is motivational and productive; lecturers on training in university and the highly ranked lecturers should establish a good working climate that is motivational and encourages mentorship; the university administration should establish a calm and more positive working climate to bring the best for the achievement of university goal.

KeyWords: Institutional Variables, Academic Staff, Service Delivery, Universities

Introduction

Education all over the world is recognized by various nations as an instrument par excellence in national development (Awolala, 2012). It is a critical index for determining the level of development, as nations have used it as a tool to enhance its policies and programmes aimed at the development of the totality of her citizenry. The relevance of education in the development of man has been documented in literature. Emphatically, the Federal Ministry of Education in the National Policy on Education (2014) 6th edition posits that, —education would continue to be priority of the nation as it makes any good thing happened. Through the universities, society effect positive changes in their developmental strides. A country's level of development is very dependent on the level of its educational development and education is not just a mere sector of any country's economy (Haller, 2010). Education as a sector is the mother, the spring board, on which the economy of any nations breathes feeds and survives. Any economy that is not run and propelled by functional education would only remain at the level of the early men's economy of subsistent farming, of such a time when rustic men only fed and survived on fruits. Such time that men lived in houses of leaves and grasses, before building mud houses (Razera, 2011). Education is the basis of development at the individual, community and national levels of the development efforts of a nation. It aids the development of its human resources, that is, human development. Human development refers to the totality of the efforts and achievements made at

ensuring that people in a society are equipped with the necessary knowledge, skills, abilities and environmental condition necessary for them to achieve their full potentialities as human beings. It includes considerations of provisions made for education, health and other welfare benefits of individuals.

University exists to disseminate knowledge through teaching, research and community service (Adedeji, 2011). These triple mandates make universities unique organization whose existence stands for purely academic purposes. There is also no gainsaying the fact that universities are established for the sake of training high level manpower of which students are the main constituents (Nwagwu, 2006). Students are the major beneficiaries of universities dissemination of knowledge as they constitute the end product of university education whose quality determines to a large extent the service delivery of academic staff in universities (Taiwo, 2010). Without students, universities would not be established. Universities render many services, one of which is academic staff service delivery. This is so because their existence center's on executing academic activities. It can therefore be rightly pointed out that the ability of universities to fulfill their mandates is a purpose of their success in managing their academic staff service delivery. Also, university education is the apex of educational provisions in the world generally; saddled with the responsibility to produce quality manpower and workforce for sustainable national development and international relations. In Africa, especially in the Sub-Saharan regions, the position university education plays in the advancement of third world economies for global relevance cannot be overstated. It is impossible to deny that the Nigerian university system has led to major improvements in every facet of Nigerian society, including increased cultural, economic, political, scientific, and technical advancement. A full range of skills is offered in universities, while essential competencies in academia, medicine, law, government, business, research, and science are also available. These areas produce highly talented individuals that are responsible for running the economy, civic society, the education of students, as well as the molding of entire societies. Additionally, the knowledge the Nigerian people have received at university has empowered them to be successful members of society. Nigerian universities, much more than any other kind of institution, lead to increased self-awareness and a more thorough understanding of one's environment. Lecturers, therefore, has a significant role to play in transmitting desirable qualities, culture, norms and values in students. Since, values give directions, control, code of conduct give sense of right and wrong and also guide decision making. It is imperative that academic staff education should provide the needed value orientation to trainee lecturers so as to be able to inculcate the right value to into students through service delivery.

One of the objectives of Nigerian education is to inculcation of the right values. The National Policy on Education (2013) 6th edition enunciated that some set of values that are expected to be imbedded in the quality of instruction at all levels of our education. Among them are:

- i. Faith in man's ability to make rational decision.
- ii. Shared responsibility for the common good of society.
- iii. Respect of worth and dignity of the individual
- iv. Promotion of emotional, physical and psychological health of all.
- v. Moral and spiritual values in interpersonal and human relations
- vi. Shared responsibility for the common good of society.

The same section of the National Policy on Education also concluded that efforts will be made to relate education to the overall needs of the Nigerian society. Values can be seen as the guiding principles that order the life of individuals. They help to shape attitude and beliefs or sentiment on an issue or thing and are essentially for well-being of the society. Values are the expected modes of behavior which a society cherishes for her survival.

The researcher observed that academic staff objectives are to enhance acquisition, development and inculcation of the proper value orientation for the survival of the academic staff welfare. To maintain ethical values, moral integrity and good leadership qualities in promoting academic staff excellent. Centrally is to promote research, teaching and community service for sustainability of university goals; to look at the university condition of service to promote academic staff appraisal and

promotion and to act with honesty and integrity; to have mutual love and concern on student academic race, to show strong potential and mutual cooperation for their colleagues, to be friendly in their place of work, to provide precise and appropriate information, to be well knowledgeable about modern issues and upcoming progress, to have power to develop mutual appreciation of issues and difficulty they face, to make possible excellent communications network, to keep and assist with the growth of academic processes within universities and being able to enhance educational skills for efficient academic service delivery practice and strengthens students' learning experiences. The researcher defines academic staff service delivery as the ability to carry out academic activities in the university system to promote students' knowledge, research and innovation to equip students with skills needed to meet demand in the labour market development. Under an ideal situation, academic staff in universities in Cross River State and elsewhere, should be punctual to lecture students, manage and evaluate students, adhere to prescribe universities policies, engage in active research, collaboration and dissemination, supervise students' research works, participate in all the events tailored towards students' improvement and deliver other tasks that would be assigned to them from time-to-time by superiors. However, it seems to the researcher that some academic staff in universities is not delivering these services as expected. Through the experiences of the researcher, some senior academic staff in universities in Cross River State tends to classify between undergraduate and post-graduate students, giving preference to the latter at the expense of the former. Consequently, some senior academic staff assign or hand over teaching services to junior colleagues while they either relaxed in their offices, attend to other matters or focus only on postgraduate students. This observation corroborates an extensive submission of other scholars who have reported similar situations (Agba and Ocheni, 2017; Mbon, Omorobi, Owan, and Ekpenyong, 2019; Odigwe and Owan, 2020).

In other situations, some academic staff are only compelled to carry out research investigations just for the sake of promotion; as the only option left is to —publish or perish. In a narrative, the researcher sought the opinion of well-respected scholars of public universities in Cross River State, to share views regarding research practices among the modern-day academic staff of universities. To the dismay of the researcher, the scholar in a quote said —the attitude of lecturers towards research in recent times is annoying; they do researches just for promotion (Situs, 2007). Furthermore, —when research is taken away from staff promotion, only a handful of university lecturers would still carry out empirical investigations and publish same (Razero, 2011). This short narrative suggests that the essence of research as a knowledge bank or problem-solving activity has been undermined by some academic staff, with attention shifting towards the —publish or perish paradigm; instead of to —publish and flourish, according to modern scholars (Gray, Madson and Jackson, 2018; Lambovska and Todorova, 2021; Yeo, Renandya and Tangkiengsirisin, 2021). Publishing just because of promotion seems to have created the problem of low-quality research produced from academic staff in universities in Cross River State. According to Bassey and Owan (2019), to produce a good quality of research, a lot of time must be committed to the problem identification, conceptualisation, literature search, review and incorporation, data collection, management and analysis, report writing and submission to reputable journals and/or funding agencies, peer review and eventual publication. In terms of ranking universities in Cross River State, such as the University of Calabar, Calabar, University of Cross River State and Arthur Jarvis University Akpabuyo – Cross River State are currently ranked in the 37th, 88th, and 145th positions respectively, among Nigerian universities (UniRank, 2021). In any case, the University of Calabar has greatly improved from the 41st and 43rd position of 2019 and 2020 respectively to the 37th position in 2021. The reason for this improvement would be attributed to the steps taken at the university to ensure that academic staff publish a portion of their scholarly works in journals indexed in renowned databases such as Web of Science (managed by Thompson Reuters) and Scopus (managed by Elsevier). This change in universities ranking suggests that quality research output by academic staff could promote the author and universities prestige, which would, in turn, lead to enrolment increase, international universities collaboration, affiliations, students' transfers and other benefits. Institutional variables are —the characteristics and attribute that a university possess or that can be judged as applying to a particular university (Arop and Owan, 2018). Institutional variables are those variables that

emanate from the university in which the university uses to improve their academic standard. This is to compliment learning in the lecture room and also enhance academic delivery of lecturers and students. It is generally believed that institutional variables are important factors that affect students' academic achievement and academic staff service delivery in institutions of higher learning. This is so because remarkable studies have shown a correlation between institutional variables and academic achievement as well as effective service delivery. In the context of this study, institutional variables were defined as the distinctive attributes that classify one university academic staff service delivery from another. These variables are physical, observable and also vary from university to university. In this study, two institutional variables were of interest to the researcher. These include leadership style and climate. These institutional variables affect the extent of academic staff service delivery in universities as discussed hereafter. Institutional leadership style refers to the executive management styles that Vice Chancellors of different universities adopt in running their universities. It is believed that different individuals possess different personal attributes and also tend to adopt a varied approach to doing things. Even the same individual can adopt different approaches to doing things at the same or different times. The choice of approach may affect the way universities leaders relate with academic staff, which in turn, affect academic staff in delivering their services. Institutional climate, according to Maxwell, Reynolds, Lee, Subasic and Bromhead (2017), is a social attribute of an institution that explains the kind of relationship between staff and students, staff and staff, students and students with a focus on studying and learning, principles and standards, and common activities and approaches. These types of relationships may favour or disfavor academic staff across different universities, which may also affect academic staff service delivery. The researcher defines institutional climate as a force that bring modification to university system, students and researchers. Based on this background, this study was under taken to find out the extent to which institutional variables affect academic staff service delivery in universities in Cross River State, Nigeria.

Institutional leadership style refers to the leadership styles that Vice Chancellors of different universities adopt in running universities. It is believed that different individuals possess different personal attributes and also tend to adopt a varied approach to doing things. For example, leadership and decision-making practices are different in public and private universities (Zulfqar, Valcke, Devos, Tuytens and Shahzad, 2016). Leadership style is very important to an organization or even to a country because it is the basis for the direction and development of an organization or country. According to Hafid, Omar and Rahman (2020), good and positive leadership is needed in public organizations such as ministries, government, or educational institutions. And that the efficiency of the administration may symbolize the overall efficiency of government administration. The concept of leadership is important in terms of employee work style, which significantly influences organizational performance, effectiveness and results from leader behaviour (Asrar-ul-Haq and Kuchinke, 2016). Leadership plays a key role for an organization to create good relationships among employees as well as management that has a positive impact on the organization, improve service performance and change the outcome of behaviour when used properly (Osborne and Hammoud, 2017). Leadership is the process of influencing a group or individual to achieve a specific target while a leader is an individual who can influence others (Adobor, 2014). In addition to the process, leadership is also seen as a system used by an individual to influence group members towards achieving objectives (Hao and Yazdanifard 2015). Leadership is arguably one of the most observed, yet least understood phenomena on earth (Bello, 2021). An ineffective leader does not contribute to organizational progress and can detract from organizational goal accomplishment. According to Naylor, cited in Bello (2021), effective leadership is a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, and experimental and initiates change using the Batho Pele principle to evaluate the public service delivery system. Over time, researchers have proposed many different styles of leadership as there is no particular style of leadership that can be considered universal. No matter the styles of leadership, however, a good or effective leader must inspire, motivate and direct activities to help achieve group or organizational goals (Adobor, 2014). At the same time, a certain leadership style is needed to ensure the delivery system runs smoothly and meets the target of

the people as a whole. Narad, Kaitano and Lakhanpal (2020) found that transactional style made a significant contribution in predicting teacher effectiveness, followed by passive avoidant style.

The study of Arop *et al.* (2018), as earlier cited, used the one-way analysis of variance to determine whether differences exist in the job performance of teachers in schools with autocratic, democratic or laissez-faire leadership style. It was revealed that the leadership style adopted significantly influenced the job effectiveness of teachers in secondary schools. More specifically, a teacher job effectiveness was highest in schools where the leadership style adopted was democratic, followed by schools with laissez-faire leadership. The effectiveness of teachers was lowest in schools with autocratic leadership styles. The Fisher's test of multiple pair wise comparison revealed significant differences in the mean of teachers' effectiveness in schools with different leadership patterns. It was suggested that school principals embrace a more flexible management approach, in which different situations may need the employment of diverse tactics. This may reduce conflict and ensure that principals have a positive relationship with all teachers. The cited study is related to the present research because of the examination of various leadership styles and their link to the job effectiveness of teachers. This is similar to university leadership and academic staff service delivery, with the difference being in the type of teachers whose service delivery was examined. The present study seeks to understand the service delivery of universities' academic staff; while in the cited study, the job effectiveness of secondary school teachers was examined. In Kenya, (Alari, 2020) surveyed undergraduate students' perception of leadership, governance and integrity in universities. Mixed research methods were used. A survey was conducted using a digital questionnaire with both open-ended and closed-ended questions to collect data. The study revealed that the majority of respondents have a good understanding of leadership style, governance and integrity. Although the findings revealed that, for a vast majority of respondents, the university experience is modelling them to persons of integrity. A good number of respondents had concerns about leadership and integrity in the university. Because sustainable development is not only anchored on academic excellence but also ethical values and society's moral development, the study recommended that universities should consider anchoring and laying emphasis on key aspects of ethical leadership, good governance and integrity in the curriculum as they train students. Though the population of this study was undergraduate students, it is related to the present study because the perception of the student could tell the height which has been attained in the leadership. This may have a relation with how service is rendered to students. Similarly, (Adekanbi, 2016) investigated the impact of leadership styles on employee retention. Employee retention is a major concern of the Nigerian banking sector today because of increased employee turnover. It was reported that leadership style has a moderate significance on employee retention and that the transactional leadership style best encourages employee retention in the Nigerian Banking sector. Based on the findings, the study recommended that leaders and managers should properly implement the exchange process of the transactional leadership style to mitigate employee turnover in the Nigerian banking sector. This study focus was on the banking sector; however, it is relevant to the present study since it considers leadership which is the independent variable of this sub-variable. This study is relevant to the present study because the level of consistency could tell the nexus between academics and the banking sector. In an attempt to explore the critical exposition of leadership challenge of Nigeria, especially in the 21st century, Nwagboso and Duke (2012) examined the extent to which inept and corrupt leaders have over the years, adversely affected the development of Nigeria as a nation. The study adopted the descriptive approach and content analysis as its methodological orientation. The study concludes that official corruption which has hitherto cascaded Nigeria's developmental efforts certainly emanated from poor leadership and needs to be addressed if Nigeria must attain greater heights. This politically-minded study revealed how leadership style influences organisations. The study identified that poor leadership accounts for poor development in the area of study. It can be inferred from the study that poor leadership style may lead to poor service delivery. This why the study recommended the need to urgently reflect on the institutionalization of leadership training centres at all levels for the emergence of credible leaders at Local, State and National levels in Nigeria. Another Kenyan study by (Nyamwega, 2018) focused on the evaluation of the strategic

leadership development programme in public service commission for effective service delivery. Convergent parallel mixed methods design was adopted in the study. Analysis of data was done using descriptive statistics. The study showed that the programme was effective in transforming managers into efficient leaders and that beneficiaries were satisfied with the approach engaged. The study further established that several challenges were facing the programme implementation such as over-emphasis on leadership skills in comparison to follower's group dynamics and team applications. Although the study highlighted challenges, it was generally agreed that certain leadership styles influence their service delivery. The cited study is related to the present study because it presented evidence that a leadership training programme was instrumental in the preparation of workers for quality service delivery. However, the cited work did not test empirically for the relationship between leadership preparation and service delivery. Therefore, any inference drawn from the cited study is likely going to be subjective rather than objective. This calls for the gap to be bridged based on a data-informed study. Bayou, Hailu, Jenberie, Minalu, and Tesfamichael (2020) adopted a mixed method to assess the impact of primary health care unit service delivery through leadership, management and governance training in Ethiopia. Changes in leadership competencies were assessed through pre-and post-test evaluations. As a result of the leadership style, management and governance training, providers working in supported facilities noted improvements in the workplace atmosphere, provider motivation, and teamwork and resource management. The leadership style, management and governance training resulted in improved manager and provider motivation, and competency to carry out leadership, management and governance practices. The training catalysed positive competition between health facility teams to achieve facility-level service delivery goals. This implies that service delivery may be influence by the style employed by the leadership.

Institutional climate has been lauded for its relationship to a host of desirable academic, behavioural, and social-emotional outcomes for youth. Schools, just like other organizations, are a series of interactions that may affect all the individuals in a School as well as affect the total environment and the climate of the school (Werang and Agung, 2017). Mitchell *et al.* (2010) defined school climate as shared beliefs, values, and attitudes that shape interactions between students, teachers, and school principal. Battere, Amjad and Macleod (2014) argued that the school climate can be easily manipulated and thus directly influence the behaviour of people associated with the school. The researchers added that a positive school climate is often characterized by: a strong relationship between students and staff; the formal discipline administered is not punitive by any measure, but agreeable to the consequences; engagement, assessment and managership opportunities for students in a wide range of activities. Meanwhile, Green, Albanese, Cafri and Aarons (2014) reported that a positive organizational climate supports providers in developing a positive working alliance with their clients. Organizational climate had direct associations with work attitudes, and partially mediated the effect of organization on work attitudes (Aarons and Sawitzky 2006). That is, organizational system not only impacts work attitudes directly but also indirectly through its effect on organizational environment. Successful climate change may be more likely to filter down through the organization and promote a more positive climate and work attitudes. The same source added that climate is likely to be driven by policies and deeply ingrained norms perpetuated by top management. Targeted culture change may impact multiple organizational processes and result in positive change. The study was in the contention that climate impact work attitudes and subsequent staff turnover (Aarons and Sawitzky 2006). This is similar to (Werang, 2018) who investigated the potential effect of workload, individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary schools of BovenDigoel district, Papua. Data were analysed quantitatively using a simple linear regression analysis technique. The study revealed that workload, individual characteristics, and school climate partially have a positive significant effect on teachers' emotional exhaustion in elementary schools. Based on the position of Pabalan and Pabalan (2020), both well-performing and less performing schools share the same perception of their school principles', particularly on the various dimensions of the curricular elements, decision-making and school-based leadership categories. The researchers attributed the evidence to the fact that they all belong to the same structural system. That is, the public-school system under the

monitoring of the Department of Education. No wonder an earlier study recommended that universities should be adequately funded and they should be granted the autonomy to manage their affairs in conformity with the best traditions of accepted academic norms (Obadara, 2012). Obadara also suggested that the hierarchy of authority should also change to make room for the adoption of autonomy and thus, encourage the development of universities.

Empirically, Kidanu, Degu, and Tiruye (2017) assessed the factors influencing institutional delivery service utilization in Dembecha district, Northwest Ethiopia. The study was cross-sectional and studied 674 mothers who gave birth within two years. Descriptive statistics were done to characterize the study population using different variables. In the study, it was established that the level of institutional delivery service utilization was low compared to government initiatives. According to the study, the history of stillbirth, low number of antenatal care visit, unavailability of functional media and existence of distant health facilities were found to be significantly associated with low utilization of the service. The factors identified in the study could be termed the health-related climate. In this case, the study is similar to the present study because institutional delivery service utilisation is a product of many variables including staff and workers. Similar to this, (Oyerinde, 2020) investigated the extent to which the independent variables (leadership style, work environment and organizational silence) influenced the institutional effectiveness of polytechnic libraries in South-West, Nigeria. The study adopted the survey research design. The population consisted of 429 library personnel from the 32 polytechnic libraries in the area of study. Data were analysed using descriptive and inferential statistics. The study found that the level of institutional effectiveness was low; the leadership style predominately practised was transactional, closely followed by transformational leadership style; the work environment of employees was found to be unconducive, organizational silence was at a low degree in the Polytechnics. These led to the conclusion that leadership style; work environment and organizational silence were the major factors contributing to a low level of institutional effectiveness. Institutional effectiveness which could be impacted by the service delivery of academic staff was the problem of the study. One of the independent variables of the study is the environment of the employee, making it related to the present study. Osborne and Hammoud (2017) assessed the extent to which the eight Batho Pele principles are implemented in the education sector in Limpopo district, South Africa. With a sample of 52 officers and 50 educators, the study found that the system of delivery of educational services is in an unsatisfactory or problematic category. Ng'ethe, Namusonge and Iravo (2012) sought to find out the influence of leadership style on academic staff retention in public Universities. Data was collected from 547 academic staff members sampled from the seven fully-fledged public universities in Kenya. Descriptive and inferential statistics were used to analyse data that was collected using questionnaires. The study established that leadership style inversely and significantly influences intention to leave of academic staff and hence there is a need to embrace a leadership style that promotes staff retention for these institutions to thrive. In a similar study, (Madakison, 2016) conducted a study on the effect of leadership style in any organization: a tool for quality service delivery, innovation and job standard. The study showed that the relationship between transformational leadership and quality service is enriched through innovation behaviour in any organization, as well as the relationship between transactional leadership and quality service is enriched through job standardization. Similarly, (Ng'Ethe, 2013) established that leadership style negatively influenced academic staff retention in Kenyan public universities. The study was conducted using a survey design. The total population of the academic staff in the seven full-fledged public universities covered by the study was 4967. Data were analysed using descriptive statistics such as mean and standard deviation. Inferential statistics included correlation, multiple regression enter method and multiple regression (Stepwise) for moderation analysis. The study, therefore, brought to the fore, the role of leadership and their leadership style in academic staff retention. The findings also indicated that promotion influenced academic staff retention. In the presence of leadership style, training and promotion, remuneration did not influence academic staff retention. The findings also indicated that in the presence of leadership style, promotion and remuneration, training did not influence academic staff retention. Further, the study established that majority of those who left for studies abroad especially to

the United States of America did not return. An Indonesian study by Hafid, *et al.* (2020) aimed at identifying the role of leadership on the effectiveness of the public service delivery system in Kabupaten Nunukan. Using questionnaires and a total of 376 staff as respondents, the study showed that leaders adopted a transformative leadership style rather than adaptive and participative for quality service delivery. Also, Naser and Al Shobaki (2017) studied organizational excellence and the extent of its clarity in the Palestinian universities from the perspective of academic staff. The researchers have used the descriptive and analytical approach. The researchers used a sample stratified random method by the university. The study found that there was consensus among members of the academic staff in universities about the importance of leadership style excellence as one of the elements of organizational excellence, and received a large proportion of approval to some extent. These studies (Hafid, *et al.*, 2020; Naser and Al Shobaki, 2017) are related to the present study because they focused on the leadership style techniques of university leaders; although none was focused on academic service delivery. While the former study cited study revealed that leaders likely adopted transformative leadership style, the latter study revealed that academic staff had positive feelings about their leadership style. Furthermore, (Bello, 2021) conducted a study on knitting the web of leadership styles and strategies on service delivery and economic wellbeing of citizens in the Nigerian Fourth Republic prevailing situation the leader finds him or herself. The population of the study is the entire staff of the 43 Federal Ministries in Abuja, Nigeria. The sample size was 236 respondents. The study adopted both primary and secondary sources of data; correlation and regression analysis were used to determine the existing relationship. The study found that a positive relationship exists between leadership styles/strategies and service delivery to citizens, but not significant in achieving service delivery. The study also reveals that there is a positive relationship between leadership styles/strategies and the economic wellbeing of citizens in Nigeria. The study concluded that the different leadership styles/strategies to be adopted are based on the prevailing situation the leader finds him or herself. This conforms to the earlier posit that no leadership style is considered more universal (Adobor, 2014). The cited study is related to the present study since it studied the leadership style and the service delivery in the economic well-being of citizens. The study is not the same as the present study based on locational differences; however, the cited study is relevant since the leadership in the national perspective is broader than and influences institutional leadership in universities. In 2019, Asif, Jameel, Sahito, Hwang, Hussain, and Manzoor investigated the relationships between participative leadership, administrative quality, medical quality, and patient satisfaction using the Malcolm Baldrige National Quality Award Healthcare Criteria. The data was obtained from 123 public sector hospitals in Pakistan. The study employed the confirmatory factor analysis (CFA) and structural equation modelling (SEM) techniques to test the structural model. From the study results, it was reported that a significant and positive relationships between participative leadership, administrative quality, medical quality, and patient satisfaction. In addition, the study found the administrative quality and medical quality as potential mediators on PL-PS relation. Adopting participative leadership as an exogenous factor, and both administrative and medical quality as potential mediators of patient satisfaction, provided new insights into the criteria used. The cited study was a Pakistan-based study with direction on public health sector. The importance of the cited work to this present study is that it highlighted that participating leadership style as an exogenous factor of satisfaction, hence related to the present study since the quality-of-service delivery may lead to satisfaction among recipients.

According to Rigii, Ogutu, Awino, and Kitiabi, (2019), strategic leadership is an important concept as it enables leaders to empower teams through envisioning, anticipating and creating changes strategically. Before his statement, the researchers determined the influence of strategic leadership on service delivery by County Governments in Kenya. The study used positivism research philosophy and quantitative approaches were utilized in a cross-sectional survey. The unit of analysis was the 47 Counties in Kenya. The study's regression results showed that strategic leadership had a significant influence on service delivery. It was therefore, recommended that County Governments must understand that county leadership has to be more strategic and train employees on innovations for better service delivery. The findings of Rigii *et al.* strictly demonstrated strategic planning. This implies that

strategic leadership is more favourable in Kenya. This may apply to the Nigerian university context since individual characteristics differ across regions. Similarly, Rono and Bomet (2019) investigated the influence of employees' perception of leadership strategy on the implementation of strategic plans in public technical vocational education and training institutions. The study adopted the descriptive survey research design using both qualitative and quantitative approach. The target population was 1255 employees in selected seven (7) public TVET institutions within the Rift valley region. Descriptive and inferential statistics were used to describe both dependent and independent variables. The result indicated that leadership strategy significantly influences the implementation of strategic plans. The findings suggested that management in public TVET institutions should pay more attention to leadership strategy to ensure success in strategic plan implementation. There is a level of relatedness of the cited study to the current study. First, it was driven by the perception of the employee on leadership strategy. It also focuses on education and training institutions; hence the findings of the study may be useful to the present study. By focusing on the implementation of strategic plans, the cited research is different from the present study focusing on the service delivery of academic staff. Owan, Egbula, Mbon, Arop, Asuquo, Nwannunu, and Okon (2020) investigated the leadership factors of secondary school principals as a possible source of undergraduates' worsening attitudes toward practicum work. In Cross River State, the entire 667 secondary school administrators (271 principals and 396 vice principals) were studied in a census study. The collected data was analysed using one-way ANOVA and simple linear regression analysis. It was discovered, among other things, that students have a positive attitude about practicum exercise in secondary schools whose administrators use democratic leadership styles, followed by schools where administrators use laissez-faire and authoritarian leadership styles. It was also shown that principals' leadership styles had a substantial impact on students' views about practicum exercises. The Tukey post-hoc test demonstrated a significant difference in undergraduate views regarding practicum exercise comparing institutions whose principals followed democratic and laissez-faire leadership styles. When the views of undergraduates toward practicum exercise were examined between democratic and autocratic leadership styles of principals, the mean was considerably different. Finally, when the leadership styles of laissez-faire and autocratic principals were examined, it was observed that the mean difference in undergraduate views toward practicum exercise is statistically significant. The mentioned study, which was done in the same field, is relevant to the current work since it indicated how trainee instructors respond to expected tasks based on school leaders' leadership styles. Although the stated study linked higher education students to secondary school leadership, it may be argued that undergraduates obtaining practical service delivery training in secondary schools are not the same as academic staff at universities.

In 2020, Akparobore and Omosekejimim carried out a study on leadership qualities and style as a panacea for job productivity and effective service delivery among library staff members in academic libraries in Nigeria. A descriptive survey research design was adopted in the study. The target population comprises 672 library staff members from 23 university libraries across the South-South region of Nigeria. The data collected for this study were analysed using simple percentage/frequency counts and weighted mean. Finding from the study revealed that the leadership style mostly adopted and practised by the staff members at the management level in academic libraries in the area is the autocratic type of leadership. Also, almost all library staff members in academic libraries in South-South, Nigeria upheld the view that democratic type of leadership, if practised by staff members at the management level in academic libraries, may allow for maximum job productivity and effectiveness among library staff members. They believed that commitment and passion for their job, excellent communication skills, good decision-making skill, and a delegation of authority/subordinate empowerment among others are qualities of a good leader. The study is similar to this study in two ways - the area of study and the leadership qualities it addresses. A confirmation of the finding of the cited study may be relevant to the universities in the area. Thus, the present study is necessary to extend the scope of the cited study beyond the area of library and information science to other areas not covered. Yarow, Jirma and Siringi, (2019) investigated the moderating effect of democratic leadership style on the relationship between management of devolved health services and health-care service

delivery in Arid and Semi-Arid Lands in Kenya. The study adopted the descriptive survey design with a population of 113 Sub-Counties demarcated as Arid and Semi-Arid Lands (ASAL) and distributed within 23 counties in Kenya. Quantitative analysis entailed computing descriptive statistics like the frequency and percentage for the quantitative data. It was reported that democratic leadership style has a significant moderating effect on the relationship between management of devolved health services and healthcare service delivery in Arid and Semi-Arid Lands in Kenya. The need for good leadership has been emphasized as an ingredient necessary for the progress and development of a nation (Nneoma, Ajike, Akinlabi, and Kabuoh 2014). According to the researchers, the poor state of leadership in Nigeria is accounted for the low running of the country. The researchers extensively examined culture. The study revealed that the followers contribute greatly to the corrupting influence of the leaders. Relating this report to the present study, it means academic service delivery may not be influence by the leadership approaches employed by leaders. In 2019, Arop, Owan and Ibor examined school quality indicators and instructors job performance in Cross River State. One research topic and four null hypotheses were raised using factorial research design. A proportionate random selection methodology was used to pick a sample of 1,463 teachers, representing 30% of the total population of 4,878 instructors in Cross River State's 271 public secondary schools. The data was collected using the —school quality indicators questionnaire (SQIQ) and the —teachers' job performance questionnaire (TJPQ). The collected data were examined using descriptive statistics, while the null hypotheses were all evaluated at the .05 alpha level using Pearson product moment correlation and multiple regression analyses, as required, with the use of Minitab statistical software v18. The findings revealed, among other things, that the quality of leadership, school facilities, and supervision accounted for 90.6 percent of the total variance in teachers' job performance; there is a significant correlation between the quality of leadership and secondary school teachers' job performance; and there is a significant relationship between the quality of leadership and secondary school teachers' job performance; quality of leadership, school facilities, and supervision all have a significant composite influence ($f=4800.58$, $p.05$) on secondary school teachers' job performance; quality of leadership was the best predictor of teachers' job performance ($t=45.38$, $p.05$), followed by quality of school supervision ($t=27.29$, $p.05$). The cited study is related to this aspect of the present study due to its focus on school leadership. However, the cited research did not study various leadership techniques but rather used Likert scale items to measure the quality of leadership holistically, making it deficient in substance and methodology. Furthermore, the cited research was conducted at the secondary education level while this study is targeting the university education level. The report of Narad *et al.* (2020) indicated that leadership styles adopted by principals' and organizational climate were significant joint predictors of teacher effectiveness of school teachers. The researchers investigated the leadership styles of principals and organizational climate as predictors of teacher effectiveness in secondary schools of Malawi. The descriptive survey method was employed. The sample comprised 150 teachers from both government and private schools in Chikwawa district in the South West Education Division. The following were the other findings of the study. First, it reported that teachers of both government and private schools had a similar perception of leadership styles of principals'; again, teacher effectiveness of school teachers in government and private schools as perceived by principals was similar; the study also reported that organizational climate of government schools was similar to that of private schools. In addition, the leadership styles adopted by principals, organizational climate and teacher effectiveness of school teachers were significantly and positively related to each other. This cited study studied two independent variables similar to the present study. The teacher effectiveness pursuit by the cited study is also similar to academic staff service delivery because teacher's effectiveness is a predictor of service delivery, hence related to the present study. While the cited study focused on secondary school teachers, this present study is on universities, hence not a repetition. In a similar approach, Allen, Grigsby and Peters (2015) examined the relationship between transformational leadership style, school climate, and student mathematics and reading achievement. Survey data were collected from a purposeful sample of elementary school principals and a convenience sample of their respective teachers located in a small suburban school district in Southeast Texas. The researchers used the school climate inventory-revised (SCI-R) survey to

measure teacher perceptions of school climate. The study reported a positive relationship between transformational leadership and school climate. However, a relationship was not found to exist between transformational leadership and student achievement nor between school climate and student achievement. The focus of this cited study was on the achievement of mathematics students concerning school climate. Since the service delivery of teachers may showcase the achievement of student, the cited study may be relevant to this present study. A health-related study in Sweden investigated the association between the school's pedagogical and social climate and individual-level mental health in adolescence (László, Anderson and Galanti, 2019). The researchers studied 3416 adolescents from 94 schools involved in the area, a longitudinal study conducted in eight regions in the area. The multilevel logistic regression models were performed in the study. The researchers reported that there is no association between total student school climate score and mental health. The study found that teacher, but not student-rated school climate was associated with an increased risk of poor mental health at the student level; the association was most pronounced for internalizing problems. László *et al.*, study target was on adolescent mental health; the study opens that teacher plays a higher role in the mental health of the study. The researchers did not mention teacher as school climate. The study argued that school climate does not affect the mental health of the students. This cited study is considered related to this study because of the variables (teachers, school climate, and students mental health) considered. A negative influence of organisational climate among faculty members emotional exhaustion was reported in Dinibutun, Kuzey and Dinc (2020). Before the findings, the study examined the effect of organizational climate on the burnout of faculty members at both state and private universities. Using the survey method, 984 responses were collected from faculty members. The study also reported that the balanced workload, clarity of task, cohesion, and the ethical dimensions within the organizational climate produced a negative effect on the depersonalization of faculty members. Again, the lack of clarity of task and ethical dimensions contributed negatively to the diminished personal accomplishment. In addition, the study demonstrated that state university faculty members having cohesion dimension of organizational climate were less likely to be exhausted emotionally, whereas cohesion among private university faculty members negatively influenced the depersonalization. The research of (Monari, 2021) sought to establish the moderating effect of organizational climate on the relationship between performance management initiatives and service delivery in state corporations in Kenya. The study applied a descriptive survey research design to gather data from the sampled respondents of the State corporations. Data analysis was done using both descriptive and inferential. The study established that performance management initiatives as an institutional variable have a positive and significant influence on service delivery among state corporations in Kenya. The organizational climate was found to have no moderating effect on the relationship between performance management initiatives and service delivery. The findings of the cited study may be relevant to the present study since it related to organisational climate and service delivery. Having conducted a study, Eldor and Shoshani (2017) hypothesised that the indirect relationship between the climate for service and teachers' job satisfaction and intention to leave work may be mediated by teacher work engagement. The researchers explored the notion of service in school domains by examining the joint effects of climate for service and the internal service in schools on teachers' work attitudes: work engagement, job satisfaction, and intention to leave their work. According to the researchers, the notion of climate for service emphasizes the school's attitude of teachers as service providers to its students and their parents; the researchers added that internal climate emphasizes the school's attitude of providing service to its teaching staff. The findings of the study were drawn from a sample of 423 teachers of 30 different schools in Israel. The disparity in the cited and present study is in the area of study and population. While the present study is on academic staff service delivery, the cited study was interested in the job performance of secondary school teachers all utilizing school climate as the independent variable. In addition, O'Malley, Voight, Renshaw, and Eklund (2014) carried out a study on school climate, family structure, and academic achievement. The sample of the study consisted of 902 California public high schools, including responses from a population of over 490,000 students in Grades 9 and 11. Regardless of family structure, students with more positive school climate perceptions

self-reported higher-grade point averages (GPAs). According to the findings, foster care and a positive climate environment had a weaker effect on the students self-reported GPA compared to students living in other family structures. A unique curvilinear trend was found for homeless students, as the relationship between their school climate perceptions and self-reported GPA was stronger at lower levels. The overall finding of the study indicated that the moderation effect of positive school climate perceptions on self-reported GPA was strongest for homeless youth and youth from one-parent homes, suggesting that school climate has a protective effect for students living in these family structures. There is a need for the present study because O'Malley *et al.*'s study studied both school climate and family structure to students' achievement.

Statement of the problem

University worldwide occupy a central point in sustaining educational goal. This was captured by (Federal Ministry of Education 2009) emphasis that academic staff worldwide occupies a central place in driving the core mandate of universities and higher education towards goal attainment. Despite this it observed that the rate of academic staff service delivery decline in universities in Cross River State has been a source of concern to universities management. The lecturers hardly go for lectures. Some courses are thought twice in semester while in some course, the students hardly meet with lecturer till examination. This more frequent with part-time programmes in the universities. The government and university management have provided facility such as offices, lecture hall, whiteboard markers, lightening and ventilation in lecture halls to make them conducive for service delivery. Staff salaries are paid in time and honorarium are paid in time. Promotion exercises are carried out. Other welfare schemes like housing and cooperative organization for staff are approved. Despite all this effort by government, ministry of education, national university commission and university management, the problem of poor service delivery among academic staff in the universities in Cross River State, Nigeria persist. The academic staff most times has pushed the blame to university management, others hold the view that the institution and interwoven characteristics are the major causes. Based on the background above, the research is determined to find out if academic staff service delivery is influence by institutional variables in terms of institutional location, ownership, leadership style, climate, size and culture.

Purpose of the study

The main purpose of this study is to investigate institutional variables and academic staff service delivery in universities in Cross River State. The study specifically sought to find out the extent to which institutional:

1. Leadership style influences academic staff service delivery in universities;
2. Climate influences academic staff service delivery in universities;

Statement of hypotheses

The following null hypotheses were formulated to serve as a guide to this study:

1. Leadership style of institution has a significant influence on academic staff service delivery in universities in Cross River State.
2. Climate of institution has a significant influence on academic staff service delivery in universities in Cross River State.

Methods

The research design adopted for the study was the ex-post facto research design. According to (Isangedighi, 2012), an ex-post facto design is one which the researcher cannot manipulate the independent variables because their effects have already occurred. The study adopted the design because it investigates a cause – and - effect relationship that could possibly exist between the two main variables of the study by observing the existing conditions of the topic under study, obtaining data on the present status of the subjects in relation to the variables and analysing the data to establish the

possible cause and effect. Thus, in this study, there was no control over the independent variables by the researcher. According to (Salkind, 2010), ex-post facto research designs are used in the majority of social science research studies where manipulating the features of human participants is neither possible nor appropriate. (Salkind, 2010) maintained that it is also frequently used as a stand-in for actual experimental research to test hypotheses regarding cause-and-effect connections or in instances when following the complete procedure of a real experimental design is either impractical or unethical. This design was considered suitable for the present study because the researcher intends to study the service delivery of academic staff which has already occurred. Furthermore, a cause-effect connection was attempted between the selected institutional variables and the academic staff service delivery in universities. Data collected for this study were on two main groups of variables. The independent variables were all qualitative and the dependent variable was continuous. The dependent variables in the study were the two dimensions of institutional variables. 449 university lecturers were used as sample for the study.

Presentation/Interpretation Of Results

Hypothesis one

There is no significant influence of institutional leadership on academic staff service delivery in the university.

In this hypothesis, the independent variable was institutional leadership (categorized into democratic, laissez fair and autocratic). The dependent variable was academic staff service delivery considered under three dimensions, namely; teaching, research and community service. The statistical analysis technique deployed to test this hypothesis was One-Way-Analysis of Variance (ANOVA). The result of the analysis is presented in Tables 1

Table 1

Summary of descriptive statistics for the academic staff service delivery in the university based on institutional leadership style.

S/No	Academic staff service delivery in the university	Groups (Institutional Ownership)	n	X	SD
1	Teaching	Democratic	231	32.6623	12.80721
		Laissez fair	95	32.3579	12.52225
		Autocratic	123	27.7480	10.86926
		Total	449	31.2517	12.40721
2	Research	Democratic	231	33.6190	12.47789
		Laissez fair	95	32.8105	12.08859
		Autocratic	123	29.6341	12.28972
		Total	449	32.3563	12.43492
3	Community service	Democratic	231	26.8009	11.78150
		Laissez fair	95	25.7368	10.39354
		Autocratic	123	25.0813	10.30008
		Total	449	26.1047	11.10784
4	Overall service delivery	Democratic	231	93.0823	27.38386
		Laissez fair	95	90.9053	24.88060
		Private	123	82.4634	22.02059
		Total	449	89.7127	25.83611

SOURCE: Field work 2022

Hypothesis two

There is no significant influence of institutional climate on academic staff service delivery in the university.

In this hypothesis, the independent variable was institutional climate (categorized into very tense, tense and not tense). The dependent variable was academic staff service delivery considered

under three dimensions, namely; teaching, research and community service. The statistical analysis technique deployed to test this hypothesis was One-Way-Analysis of Variance (ANOVA). The result of the analysis is presented in Tables 2

Table 2

Summary of descriptive statistics for the academic staff service delivery in the university based on institutional climate

S/No	Academic staff service delivery in the university	Groups (institutional climate)	n	$\bar{X}$	SD
1	Teaching	Very tense	198	30.6566	12.02422
		Tense	112	28.1875	11.63757
		Not tense	139	34.5683	12.85316
		Total	449	31.2517	12.40721
2	Research	Very tense	198	32.8283	12.70960
		Tense	112	28.8125	11.74315
		Not tense	139	34.5396	12.04777
		Total	449	32.3563	12.43492
3	Community service	Very tense	198	26.5253	11.19132
		Tense	112	25.6339	11.07549
		Not tense	139	25.8849	11.07293
		Total	449	26.1047	11.10784
4	Overall service delivery	Very tense	198	90.0101	25.42871
		Tense	112	82.6339	25.99099
		Not tense	139	94.9928	25.13283
		Total	449	89.7127	25.83611

SOURCE: Field work 2022

Discussion of findings

The finding as presented here, have provided valuable insight into some of institutional variables that influence academic staff service delivery in the University. The discussions of these findings are presented based on the two hypotheses formulated and tested for study.

The finding of this research hypothesis showed that there a significant influence of institutional leadership style on academic staff service delivery in the university. Institutional leadership style did create any impact on academic staff service delivery in the university as revealed by this study. Institutional leadership style in higher institutions general and university in particular influence academic staff service delivery in the university. The finding confirmed the view of Osborne and Hammoud (2017) which state that leadership plays a key role for an organization to create good relationships among employees as well as management that has a positive impact in the organization, improve service performance and change the outcome of behaviour when used properly. The finding revealed among the institutional leadership style of university, democratic leadership has a higher significant influence on academic staff service delivery in the university than laissez faire and autocratic leadership style universities. This is in line with finding of Arop *et al*, (2018) which says that teachers' job effectiveness was highest in schools where the leadership style adopted as democratic, followed by schools with Laissez-faire leadership style. The study also revealed that laissez faire leadership style universities has a more positive significant influence on academic staff service delivery in the university while autocratic leadership style universities has no influence on academic staff service delivery in the university. This finding is in line with that of Arop *et al*, (2018) which says that teachers' job effectiveness was highest in schools where the leadership style adopted as democratic, followed by schools with Laissez-faire leadership style.

The finding revealed that there a significant influence of institutional climate on academic staff service delivery in the university. Institutional climate did create significant impact on academic staff service delivery in the university as revealed by this study. Institutional climate in higher institutions general and university in particular influence academic staff service delivery in the university. The finding confirmed the view of Battered, Amjad and Macleod (2013) which state that the school climate can be easily manipulated and thus directly influence the behaviour of people associated with the school. The finding revealed among the institutional climate, very tense climate has a higher significant influence on academic staff service delivery in the university than tense and not tense climate universities. This is in line with findings of (Werang, 2018) which state that work load, individual characteristics and school climate partially have a positive significant effect on teaching emotional exhaustion in elementary schools. The study also revealed that institutional climate does not significantly influence academic staff service delivery in the university in terms of community service. This finding is in line with that of (Narad *et al.* 2020) which state the organizational climate and teacher effectiveness of school teachers were significantly and positively related to each other.

Conclusion

On the basis of these findings, firstly, it was concluded that academic staff service delivery of university lecturers in the universities in Cross River State was significantly influence by institutional leadership style and climate. This implies that effective positioning and manipulation of institutional leadership style and climate would adequately and efficiently achieve academic staff services delivery in the university system. In other words, the acceptable local and international standard of teaching, researches and community service would be achieved.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. The universities leadership should practice and lead by democratic principles especially now that university is autonomous. That would give the academic staff a sense of inclusiveness that is motivational and productive.
2. Lecturers on training in universities and the highly ranked lecturers should establish a good working climate that is motivational and encourages mentorship.
3. The universities administration should establish a calm and more positive functioning climate to bring the best for the achievement of university goal.
4. Federal government offer to universities and her ability to pay is very important and must fund education as a matter of its priority and to make it functional in Nigerian universities and for the betterment of academic staff service delivery.
5. Government should see university education as something critical to the survival of the nation's building and make it good for our children development.
6. Effective and efficient leadership style communication is required between the federal government and the university system and should block all the sentiments against academic staff for overall progress.
7. Federal government should intervene on universities matters so as to prevent strike action and to enhance academic staff service delivery.
8. Federal government should wake up to their responsibilities to the implementation of 2009 agreement, payment of Earned Academic Allowance (EAA), payment of promotion arrears and in fact salaries of academic staff should be increase and others request to universities system to spur up their academic service delivery and to improved their leadership styles.
9. Government should partner with NUC to avoid financial conflicts between academic staff so as to boost excellent service leadership delivery in the universities.

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INSTITUTIONAL VARIABLES AND TECHNICAL STAFF SERVICE DELIVERY IN HIGHER INSTITUTIONS IN CROSS RIVER STATE, NIGERIA



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Abstract

This study examined institutional variables and technical staff service delivery in higher institutions in Cross River State, Nigeria. The study is an Ex-post facto research that involved a stratified random sample of 449 technical staff from the three universities in Cross River State. The population of the study was 2768 technical staff. Two research questions were answered using descriptive statistics. The reliability and validity for the questionnaires were obtained using Cronbach Coefficient Alpha of .81-.90. Data collection was carried out using institutional variables and technical staff service delivery questionnaire (IVTSSDQ). Two theories were used to support the study and literature reviews were carried out accordingly to the variables of the study. Independent t-test and One-way analysis of variance (ANOVA) and Fisher Least Significant Difference were used to test the hypotheses. The results obtained revealed that institutional culture significantly influence technical staff service delivery while institutional size do not significantly influence technical staff service delivery. From the result it was concluded that to a large extent, technical staff service delivery is dependent on institutional variable. From the findings and conclusion, it was recommended among others that, the university management should maintain good working culture especially now that university is autonomous. That will give the technical staff a sense of inclusiveness that is motivational and productive for the achievement of university goal.

Key Words: Service delivery, Institutional Variables, Technical Staff, Higher Institutions

Introduction

Education can transform life and bring about development. Technical staff play a leading role in any educational system. It must be known that for curriculum to be effectively implemented, technical staff are highly important. This further emphasizes the need for them to be effective in their day-to-day discharge of pedagogical duties. According to Gemora (2014) in today's work-related situation, especially in an organizational system, much of human behaviors are instrumental in effecting change. So, the behavior of technologists is often instrumental in bringing about a desired outcome in the students. If an outcome is reached, especially if it is a positive one, it is likely that the behavior of the participants is enhanced.

Technical staff service delivery refers to the degree at which technologists discharge their duties of learning, research and experimenting, as well as their general attitude towards the systematic observation, identification, experimental investigation and description of materials in the laboratory work.

University exists to disseminate knowledge through teaching, research and community service (Adedeji, 2011). These triple mandates make universities unique organization whose existence stands for purely academic purposes. There is also no gainsaying the fact that universities are established for the sake of training high level manpower of which students are the main constituents (Nwagwu, 2006). Students are the major beneficiaries of universities dissemination of knowledge as they constitute the end product of university education whose quality determines to a large extent the service delivery of

academic staff in universities (Taiwo, 2010). Without students, universities would not be established. Universities render many services, one of which is technical staff service delivery. This is so because their existence center's on executing laboratory work. It can therefore be rightly pointed out that the ability of universities to fulfill their mandates is a purpose of their success in managing their technical staff service delivery. Also, university education is the apex of educational provisions in the world generally; saddled with the responsibility to produce quality manpower and workforce for sustainable national development and international relations. In Africa, especially in the Sub-Saharan regions, the position university education plays in the advancement of third world economies for global relevance cannot be overstated. It is impossible to deny that the Nigerian university system has led to major improvements in every facet of Nigerian society, including increased cultural, economic, political, scientific, and technical advancement. A full range of skills is offered in universities, while essential competencies in academia, medicine, law, government, business, research, and science are also available. These areas produce highly talented individuals that are responsible for running the economy, civic society, the education of students, as well as the molding of entire societies. Additionally, the knowledge the Nigerian people have received at university has empowered them to be successful members of society. Nigerian universities, much more than any other kind of institution, lead to increased self-awareness and a more thorough understanding of one's environment.

Technologists, therefore, has a significant role to play in transmitting desirable qualities, culture, norms and values in students. Since, values give directions, control, code of conduct give sense of right and wrong and also guide decision making. It is imperative that technical staff education should provide the needed value orientation to train technologists so as to be able to inculcate the right value to students through service delivery.

The researcher observed that technical staff objectives are to enhance acquisition, development and inculcation of the proper value orientation for the survival of the technical staff welfare. To maintain ethical values, moral integrity and good leadership qualities in promoting technical staff excellent. Centrally is to promote research, teaching and experimenting for sustainability of university goals; to look at the university condition of service to promote technical staff appraisal and promotion and to act with honesty and integrity; to have mutual love and concern on student academic race, to show strong potential and mutual cooperation for their colleagues, to be friendly in their place of work, to provide precise and appropriate information, to be well knowledgeable about modern issues and upcoming progress, to have power to develop mutual appreciation of issues and difficulty they face, to make possible excellent communications network, to keep and assist with the growth of academic processes within universities and being able to enhance educational skills for efficient academic service delivery practice and strengthens students' learning experiences.

The researcher defines technical staff service delivery as the ability to carry out practical in the laboratory to promote students' knowledge, research and innovation to equip students with skills needed to meet demand in the labour market development. Under an ideal situation, technical staff in higher institutions in Cross River State and elsewhere, should be punctual to conduct practical with students, manage and evaluate students, adhere to prescribe universities policies, engage in active research, collaboration and dissemination, supervise students' research works, participate in all the events tailored towards students' improvement and deliver other tasks that would be assigned to them from time-to-time by superiors. However, it seems to the researcher that some technical staff in higher institutions is not delivering these services as expected.

Through the experiences of the researcher, some senior technical staff in higher institutions in Cross River State tends to classify between undergraduate and post-graduate students, giving preference to the latter at the expense of the former. Consequently, some senior technical staff assign or hand over laboratory practical work to junior colleagues while they either relaxed in their offices, attend to other matters. This observation corroborates an extensive submission of other scholars who have reported similar situations (Agba and Ocheni, 2017; Mbon, Omorobi, Owan, and Ekpenyong, 2019; Odigwe and Owan, 2020).

In other situations, some technical staff are only compelled to carry out research investigations just for the sake of promotion. In a narrative, the researcher sought the opinion of well-respected scholars of public higher institutions in Cross River State, to share views regarding research practices among the modern-day technical staff of higher institutions. To the dismay of the researcher, the scholar in a quote said —the attitude of staff towards research in recent times is annoying; they do researches just for promotion (Situs, 2007). Furthermore, —when research is taken away from staff promotion, only a handful of university lecturers would still carry out empirical investigations and publish same (Razero, 2011).

Institutional variables are —the characteristics and attribute that a university possess or that can be judged as applying to a particular university (Arop and Owan, 2018). Institutional variables are those variables that emanate from the university in which the university uses to improve their academic standard. This is to compliment learning in the lecture room and also enhance academic delivery of lecturers and students. It is generally believed that institutional variables are important factors that affect students' academic achievement and academic staff service delivery in institutions of higher learning. This is so because remarkable studies have shown a correlation between institutional variables and academic achievement as well as effective service delivery. In the context of this study, institutional variables were defined as the distinctive attributes that classify one university academic staff service delivery from another. These variables are physical, observable and also vary from university to university. In this study, two institutional variables were of interest to the researcher. These include size and culture. These institutional variables affect the extent of technical staff service delivery in universities as discussed hereafter.

Institutional size refers to the total number (population) of students currently enrolled in an institution from the first year to the last year across all the programmes of study. Institutional sizes may be classified into small, medium and large institutional sizes based on the total number of students in enrolment. According to CollegeData.com (2021), a small institutional size is one with less than 5,000 students in enrolment; a medium institutional size has between 5,000 and 15,000 students, while universities with over 15,000 students are large institutional size. It is the NUC minimum specification in term of size of a university. Institutional culture refers to the philosophies, ideas, policies, theories, blueprints, frameworks, beliefs or assumptions that are deeply embedded in universities for academic staff, students, and administrators to follow. It can be simply referred to as the organizational lifestyle that both staff and students must adopt. Just like other variables, the different universities maybe characterized by a different culture of human resource management, research practices, promotion criteria, salary structure, records management, quality assurance, postgraduate studies and so on. The variations in institutional culture may affect academic staff service delivery because the policies of some universities would be considered as being more stringent than others. Based on this background, this study was under taken to find out the extent to which institutional variables affect academic staff service delivery in universities in Cross River State, Nigeria. While both organizational culture and climate had direct associations with work attitudes, organizational climate partially mediated the effect of organizational culture on work attitudes (Aarons and Sawitzky 2006). That is, organizational culture not only impacts work attitudes directly but also indirectly through its effect on organizational climate. Successful culture change may be more likely to filter down through the organization and promote a more positive climate and work attitudes. The same source added that culture is likely to be driven by policies and deeply ingrained norms perpetuated by top management. Targeted culture change may impact multiple organizational processes and result in positive change. The study was in the contention that both culture and climate impact work attitudes and subsequent staff turnover (Aarons and Sawitzky 2006). This is similar to (Werang, 2018) who investigated the potential effect of workload, individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary schools of BovenDigoel district, Papua. Data were analysed quantitatively using a simple linear regression analysis technique. The study revealed that workload, individual characteristics, and school climate partially have a positive significant effect on teachers' emotional exhaustion in elementary schools.

When the world population continues to grow, the University size is impacted. The size of a university is a distinguishing characteristic of its structure. According to Akinleye, Hassan and Adejumo (2007), the number of students a school serves has a significant impact on many aspects of its operation. The appropriate size of a university has long been a source of debate in educational policy, educational research, and among university area educational planners who must make choices on area boundaries and University construction. Alsmadi and Taylor (2019) found that school size influences student attitudes and performance, school funding quality and management. Institutional size is viewed as an important factor of academic success over which managers have little or no influence. The size of an institution is determined by the robustness of the school landmass, population, facilities available (Ajayi, Aud and Ajayi, 2017). Mokobia and Okoye (2011) stress the necessity to universally establish the institutional size and the intended characteristics of a successful system for instructors.

Using statistical methods and the Google Trends database, Alsmadi and Taylor (2019) reported that institutional size and internet presence are a major contributing factor to institutional ranking. As a result, the study reported that smaller, less-wealthy institutions are disadvantaged by these ranking systems. Selove, Kroll, Coppes and Cheng (2012) reported that no statistically significant trends in the relationship between the size of institution and source of funding, although educational specialists in large settings were somewhat more likely to be funded through institutional wages, and in medium-size settings through research projects. Unfavourably, Evans and Popova, (2015) established that there is a negative non-linear relationship between class size and student evaluations stronger than the relationship to student achievement, and with less concavity. A similar result was found in (Altinok and Kingdom (2012) which found that a negative relationship exists between class size and student evaluation, particularly in regards to instructor interactions with students.

Zyngier (2014) offered a web-based survey to all institutions belonging to the Children's Oncology Group. The study assessed the different measures of class size and how they affect the results, and whether other variables such as teaching methods are taken into account. The study established that smaller class sizes in the first four years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities. According to the study, it is particularly true when smaller classes are combined with appropriate teacher pedagogies suited to reduced student numbers. The robustness of the institutional population could lead to a large class size especially if the school infrastructure facilities or structures are not adequate. In this case, the study is related to the present study and may assist in offering the needed foundation for the present study to build on.

Institutional culture is characterized by deeply rooted traditions, values, and beliefs, some of which are common across institutions and some of which are unique and embedded in a particular school's history. (Adams, 2013) conceptualized schools as complex and dynamic organizations with a specific process and structural dimensions whose interactions yield different levels of overall effectiveness in various schools. Because schools are viewed as complex organizations, a multidimensional approach to investigating linkages among various school culture and school effectiveness variables in universities provides a process-oriented approach for understanding and describing overall school effectiveness. The multiple, reciprocal relationships among school input variables, process and structural dimensions, and the various indices of school effectiveness highlighted in Adams (2013) implies that school culture is a multidimensional construct.

Based on the position of Pabalan and Pabalan (2020), both well-performing and less performing schools share the same perception of their school culture, particularly on the various dimensions of the curricular elements, decision-making and school-based leadership categories. The researchers attributed the evidence to the fact that they all belong to the same structural system. That is, the public-school system under the monitoring of the Department of Education. No wonder an earlier study recommended that universities should be adequately funded and they should be granted the autonomy to manage their affairs in conformity with the best traditions of accepted academic norms (Obadara, 2012). Obadara also suggested that the hierarchy of authority should also change to make room for the adoption of autonomy and thus, encourage the development of universities.

Empirically, the research of Ali, Sharma and Zaman in 2017 was conducted to ascertain whether cultural development by the instructional leaders can contribute to the attainment of stated goals. The researcher aimed to find out if the development of school culture needs no extra budget, but has a great role in motivation. The research design was a non-experimental design with a survey study. A sample of 367 teachers was drawn from a population of 1755 teachers from secondary schools of the Mardan district in the KP province of Pakistan. Some statistical approaches were utilized to analyse the data through descriptive statistics and Spearman rho. The study showed that the school level in the area at the time of the study was poor. This is the reason why the study noted that the linkage between school culture and school productivity is important. The study also showed that there is a high positive correlation between school culture and school effectiveness. The conclusion was that high school culture will contribute to high school efficiency. The cited study was conducted on school culture and school effectiveness, indicating a level of its relatedness to the present study. However, the population and area of the study are very distinct from that of the present study, thus, the uniqueness of the present study.

Similarly, Hosseinkhanzadeh, Hosseinkhanzadeh and Yeganeh (2013) found that the relationship between organizational culture and job satisfaction was significant. The study was based on the relationship between organizational culture and job satisfaction with a sample of 123 middle school teachers in Tehran during the 2009 school year. The research tools used in the study were the Darabi organizational culture questionnaire and the Smith, Kandle, and Heulin job descriptive index. The study findings of this cited study could be very important to the present study because it studied variables related to the present study. However, the problem of the cited study is the job satisfaction of secondary school teachers which is not the same as university academic staff service delivery as considered in this present study. Though the population of the study comprised of the school teachers in the area of study, the study failed to show in numbers of the total school teachers in the area. According to the limitations of the study, generalization may be misleading since the sample was small. This implies that this present study is very unique and necessary.

Meanwhile, (Vadi, 2007) investigated the relationships between school culture evaluation and actual school performance of secondary schools in Estonian. The sample of 558 participants drawn from a population of 1488 administrators, teachers and supporting staff in 60 Estonian secondary schools. The study found that organizational culture could affect the performance of schools since it found a relationship between task orientations and organisational culture. The cited study may not be relied on in the university perspective because of the phenomenon (secondary school) is studied. The study differs in the structure of the dependent variables compared to the present study. The study was conducted in Estonia (a European country) which is different from that of the present study. Given the gaps identified, this study is relevant.

Consistent with this, Duan, Du and Yu (2018) investigated the relationship between school culture, teachers' job satisfaction, and school effectiveness. The study also explored the mediating effect of teachers' job satisfaction on school culture and school effectiveness. Respondents of the study include 1,297 teachers from six (6) lower secondary and upper secondary schools in Beijing, China. The results of the study indicated a positively significant relationship among school culture, teachers' job satisfaction, and school effectiveness and that teachers' job satisfaction partially mediated the impact of school culture on school effectiveness. The job satisfaction and school effectiveness considered in the study would be important variables because good service delivery may be difficult to attain job satisfaction are not met. Again, school effectiveness is a product of service delivery, thus related. The cited study was conducted in China with a focus on secondary school teachers. The study is not in a better position to tell the relationship between institutional culture and academic staff to deliver. Therefore, inference from the study may mislead the university education. Hence, a need for the present study.

A similar report was achieved in Yousefi, Zahed, and Moeinikia (2020) which investigated the relationship between school culture and school effectiveness with the moderating role of school size. The research method was descriptive-correlation and based on a structural equation model. The

statistical population of the study consisted of 3064 teachers from 422 schools in Ardebil province's public secondary school teachers in the academic year 2018-19. A statistical sample of 418 people was selected from 202 schools using proportional stratified sampling. The result of the correlation coefficient test showed that there is a positive significant relationship between all dimensions of school culture and school effectiveness. By applying the structural equation model, it was first shown in the study that the assumed model had an acceptable fit, secondly, the direct effect and the significant relationship between school culture and school effectiveness were confirmed. Generally, the study portrayed effectiveness as a basic goal for schools, regardless of small, medium and large school sizes, which is uniformly affected by school culture. The findings of the cited study may not apply to the universities since its population was drawn from secondary school teachers. Although good service delivery could lead to effectiveness, the two variables are not the same. Service delivery in the university could result from different institutional culture including research, seminars, promotion and so on.

According to Yusof, Osman and Noor (2016), school culture and teacher leadership are vital in determining a school's excellence. This led to the investigation of the relationship between school culture and teacher leadership in Malaysia. In the study, a sample of 194 teachers was drawn from a population of 383 teachers in 22 primary schools. The researchers collected data through a questionnaire then analysed using descriptive statistics. The findings of the study showed that teachers' professionalism and goal setting is the dominant school culture dimensions. Whereas, exemplify the best and "being referenced leader" are the widely practised teacher leadership features. The correlation analysis shows that there is a very strong and significant correlation between school culture and teacher leadership. The study is related to the present study since it considered school culture and teachers effectiveness. The population of the study was well represented. However, the investigation was carried out on primary school teachers; this study is not the same as the present study since the primary school culture is not the same as the universities. It may be very unwise to draw to execute the conclusion of the study to the higher education settings. Even if one may want to, the study was conducted in Asia, a far region of which the characteristics of the individual may differ.

In Turkey, Kalkan, Aksal, Gazi, Atasoy and Dağlı (2020) examined the relationships between the school culture, and organizational image according to the teachers' perceptions. The study was designed in a relational survey model. A population of 1,100 teachers yielded a sample of 370 teachers working in 20 schools in the Selçuklu, Karatay, and Meram districts of Konya, Turkey. Pearson's correlation, regression, and path analysis were used for analysing data in addition to descriptive statistics. The study found that there are significant relationships between school culture, and organizational image. The study also reported that school culture significantly predicted organizational image. School culture has a mediator effect on both the organizational image. This is due to the realization of the important role in developing an organizational image, through school culture. Independent variables in the cited study are also considered in the present study. However, the dependent variable (organizational image) considered in the study is not the same as the present study. Again, the population of the study was on secondary school principals, the present study seeks to study the higher institutions' technical staff, thus unique.

In Kenya, Chepkonga and Nyaga (2019) investigated the influence of leadership culture on the quality-of-service delivery in public hospitals. The target population for this study comprised 273 employees and 10,000 patients in Mbagathi district hospitals within Nairobi City County. The sample of 398 employees and patients was drawn from the population. The findings of the study indicated that there was a positive and significant relationship between, leadership culture and service delivery in public hospitals in Kenya. The link between these studies (the cited and the present) is in the individual variables. The dependent variable (quality of service delivery) of the cited study is also related since it considered service delivery. However, the phenomenon (public hospital) studied in the cited study differs from the present study which focuses on academic staff. The result of the cited study would be relevant to the present study since its focus is on service delivery.

(Kaufman's, 2013) study sought to know if organizational culture varies as a function of institutional type in higher education and to identify whether there exists congruence between organizational culture type and leader behaviour. The population of the study comprised of the campus leaders from all 198 public and not-for-profit colleges and universities in the Upper Midwest, America. The study reported a general trend toward clan cultures and congruent leader behaviour for all institutional types (i.e., Associate's Colleges, Baccalaureate Colleges, Master's Colleges and universities, and Doctorate-granting universities). The responses from the academic deans at baccalaureate colleges singularly achieved statistical significance. Conversely, the results of the study revealed a notable discontinuity between perceptions of current campus culture and desires for its future. Specifically, academic deans across all four institutional types indicated major preferences for a clan culture to predominate on their campuses. Perhaps most importantly, the results suggested the discovery of institutional size as a possible moderator of organizational culture among American colleges and universities. The study structure of the study was design to determine similarities between institutional culture and leader behaviour. The study noted that clan culture was predominant in the area studied. The cited study is similar to the present study since the independent variable (organisational culture) very related to the present study. However, its dependent variable is on the perception of institutional leaders to the culture, it is the same as the present study which seeks academic staff service delivery as the dependent variable. Another gap identified in the cited study is its consideration of all higher education and the area of study. Indeed, the present study was narrowed to study the characteristics of only universities.

Statement of the problem

University worldwide occupy a central point in sustaining educational goal. This was captured by (Federal Ministry of Education 2009) emphasis that academic staff worldwide occupies a central place in driving the core mandate of universities and higher education towards goal attainment. Despite this it observed that the rate of academic staff service delivery decline in universities in Cross River State has been a source of concern to universities management. The lecturers hardly go for lectures. Some courses are thought twice in semester while in some course, the students hardly meet with lecturer till examination. This more frequent with part-time programmes in the universities.

The government and university management have provided facility such as offices, lecture hall, whiteboard markers, lightening and ventilation in lecture halls to make them conducive for service delivery. Staff salaries are paid in time and honorarium are paid in time. Promotion exercises are carried out. Other welfare schemes like housing and cooperative organization for staff are approved.

Despite all this effort by government, ministry of education, national university commission and university management, the problem of poor service delivery among academic staff in the universities in Cross River State, Nigeria persist. The technical staff most times has pushed the blame to university management, others hold the view that the institution and interwoven characteristics are the major causes. Based on the background above, the research is determined to find out if technical staff service delivery is influence by institutional variables in terms of institutional size and culture.

Purpose of the study

The main purpose of this study is to investigate institutional variables and technical staff service delivery in higher institutions in Cross River State. The study specifically sought to find out the extent to which institutional:

3. Size influences technical staff service delivery in higher institutions;
4. Culture influences academic staff service delivery in institutions.

Statement of hypotheses

The following null hypotheses were formulated to serve as a guide to this study:

3. Size of institution such as small, medium and large institutional size does not significantly influence technical staff service delivery in higher institutions in Cross River State.

4. Culture of institution has a significant influence on technical staff service delivery in higher institutions in Cross River State.

Methodology

The research design adopted for the study was the ex-post facto research design. According to (Isangedighi, 2012), an ex-post facto design is one which the researcher cannot manipulate the independent variables because their effects have already occurred. The study adopted the design because it investigates a cause – and - effect relationship that could possibly exist between the two main variables of the study by observing the existing conditions of the topic under study, obtaining data on the present status of the subjects in relation to the variables and analysing the data to establish the possible cause and effect. The population of this study comprised all the technical staff in federal and state higher institutions in Cross River State.

Table 1.6. Presentation /interpretation of results

Hypothesis 1

There is no significant influence of institutional size on academic staff service delivery in the university.

In this hypothesis, the independent variable was institutional size (categorized into small, medium and large). The dependent variable was academic staff service delivery considered under three dimensions, namely; teaching, research and community service. The statistical analysis technique deployed to test this hypothesis was One-Way-Analysis of Variance (ANOVA). The result of the analysis is presented in Tables 1.

Table 1

Analysis of variance for the influence of institutional size on technical staff service delivery in higher institutions

S/N	Academic staff service delivery in the university	Sources of variance	SS	Df	MS	F-ratio	p-value
1	Teaching	Between Groups	74.507	2	37.254	.241	.786
		Within Groups	68890.054	446	154.462		
		Total	68964.561	448			
2	Research	Between Groups	182.269	2	91.135	.588	.556
		Within Groups	69090.715	446	154.912		
		Total	69272.984	448			
3	Community services	Between Groups	116.372	2	58.186	.470	.625
		Within Groups	55159.708	446	123.676		
		Total	55276.080	448			
4	Overall service delivery	Between Groups	836.903	2	418.452	.626	.535
		Within Groups	298205.034	446	668.621		
		Total	299041.938	448			

*P>0.05 (critical F-ratio of 2.61)

The result in Table 1 reveals the three and overall academic staff service delivery in the university calculated F-ratios (.241, .588, .470 and .626) were each less than the critical F-ratio of 3.00 at .05 level of significance with 2 and 446 of degree of freedom. The result implies that f-ratio of teaching (f=.241), research (f=.588), community service (f=.470) and over all components of academic staff service delivery in the university (f=.626) were each less than the critical F-ratio of 3.00 at .05 level of significance with 2 and 446 degrees of freedom. This means that there is no significant influence of institutional size on academic staff service delivery in the university.

Hypothesis 2

There is no significant influence of institutional culture on academic staff service delivery in the university.

In this hypothesis, the independent variable was institutional culture (categorized into very collaborative working culture, collaborative working culture and not collaborative working culture). The dependent variable was academic staff service delivery considered under three dimensions, namely; teaching, research and community service. The statistical analysis technique deployed to test this hypothesis was One-Way-Analysis of Variance (ANOVA). The result of the analysis is presented in Tables 2.

Table 2

Summary of descriptive statistics for the academic staff service delivery in the university based on institutional culture

S/No	Academic staff service delivery in the universities	Groups (institutional culture)	n	X	SD
1	Research	Very collaborative working culture	200	31.3000	12.37155
		Collaborative working culture	107	27.8411	11.75709
		Not collaborative working culture	142	33.7535	12.41149
		Total	449	31.2517	12.40721
2	Experimenting	Very collaborative working culture	200	31.9850	12.47167
		Collaborative working culture	107	28.7664	11.53058
		Not collaborative working culture	142	35.5845	12.30248
		Total	449	32.3563	12.43492
3	Community service	Very collaborative working culture	200	24.5850	9.70949
		Collaborative working culture	107	26.0748	11.60164
		Not collaborative working culture	142	28.2676	12.23929
		Total	449	26.1047	11.10784
4	Overall service delivery	Very collaborative working culture	200	87.8700	25.48885
		Collaborative working culture	107	82.6822	25.75157
		Not collaborative working culture	142	97.6056	24.50183
		Total	449	89.7127	25.83611

Discussion of findings

The finding as presented here, have provided valuable insight into some of institutional variables that influence technical staff service delivery in the University. The discussions of these findings are presented based on the six hypotheses formulated and tested for study.

Institutional size and technical staff service delivery in the university.

The finding revealed that there is no significant influence of institutional size on technical staff service delivery in the university. Institutional size does not create significant impact on academic staff service delivery in the university as revealed by this study. The finding confirmed the view of Olufemi

and Olayinka (2017) which state that school size and facilities utilization has impacted positively on the performance of secondary school students in Ekiti State.

The finding of this research hypothesis showed that institutional size has no significant influence on technical staff service delivery in the university. The dimensions of academic staff service delivery in the university include (i) research, (ii) experimenting and (iii) community service.

In relation to teaching, the finding reveals a significant influence of institutional size on technical staff service delivery in the higher institutions. This implies the size of a university does not affect the academic staff service delivery in the university in terms of teaching. This finding is in line with (Abdi, 2017) which state that the findings of the study showed that technologists characteristics have no significant influence on student performance

On research and community services, the present finding revealed that institutional size has no significant influence on technical staff service delivery in the university in terms of research and community service. This finding contradict/support that of Selove, Kroll, Coppes and Cheng (2012) reported that no statistically significant trends in the relationship between the sizes of institution.

Institutional culture and technical staff service delivery in the higher institutions.

The finding revealed that there a significant influence of institutional culture on technical staff service delivery in the higher institutions. Institutional culture has a significant impact on technical staff service delivery in the higher institutions as revealed by this study. Institutional culture in higher institutions general and higher institution in particular influence technical staff service delivery in the higher institutions. The finding confirmed the view of Duan, Du and Yu (2018) state that there a positively significant relationship among school culture, teachers' job satisfaction, and school effectiveness and that teachers' job satisfaction partially mediated the impact of school culture on school effectiveness.

The finding revealed that institutional culture has a higher significant influence on academic staff service delivery in the university in terms of research than teaching and community services in the universities. This is in line with finding of Chepkonga and Nyaga (2019) which state that there was a positive and significant relationship between leadership culture and service delivery on public hospital.

The study also revealed that institutional culture has a significant influence on technical staff service delivery in the higher institutions in terms of teaching than community service. This finding is in line with that of (Kaufunan's, 2013) which states that there is a general trend toward clan cultures and congruent leader behaviour for all institutional types.

Conclusion

It was concluded that institutional size do not significantly influence academic staff service delivery in the higher institutions in Cross River State. This implies that urban or rural location of universities or her faculties in one hand and whatever the size of higher institutions in Cross River State in terms of number of technologists, the technical staff would successfully and efficiently deliver their services.

Secondly, it was concluded that technical staff service delivery of university technologists in the higher institutions in Cross River State was significantly influence by institutional culture. This implies that effective positioning and manipulation of institutional culture would adequately and efficiently achieve technical staff services delivery in the higher institutions system. In other words, the acceptable local and international standard of researches and experimenting and community service would be achieved.

Recommendations

Based on the findings of this study, the following recommendations were made.

- 1 Higher institution and the highly ranked technologists should establish a good working culture that is motivational and encourages mentorship.

2. The higher institutions administration should establish a calm and more positive functioning culture to bring the best for the achievement of higher institutions goal.
3. Federal government offer to higher institutions and her ability to pay is very important and must fund education as a matter of its priority and to make it functional in Nigerian universities and for the betterment of technical staff service delivery.
4. Government should see university education as something critical to the survival of the nation's building and make it good for our children development.
5. Effective and efficient communication is required between the federal government and the university system and should block all the sentiments against technical staff.
6. Federal government should intervene on higher institutions matters so as to prevent strike action and to enhance technical staff service delivery.

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ETHICAL CONSIDERATIONS IN RESEARCH



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Preface

Writing is an embodied thought, at least a craft but at best an art. Essentially, writing is most different to learn. However, there are established standards and guides for writing which are usually difficult to understand. This is much so with thesis/project writing entails writing on demand rather than —bread and-butter writing. Generally, writers are prone to errors and limitations.

Meaning of the word ethics

Ethics examines the rational justification for our moral judgments; it studies what is morally right or wrong, just or unjust. In a broader sense, ethics reflects on human beings and their interaction with nature and with other humans, on freedom, on responsibility and on justice.

Importance of ethics

Ethics is what guides us to tell the truth, keep our promises, or help someone in need. There is a framework of ethics underlying our lives on a daily basis, helping us make decisions that create positive impacts and steering us away from unjust outcomes.

Types of ethics

Normative ethics, concerning the practical means of determining a moral course of action; Applied ethics, concerning what a person is obligated (or permitted) to do in a specific situation or a particular domain of action.

Further Types of ethics

Supernaturalism.

Subjectivism.

Consequentialism.

Intuitionism.

Emotivism.

Duty-based ethics.

Virtue ethics.

Situation ethics.

How many types of ethics are there?

Ethics is traditionally subdivided into normative ethics, metaethics, and applied ethics.

Who is the father of ethics

Socrates: The Father of Ethics and Inquiry (Greatest Greek Philosophers) (Library Binding)

Sources of ethics

The Utilitarian Approach

The Rights Approach. Other philosophers and ethicists suggest that the ethical action is the one that best protects and respects the moral rights of those affected. ...

The Fairness or Justice Approach

The Common Good Approach

The Virtue Approach.

What Educational Research is all about

The term research is applicable to wide range of activities in the field of education. The conceptualization of a precise and single identifiable meaning is difficult. However, research is not magic neither is it a mere complication of figures, juggling with statistics based on data collected with copious questionnaire. A close look at the texts on Educational Research attest to the fact that some authors perceive of Educational Research as a synonym for statistics. Such authors devote greater proportion of the texts to educational statistics and the processes. Educational research is not randomised collection of individual observations and miscellaneous items of information without a central focus or concept. Research is not a dogma or divine revelation acceptable only through faith. It is not synonymous with mere collection, computation and organization of statistical data.

Research and science methods are deemed to possess some common elements and are at times used as synonyms. In literary terms, research has been conceptualised as:

Search to the problems that plague and puzzle mankind;

Any scientific attempt at the advancement of learning with the purpose of constructing our universe.

—The more formal, systematic and intensive process of carrying out a scientific method of analysis (Best 1970: 8).

An activity that involves observation and description of the characteristics properties of objects or events for the purpose of discovering relationships between variables and developing generalizations that may be used to predict future occurrences.

Involves identification of problems, gathering new data, finding solution to a problem through carefully designed procedures and, logical analysis

Specially, Travers (1969:5) defined educational research as —an activity directed toward the development of an organized body of scientific knowledge about the events with which educators are concerned.

Intentional and systematic activities of search that lead to the conceptualization, expression, design and production of something new (Vielle, 1981:6)

Research defined

To search or to investigate exhaustively.

An inquiry or examination; especially, investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws

Adding something new to existing knowledge

Solving problems that puzzle mankind

Research has order of approach to arrive at universally acceptable standard of presentation. This therefore call for ethical consideration in research reporting. In order to ease our discuss in the subject, it is necessary to refresh our memory on the basic concept of variables that form the fulcrum of our overall presentation. These are ethics and research. It is essential owing to their relevance of the nexus between ethics and research which if otherwise research will be reduced to rule of the thumb or exist in

the realm of *a posteriori* (assumptions) axiomatic which may be correct or false examples: research titles, statement of problems, research questions, research hypothesis, literature review, research designs, gathering of materials, population, sample and sampling techniques, analyses of results, presentation of findings, summary, conclusion and recommendations are all guided by acceptable standard which cannot be disbursed from ethical consideration in research on one hand, on the other it is seen as an acceptable approaches for eliciting data for research purposes. Consequently, we now have two perspectives of ethical consideration in research;

The expectations in the key subheadings in research presentation and the manner of eliciting data are reporting same constitute ethical considerations in research.

Research titles

The title summarizes the main idea or ideas of your study. A good title contains as few words as possible that adequately describe the content and/or purpose of your research paper. The title is, without a doubt, the part of a work that is read the most, and is usually the first to be read.

Developing research questions; How to write good research questions;

Clear and focused, in other words, the question should clearly state what the writer needs to do.

Not too broad and not too narrow. The question should have an appropriate scope. ...

Not too easy to answer

Not too difficult to answer

Researchable

Analytical rather than descriptive.

There are six forms of hypothesis and they are:

Simple hypothesis.

Complex hypothesis.

Directional hypothesis.

Non-directional hypothesis.

Null hypothesis.

Associative and casual hypothesis.

How do you conduct ethical research?

Strive for honesty in all scientific communications. Honestly report data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent data. Do not deceive colleagues, research sponsors, or the public.

What are the 8 professional ethics?

Universal ethical principles:

Honesty.

Trustworthiness.

Loyalty.

Respect for others.

Adherence to the law.

Doing good and avoiding harm to others.

Accountability.

Characteristics of Research

Empirical Research. ...

Logical Research. ...

Cyclic Research. ...

Analytical Research. ...

Controlled Research. ...

Research-based on Objective. ...

Research-based on statistical treatment. ...

Hypothesis-based Research.

It is ethical for identify the nature of your research so as to decipher the approach and even the tool to focus your attack on it.

Difference between ethics and morality

Ethics focuses on the decision-making process for determining right and wrong, which sometimes is a matter of weighing the pros and cons or the competing values and interest. Morality is a code of behaviour usually based on religious tenets, which often inform our ethical decisions.

Ethical considerations in research

Ethical considerations in research are a set of principles that guide your research designs and practices. These principles include voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication.

Another school of thought advanced the following as part of ethical considerations in in research. These are autonomy, non-maleficence, beneficence, justice, fidelity and veracity.

Yet another perspective sum up ethical considerations as follows: display of honesty, objectivity, morality, prudence, openness and respect for intellectual property, confidentiality, responsible publication, responsible management, respect for colleagues, social responsibility, anti-discrimination.

Generally, there are about 12 ethical principles: honesty, fairness, leadership, integrity, compassion, respect, responsibility, loyalty, law-abiding, transparency, and environmental concerns.

Why are ethical principles important in research?

It is important to adhere to ethical principles in order to protect the dignity, rights and welfare of research participants. As such, all research involving human beings should be reviewed by an ethics committee to ensure that the appropriate ethical standards are being upheld.

Ethical issues in research

Study design and ethics approval. As a universal practice —good research is well adjusted, well-planned, appropriately designed, and ethically approved. ...

Data analysis. ...

Authorship; order of authorship should not distorted

Conflicts of interest; avoid conflicts of interests

Redundant publication and plagiarism.

Fundamental principles of ethical research

The rights and dignity of individuals and groups should be respected.

Wherever possible, participation should be voluntary and appropriately informed.

Research should be conducted with integrity and transparency.

Lines of responsibility and accountability should be clearly defined.

These principles include in greater details;

Voluntary participation,

Informed consent,

Anonymity,

Confidentiality,

Potential for harm,

Results communication.

Scientists and researchers must always adhere to these codes of conduct when collecting data from others.

Discuss intellectual property frankly. ...

Be conscious of multiple roles. ...

Follow informed-consent rules. ...

Respect confidentiality and privacy. ...
Tap into ethics resources.

Principles of ethical research

Research should be worthwhile and provide value that outweighs any risk or harm. Researchers should aim to maximise the benefit of the research and minimise potential risk of harm to participants and researchers. All potential risk and harm should be mitigated by robust precautions.

Basis of research ethics

Research ethics are based on three fundamental principles:

In order to treat people as autonomous, individuals must be provided with complete information about a study and decide on their own whether to enroll.

What are the 4 key ethical principles?

Beneficence, non-maleficence, autonomy, and justice constitute the 4 principles of ethics. The first 2 can be traced back to the time of Hippocrates —to help and do no harm, while the latter 2 evolved later.

Principles of research designs

The basic principles of experimental design are (i) Randomization, (ii) Replication, and (iii) Local Control.

Research principles

Research principles presents practical guidance, which enables students to get to grips with managing and understanding academic information. It also outlines the different methods of researching a topic as part of academic study, depending on the subject discipline, level of study, source materials and the assignment.

Principles of ethical research?

Three basic principles, among those generally accepted in our cultural tradition, are particularly relevant to the ethics of research involving human subjects: the principles of respect of persons, beneficence and justice.

Principles of ethical research and communication

Simply put, ethical communication refers to communicating in a manner that is clear, concise, truthful, and responsible.

What are the principles of research ethics NCBI?

The Belmont Report requires that researchers uphold three basic principles: respect for persons, beneficence, and justice. Researchers in the US must have the protocol approved by an IRB prior to enrolling subjects.

Steps to ethical research?

The steps to ethical research are as follows:

- 1) Identify the problem or dilemma,
- 2) Identify the potential issues involved,
- 3) Review the relevant ethical codes,
- 4) know the applicable laws and regulations,
- 5) Obtain consultation,
- 6) Consider possible and probable course of action,
- 7) Enumerate the consequences of various decisions

Beauchamp and Childress and Biomedical ethics

The Four Principles, originally devised by Beauchamp and Childress in their textbook *Principles of Biomedical Ethics*, are considered by many as the standard theoretical framework from which to analyse ethical situations in medicine.

Examples of ethics in research?

- A) Strive for honesty in all scientific communications.
- B) Honestly report data, results, methods and procedures, and publication status.
- C) Do not fabricate, falsify, or misrepresent data.
- D) Do not deceive colleagues, research sponsors, or the public.

Writing ethically in research?

You should identify and anticipate any ethical issues or dilemmas that may arise during or after your research, and how you will resolve them.

You should also consider the impact and consequences of your research on different stakeholders, such as your participants, colleagues, institution, community, or society

Non- maleficence in research?

The ethical principle of non-maleficence compels researchers not to cause any harm to study participants. It also requires that the researcher should at least not make the conditions of participants worse if he/she cannot make it better. Justice requires fairness in the process of recruitment of persons into any study.

Essential Characteristics of Research

Purposive. Research must be purposive. ...

Controlled. Control in research refers to a methodology that is to be applied while conducting research

Rigorous. The process or procedure of research must be rigorous. ...

Systematic; should involve series of stages

Valid and verifiable

Critical, novel and solving problems

Empirical.

The purpose of research is to enhance society by advancing knowledge through scientific theories, concepts and ideas. A research purpose is met through forming hypotheses, collecting data, analysing, etc.

What are research objectives?

Research objectives describe what your research is trying to achieve and explain why you are pursuing it. They summarize the approach and purpose of your project and help to focus your research. Your objectives should appear in the introduction of your research paper, at the end of your problem statement.

What is the difference between a hypothesis and a research question?

A hypothesis is a statement that expresses a possible relationship between variables or phenomena, based on existing knowledge, theory, or observation. A research question, on the other hand, is a question that seeks to explore or explain an aspect of your topic, without making any assumptions or claims.

Which ethical principle requires researchers to do good?

Researchers must implement specific protections to minimize all forms of discomfort and harm to align with the principle of beneficence. Under the principle of beneficence, researchers must also protect participants from exploitation.

What are the two types of ethics?

There are two main types of ethical inquiry: Theoretical ethics and applied ethics.

What are the 10 code of ethics?

Respect, integrity, compassion, collaboration, stewardship, accountability, and quality shall be incorporated into SIH's day-to-day operations. 2. Continually work to improve the quality of patient care. SIH will work to identify and meet the healthcare needs of the community it serves.

Conclusion

Good research follows a systematic approach to capture accurate data. Researchers need to practice ethics and a code of conduct while making observations or drawing conclusions. The analysis is based on logical reasoning and involves both inductive and deductive methods.

What is integrity in research ethics?

Research integrity includes: the use of honest and verifiable methods in proposing, performing, and evaluating research. reporting research results with particular attention to adherence to rules, regulations, guidelines, and. following commonly accepted professional codes or norms.

Non-maleficence?

Non-maleficence. The principle of nonmaleficence holds that there is an obligation not to inflict harm on others.

Principles of ethics

Humanity, impartiality, neutrality, independence, voluntary service, unity and universality: these seven Fundamental Principles sum up the Movement's ethics and are at the core of its approach to helping people in need during armed conflict, natural disasters and other emergencies.

Principles of ethics in decision making in research methodology?

There are five principles to an ethical decision: autonomy (to allow individuals to make their own choice), justice (to treat people in accordance to their needs), beneficence (decisions should be based on one's maximum good), non-maleficence (to cause no harm), and fidelity (to remain faithful and loyal in the process).

A Framework for Ethical Decision Making

Identify the Ethical Issues.

Get the Facts.

Evaluate Alternative Actions.

Choose an Option for Action and Test It.

Implement Your Decision and Reflect on the Outcome.

Ethical analysis

Ethical analysis involves an evaluation of the impacts of the proposed managerial action upon the members of the organization and the members of the society, and then justification of those impacts according to one of the first principles or essential values of normative philosophy.

What are the stages in research process?

Research Process Steps; it is ethical to ;

- 1 Identify the Problem.
- 2 Evaluate the Literature.
- 3 Create Hypotheses.
- 4 The Research Design.
- 5 Describe Population.
- 6 Data Collection.
- 7 Data Analysis.
- 8 The Report-writing.

First step in conducting research?

The first step in the research process is to develop a research question. This can be a problem that needs to be solved, or some piece of information that is missing about a particular topic. Answering this question will be the focus of the research study.

What are the 7 principles of ethics?

WHAT ARE THE 7 MAIN ETHICAL PRINCIPLES IN NURSING AND WHY THEY ARE IMPORTANT? There are seven primary ethical principles of nursing: accountability, justice, nonmaleficence, autonomy, beneficence, fidelity, and veracity.

How do you write an ethics section in a research paper?

Ethical Considerations

Research participants should not be subjected to harm in any ways whatsoever.

Respect for the dignity of research participants should be prioritised.

Full consent should be obtained from the participants prior to the study.

The protection of the privacy of research participants has to be ensured.

What is beneficence vs maleficence?

Beneficence is the ethical principle of promoting good, while nonmaleficence is to avoid causing harm. Taking a patient outside for fresh air is an example of beneficence, while performing multiple checks to avoid a medication error is an example of nonmaleficence.

The Principles of Design

Balance. Balance is how the elements within a composition are arranged either symmetrically, asymmetrically, or radially to create the impression of equality in weight or importance.

Scale. This is an easy one – how big or small something is. ...

Contrast.

Pattern.

Movement and Rhythm. ...

Emphasis.

Recommendations

PRINCIPLE ONE: Minimising the risk of harm.

PRINCIPLE TWO: Obtaining informed consent.

PRINCIPLE THREE: Protecting anonymity and confidentiality.

PRINCIPLE FOUR: Avoiding deceptive practices.

PRINCIPLE FIVE: Providing the right to withdraw.

The nine core principles are including: 1) Do no harm 2) Respecting autonomy 3) Benefiting others 4) Being Just 5) Being Truthful 6) According Dignity 7) Treating others with caring and compassion 8) Pursuit of excellence 9) Accepting responsibility.

Guidelines for doing research with humans?

Respect for persons

Beneficence

Justice

Think about issues of responsible conduct

Make sure the use of human subjects is both justifiable and necessary

Informed Consent

Elements of an informed consent document

Beneficence is defined as an act of charity, mercy, and kindness with a strong connotation of doing good to others including moral obligation.

Beneficence is defined as an act of charity, mercy, and kindness with a strong connotation of doing good to others including moral obligation.

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DYNAMICS OF ETHICAL BOUNDARY MANAGEMENT AND TEACHERS' SERVICE DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA



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Abstract

The study examined dynamics of ethical boundary management and teachers' service delivery in public senior secondary schools in Rivers State. The study adopted correlation design. The population of the study was 6,174 teachers in 311 public senior secondary schools in Rivers State while the sample was 380 teachers using proportionate sampling technique. The instruments used for data collection were titled —Dynamics of Ethical Boundary Management Scale (DEBMS) and —Teachers' Service Delivery Index (TSDI). The instruments were validated by 3 experts in test and measurement and all their comments used to improve the face and content validity of the instruments. The reliability coefficients of dynamics of ethical boundary management Scale and teachers' service delivery Index were 0.87 and 0.79 using Cronbach method. Out of 380 copies of questionnaire administered, 374 were retrieved representing 98.5% success. The research questions were answered using Pearson Product Moment Correlation coefficient while hypotheses were tested using transformed t-test at 0.05 level of significance. The findings of the study had shown that ethical reciprocal management and ethical prompt decline management had independently has high correlation with teachers' service delivery. It was concluded that dynamics of ethical boundary management by assessing its components has a high correlation with teachers' service delivery in public senior secondary schools in Rivers State.

Key Words: Dynamics, Ethical, Boundary, Delivery, Reciprocal, Decline

Introduction

Education is a deliberate engagement geared towards achieving certain objectives through the transmission of relevant knowledge that fosters character transformation. These objectives include the development of skills, rationality, patriotism and honesty which are carried out by teachers within the framework of ethical boundary management. The ethical boundary management involves care, respect, trust and integrity inspire members to uphold the honour and dignity of teaching profession, identify ethical responsibilities and commitment, guide decisions and actions and promote inclusiveness, diversity, public trust and confidence in the profession.

Ethics embody principles of trust and fair-mindedness. Teachers registration council of Nigeria uphold cognitive development, cultural values, social justice, confidentiality, freedom, democracy and the environment. Boundary violations that harm students are unethical because they exploit the educator-student relationship, undermine student and community trust in educators and can irreparably damage students psychologically. Teaching professionals establish and maintain respectful relationships. They are understood the difference between professional and personal life and as such their behaviours affect students.

Teachers as character molders are friendly, but students must understand that having a friendly professional does not mean they are friends. In this context, the principles of due care and sound judgment guide professional practice. Teachers do not use their professional position to coerce, improperly influence, harass, threaten, abuse or exploit a student. Familiarity with students should be a strength that guides their learning and educators should continue to intervene professionally as needed. Teachers who are socially and emotionally competent develop supportive and encouraging relationships with their students. This deliberate positive engagement of teachers in the school system proves effective service delivery and promotes students' learning outcomes.

Teachers' Service Delivery

Maxwell and Schwimmer (2023) was of the view that teachers' service delivery involves teacher's abilities to prepare lesson note before going to classes which helps the teacher to always cover the scheme of work before the end of the term and master various subjects that he/she teaches. These type of teachers would not carry over old topics into a new week, always punctual to class activities and often comply with instructional time schedules while using instructional materials to create understanding. However, teacher participation in extra curriculum activities is very important in line with punctuality to school and prudent in the use of available resources for school goals. It is important that teachers give regular continuous assessment during classes, show regularity in class activities and showing positive team-spirit among colleagues (Madhusudan & Narayan, 2021).

From the above assertions, Gingma (2022) opined that students' participation in extra curriculum activities is the responsibility of teachers whose name will always be regular in staff attendance. General punctuality to school or other activities of the school outside school environment and never to be absent from school without permission are clear evidence of teachers' service delivery. In all teachers' endeavours, achieving productivity in teaching within the time and students passing their exams well without teachers carrying work home during weekend constitute teachers' service delivery.

Dynamics of Ethical Boundary Management

Dynamics of ethical boundary management is the limit which protects the space between the professional's power and the client's vulnerability; it is the border that marks the edges between a professional and a nonprofessional. It is the parameters that describe the limits of a relationship where one person entrusts their welfare and safety to a professional and often in circumstances where a power imbalance might exist. The emphasis on welfare, safety and power imbalance are clearly critical when the non-professional person in the relationship is likely to encounter boundary crossings.

Boundary crossings are departures from usual professional practice which may be exploitative in different ways. Although certain behaviors, when first commenced, may not breach the boundary of a professional teacher-student relationship, these behaviors may progress incrementally to a point that could result in violation of professional boundaries. For example, a teacher may share their personal difficulties with a student who is known to be experiencing similar personal difficulties at home. Whilst the teacher may believe they are assisting the student in these circumstances, being over-familiar with the student in this way may become part of the slippery slope of moving outside usual practice to an inappropriate practice which is harmful to the student or where the relationship shifts to serving the needs of the teacher and not the needs of the student.

Teachers are always in a professional relationship with their students, whether in school or non-school settings. This can be a particular risk for teachers who work in close-knit regional or rural communities who may for instance unavoidably interact with students within that community outside of school. Incorporate social media as part of teachers professional practice with students constitute unethical boundary management. Ogeh et al (2023) identified elements of dynamics of ethical boundary management as ethical reciprocal management and ethical prompt decline management.

Ethical Reciprocal Management

Ethical reciprocal management is concern with teacher's ability to identify red lines during teaching and while spending time with their students. Proximity and time enable teachers to know their students well and to address their individual learning needs. Teachers require greater self-awareness and sensitivity to the conditions which give rise to the possibility for overstepping boundaries in class, online or in any learning or supervisory situation. Teachers owe a high duty of care to their students. Teachers act to ensure that the physical and emotional wellbeing of students is safeguarded at all times and that their own behaviour is guided by duty of care principles. Bird (2023) opined that teachers can work in collaboration to maintain ethical standards through the following:

1. Understand that tolerance of the behaviour by others is not relevant.
2. Be aware of the teacher who may be too close to one student.
3. Be aware of the teacher who shows too much attention towards a student or who is too solicitous towards a student.
4. Be prepared to consult a trusted supervisor or colleague about concerning conduct/behaviour of colleagues.
5. Maintain an up-to-date knowledge and understanding of implement and comply with student protection policies as they apply in their workplace.
6. Be prepared to report any boundary violations of teachers to their Principal, the Police, their Parents and/or teacher regulatory authority, as the case may require.

Ethical understanding is a key context for development of professional identity and behaviours, pre-service training is an important mechanism for promoting understanding of preventing breaches. There is a growing concern that teachers' ethical understanding was inadequate and there is need to incorporate training within teacher education (Mahony, 2022). Teachers need to be intentional in their efforts to negotiate and establish professional boundaries with students such that they can connect with and demonstrate care towards students, while protecting both themselves and their students (Government of South Australia, 2023). Clear intentions and understandings regarding boundaries help teachers make positive and timely decisions when boundaries become blurred, helping them to avoid the risk of a boundary transgression, breach or violation.

Ethical prompt decline management

Ethical prompt decline management is the act of a teacher to recognised when to say no to temptations and demands from students from time to time. Ethical prompt decline management is critically important across all individuals that are involve working with people particularly within the educational field. Professionalism remains the very competence or skill expected of a teacher. For instance, ethical prompt decline management is the competence and skills he/she has to display effectively within and outside the classroom with high integrity and excellence. Ethical prompt decline management shows the real or imaginary line that marks the limit a teacher can go in providing assistance to the students.

Ethical prompt decline management are rules and guidelines workers implement for themselves, which shows the limit of what is acceptable or thought to be possible from one in a professional role. In other words, it is the point at which one's feeling, idea quality, value and rights stops and another starts. Boundaries are very major in any human endeavour, this is because it service as direct mechanism of control that actually directs people on what to do, when to start and where to stop in order not to exceed their extent, avoid potential toxic or unhealthy environment.

Statement of Problem

Teachers' service delivery remains the central hub for every academic engagement or activity in the education industry. Therefore, teachers are charged with the responsibility of ensuring that educational goal is achieved through their capability and ability to effectively deliver services, especially the teaching and learning processes. With close attention and assessment in the deplorable state of secondary education in Nigeria, especially public senior secondary schools in recent times, such

as; the rate at which female students are being impregnated by their male teachers, the increased number of female teachers who engage their students into buying and selling during the school hours.

There are situations where some teachers send some of their students to their individual farms to work without the school consent and outside school hours; in some occasions, whereby some teachers become friends with some of their students instead of being friendly to them, treat them in friendly manner and others have hindered teachers' service delivery in public senior secondary schools in Rivers State hence dynamics of ethical boundary management and teachers' service delivery in public senior secondary schools in Rivers State.

Aims and Objectives

The study investigated dynamics of ethical boundary management and teachers' service delivery in public senior secondary schools in Rivers State. Specifically, the objectives sought to:

1. find out the correlation between ethical reciprocal management and teachers' service delivery in public senior secondary schools in Rivers State.
2. establish the correlation between ethical prompt decline management and teachers' service delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided this study

1. What is the correlation between ethical reciprocal management and teachers' service delivery in public senior secondary schools in Rivers State?
2. What is the correlation between ethical prompt decline management and teachers' service delivery in public senior secondary schools in Rivers State?

Hypotheses

The hypotheses were tested at 0.05 level of significance in this study

1. There is no significant correlation between ethical reciprocal management and teachers' service delivery in public senior secondary schools in Rivers State.
2. There is no significant correlation between ethical prompt decline management and teachers' service delivery in public senior secondary schools in Rivers State.

Methodology

The study adopted correlation design. The population of the study was 6,174 teachers in 311 public senior secondary schools in Rivers State while the sample of the study was 380 teachers using proportionate sampling technique. The instruments used for data collection were titled —Dynamics of Ethical Boundary Management Scale (DEBMS) and —Teachers' Service Delivery Index (TSDI). The instruments were validated by 3 experts in test and measurement and all their comments used to improve the instruments, this was to ensure that both instruments have both face and content validity. The reliability coefficients of dynamics of ethical boundary management Scale and teachers' service delivery Index were 0.87 and 0.79 while the subscale are .88 for ethical reciprocal management and .86 for ethical prompt decline management using Cronbach method of statistics. Out of 380 copies of questionnaire administered, 374 were retrieved representing 98.5% success. The research questions of this study were answered using Pearson Product Moment Correlation coefficient (PPMC) while hypotheses were tested using transformed t-test at 0.05 alpha level of significance. The statistical package of social sciences (SPSS) was adopted and tables were constructed in respect of the various research questions and hypotheses of the study.

Results

Research question 1: What is the correlation between ethical reciprocal management and teachers' service delivery in Public Senior Secondary Schools in Rivers State?

Table 1: Pearson Product Moment Correlation Coefficient on the correlation between ethical reciprocal management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	Remark
Ethical reciprocal management (X)	20312	4125	374	372	3016	.84	High correlation
Teachers' service delivery (Y)	34611	1197					

Result from Table 1 reveals a correlation coefficient of .84. This value is high, indicating that there is high correlation between ethical reciprocal management and teachers' service delivery. This implies that adherence to ethical reciprocal management leads to corresponding improvement in teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Research question 2: What is the correlation between ethical prompt decline management and teachers' service delivery in Public Senior Secondary Schools in Rivers State?

Table 2: Pearson Product Moment Correlation Coefficient on the correlation between ethical prompt decline management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	Remark
Ethical prompt decline management (X)	27541	7585	374	372	3862	.79	High correlation
Teachers' service delivery (Y)	34611	1197					

Result from Table 2 reveals a correlation coefficient of .79. This value is high, indicating that there is high correlation between ethical prompt decline management and teachers' service delivery. This implies that adherence ethical prompt decline management leads to corresponding improvement in teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Hypothesis 1: There is no significant correlation between ethical reciprocal management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Table 3: transformed z-value on the correlation between ethical reciprocal management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	z-cal	z-crit.	Remark
ethical reciprocal management (X)	20312	4125	374	372	3016	.84	3.21		
Teachers' service delivery (Y)	34611	1197							

Result from Table 3 reveals that a high positive correlation exists between ethical reciprocal management and teachers' service delivery. To establish the significance of the correlation, a transformed z-value was computed and an index of 3.21 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 372, indicating that there is a significant correlation between ethical reciprocal management and teachers' service delivery (calculated $z = 3.21 < \text{critical } z = 1.96$ at $p < 0.05$ and $df = 372$). Therefore, the null hypothesis of no significant correlation between ethical reciprocal management and teachers' service delivery is rejected

in favour of the alternative that there is a significant correlation between ethical reciprocal management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Hypothesis 2: There is no significant correlation between ethical prompt decline management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Table 4: transformed z-value on the correlation between ethical prompt decline management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	z-cal.	z-crit.	Remark
Ethical prompt decline management (X)	27541	7585	374	372	3862	.79	4.61	1.96	Rejected
Teachers' service delivery (Y)	34611	1197							

Result from Table 4 reveals that a high positive correlation exists between ethical prompt decline management and teachers' service delivery. To establish the significance of the correlation, a transformed z-value was computed and an index of 4.61 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 372, indicating that there is a significant correlation between ethical prompt decline management and teachers' service delivery (calculated $z = 4.61 < \text{critical } z = 1.96$ at $p < 0.05$ and $df = 372$). Therefore, the null hypothesis of no significant correlation between ethical prompt decline management and teachers' service delivery is rejected in favour of the alternative that there is a significant correlation between ethical prompt decline management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Summary of Findings

- Table 1 show that there is a correlation between ethical reciprocal management and teachers' service delivery in Public Senior Secondary Schools in Rivers State. Therefore, there is a significant correlation between ethical reciprocal management and teachers' service delivery.
- Table 2 show that there is a correlation between ethical prompt decline management and teachers' service delivery in Public Senior Secondary Schools in Rivers State. Therefore, there is a significant correlation between ethical prompt decline management and teachers' service delivery.

Discussion of Findings

Ethical Reciprocal Management and Teachers' Service Delivery

Table 1 show that there is a correlation between ethical reciprocal management and teachers' service delivery in Public Senior Secondary Schools in Rivers State. The finding is in agreement with the study of Ojekudo (2023) who revealed that supervision of ethical reciprocal management of teachers and classroom activities provide effective service delivery in Delta State and help teachers to perform their duties better. Ethical reciprocal management improves and facilitate effective teaching in the classroom setting, improves the performance of human resources in the organization, provides technical assistance for teachers when required and serves as a quality control tool.

Drawing upon work from ATRA (2021) stated that ethical reciprocal management is breached when a teacher misuses the power imbalance in the teacher student relationship such that the student's welfare is compromised. Bird (2023) suggested that breaches include both boundary crossings and boundary violations. Referring Bird's conceptualization, the differences between boundary crossings and violations can be understood as follows:

- Boundary crossings are departures from usual professional practice that are not necessarily exploitative. On occasion, a boundary may be consciously crossed with the intention of actually assisting a student; for example, a self-disclosure intended to be empathic and supportive. However, at other times, boundary crossings may occur as part of a 'slippery slope' of moving from outside usual practice to inappropriate practice that is harmful to the student.

- Boundary violations are transgressions that harm the student in some way. Boundary violations are unethical and unprofessional because they exploit the teacher-student relationship, undermine the trust that students and the community have in teachers, and can cause profound psychological harm to students.

However, the above distinctions have not been widely adopted in the educational sector and the various terms (boundary breaches, crossing, transgressions and violations) are often used interchangeably by different jurisdictions and tend to all be interpreted as ethical reciprocal management. Therefore, there is a significant correlation between ethical reciprocal management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Ethical Prompt Decline Management and Teachers' Service Delivery

Table 2 show that there is a correlation between ethical prompt decline management and teachers' service delivery in Public Senior Secondary Schools in Rivers State. The finding is in consonance with the study of Kaufman and Erooga (2021) who opined that ethical prompt decline can be managed by breaching the factors that can facilitate abuse and major on the mechanisms that may be most helpful in assisting teachers to develop and maintain appropriate boundaries and comply with their professional and ethical responsibilities.

Drawing from the above finding, O'Leary et al. (2023) were of the view that the best practice in relation to perpetrators of child sexual abuse is improve ethical prompt decline management system through screening mechanisms, improved reporting mechanisms, training for children and support for staff in shifting perspectives and making connections with different bits of evidence when making decisions. Similarly, mechanisms to prevent opportunistic perpetrators include tightening child safe policies and ensuring that the policies are reflected in practice such that opportunities for boundary crossing are reduced. Boundaries can also be supported by improved reporting by students, colleagues and training for both students and staff.

Parkinson and Cashmore (2023) believed that ethical professional development workshops may help staff identify potential concerns earlier. The mechanisms best suited to prevent situational perpetrators and blurred boundaries, particularly in relation to young teachers, seem to be professional boundary guidance, including social media guidance, pre-service training in ethical decision-making, better all-round professional wellbeing support and mentoring for new teachers to the profession. Therefore, there is a significant correlation between ethical prompt decline management and teachers' service delivery in Public Senior Secondary Schools in Rivers State.

Conclusion

The study had investigated dynamics of ethical boundary management by assessing its components in relation to teachers' service delivery in public senior secondary schools in Rivers State. The findings of the study had shown that ethical reciprocal management and ethical prompt decline management had independently has high correlation with teachers' service delivery in public senior secondary schools in Rivers State.

Recommendations

The following recommendations were made;

1. The school administrators should be trained alongside with the teachers to identify when ethical reciprocal management is required to avoid abuse of teachers-students relations imbalance power in the school system.
2. Teachers should be sensitive as to when there is need for ethical prompt decline to some request of their students in the cause of teachers-students relations in the school system.

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OPERATIONALISATION OF ARTIFICIAL INTELLIGENCE IN VALUES AND ETHICAL EDUCATION IN TERTIARY INSTITUTIONS IN RIVERS STATE



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Abstract

*The study investigated the Operationalisation of Artificial Intelligence in Values and Ethical Education in Tertiary Institutions in Rivers State. A descriptive survey research design was adopted. The population for this study comprised 1,234 lecturers from in Tertiary Institutions in Rivers State (612 from University of Port Harcourt, 378 from Rivers State University, and 244 from Ignatius Ajuru University of Education). Taro Yamane's formula established a sample of 302 lecturers. Stratified random sampling was used to ensure proportional representation across faculties and departments, and to maintain academic rank balance. A questionnaire titled: **Artificial Intelligence in Values and Ethics Education Questionnaire (AIVEEQ)** was designed on a four-point Likert scale format from Strongly Agree to Strongly Disagree with 15-items. Three experts in Measurement and Evaluation (Educational Psychology, Guidance and Counselling) from Ignatius Ajuru University of Education validated the instrument. The reliability index of 0.86 was achieved using Cronbach Alpha method. Out of the 302 copies of the questionnaire administered, 287 were retrieved, giving a retrieval rate of 95%. Mean and standard deviation answered research questions and Analysis of Variance (ANOVA), tested hypotheses at a 0.05 level of significance. The study found a significant difference in the role AI plays in shaping students' ethical behaviour, there is a statistically significant difference in the types of AI tools used to promote ethical education and there is a statistically significant difference in the use of AI to explain moral and ethical issues among lecturers in UNIPORT, RSU and IAUE. Researchers recommended among others that university administrators should be intentional in customizing AI ethics policies that reflect their unique institutional culture and student behavioral needs.*

Keywords: Operationalization, Artificial Intelligence, Values and Ethical Education.

Introduction

The operationalization of Artificial Intelligence (AI) in values and ethical education refers to the process of embedding AI systems and tools into pedagogical strategies that promote moral reasoning, character development, and ethical awareness among students in tertiary institutions. In Rivers State, where the pursuit of quality higher education aligns with national development goals, incorporating AI into ethical instruction offers a transformative potential. AI tools such as chatbots, virtual simulations, and intelligent tutoring systems can assist educators in delivering context-based ethical scenarios, enabling learners to engage with real-life dilemmas and reflect critically. As acknowledged by Ezeani and Okoye (2023), AI technologies, when tailored to local sociocultural settings, provide dynamic learning experiences that go beyond rote memorization to include empathy, fairness, and social responsibility. Thus, AI is not just a technical tool but a pedagogical partner in fostering reflective ethical reasoning. However, this requires a strategic framework where AI functions within a clear ethical structure to avoid the dehumanization of values education.

In practice, AI's integration into values and ethical education in Rivers State demands aligning technological infrastructure with curriculum goals. AI-enabled platforms like adaptive learning systems can be designed to analyze student responses to ethical questions and provide tailored feedback that promotes deeper understanding. For instance, virtual AI tutors can simulate ethical situations such as academic dishonesty or civic responsibility and challenge students to justify their decisions through moral frameworks. Nwachukwu and Benson (2022) noted that such intelligent systems can personalize learning and encourage introspection among learners, fostering internalized ethical values. Moreover, AI tools can collect data on student participation in ethical debates or community service projects, assisting instructors in tracking value-based growth over time. Nonetheless, successful operationalization relies on the presence of competent educators who are trained to interpret AI-generated data responsibly. Hence, capacity-building for educators is essential in this technological shift, especially in local universities such as the University of Port Harcourt and Ignatius Ajuru University of Education, where infrastructural gaps persist.

Operationalising AI in values and ethics education also brings to the fore questions of digital ethics itself. There is a growing concern that if left unchecked, AI systems may reproduce bias, marginalize local moral perspectives, or be misused for surveillance under the guise of promoting discipline. Ibinabo and Ekeke (2024) emphasized the need for institutions to establish AI governance policies that define the ethical boundaries of algorithmic decision-making. For example, if AI is used to monitor students' moral behavior online, clear consent protocols must be established to protect individual rights. In the Rivers State context, where cultural values are diverse and rooted in community traditions, ethical education must balance AI's analytical capabilities with indigenous ethical principles such as communal responsibility and respect for elders. This dual approach ensures that AI does not override human judgment but enhances it through supportive engagement. Moreover, student input in developing AI ethics modules can foster ownership and better acceptance of the technology as part of their educational journey.

Lastly, for the operationalization of AI in values and ethical education to be impactful, institutional policies must drive its integration purposefully. This includes revising curriculum content to accommodate AI-supported moral learning, budgeting for infrastructure development, and creating interdisciplinary research centers that explore ethical AI applications. As suggested by Amadi and Ogbonda (2023), collaborative initiatives between government, academia, and the tech industry are vital in sustaining innovation while ensuring ethical compliance. Tertiary institutions in Rivers State need to be intentional about embedding AI in teacher training programs, ensuring that future educators are not only technologically literate but also ethically grounded. Ethical education enhanced by AI should promote not only cognitive development but also character, empathy, and civic-mindedness. Therefore, policy frameworks must emphasize AI's role in humanizing education, making values-based learning relevant to 21st-century realities without eroding cultural identity or ethical agency.

Artificial Intelligence (AI) plays a significant role in reshaping the ethical behaviour of students in campus communities by fostering consciousness about integrity and accountability. Through intelligent surveillance systems, plagiarism detectors, and behavioural prediction tools, AI helps institutions monitor and assess students' actions, thus encouraging responsible conduct. In many Nigerian higher institutions, including those in Rivers State, AI-integrated learning platforms allow students to reflect on the ethical consequences of their choices, using scenario-based simulations to build empathy and critical thinking (Eze & Eze, 2023). AI also supports anonymous reporting systems for unethical conduct, promoting transparency and discouraging academic dishonesty. When students interact with such AI-enabled systems, they are nudged toward developing moral judgment and self-discipline (Okoro & Nwosu, 2022). Hence, AI indirectly instils values like respect, fairness, and honesty, reinforcing social norms across campuses. By embedding these technologies into the academic culture, universities subtly shape positive ethical dispositions in their students.

Olulube (2023) explained that Artificial Intelligence (AI) can be effectively operationalised to enhance values and ethical education in tertiary institutions. He argues that the use of AI should not only focus on automation but also be purposefully aligned with institutional moral objectives. The

article highlights how AI technologies such as intelligent tutoring systems and adaptive learning tools can support ethical reasoning, promote reflective thinking, and reinforce moral values in students. Olulube also emphasised that educators must remain central to this process by guiding students in the responsible use of AI. He warns against the passive acceptance of AI and urges for critical engagement and human oversight. To support effective implementation, the study recommends the reform of policies, curriculum redesign, and educator training programs. This ensures AI becomes a constructive partner in advancing ethical consciousness in higher education.

A study by Adeoye and Ogundele (2022) found that AI-based simulation environments exposed students to real-life ethical dilemmas, significantly improving their moral sensitivity and encouraging responsible decision-making in campus-related activities. Similarly, Eze and Chukwuma (2023) reported that students who regularly engaged with AI-driven reflective learning tools displayed a significantly improved understanding of the consequences of unethical behaviour, such as plagiarism and cyberbullying, promoting a more respectful academic environment. These tools create opportunities for students to reflect on ethical challenges and develop a sense of accountability through continuous feedback. By fostering awareness of right and wrong within interactive frameworks, AI is gradually instilling ethical consciousness among learners, especially in Nigerian university communities.

Various AI tools have been introduced to promote ethical education in Rivers State's higher institutions, each targeting different dimensions of learning and behaviour. Among the most notable are plagiarism detection software like Turnitin and Grammarly AI, which discourage academic dishonesty by evaluating the originality of students' work (Ndukwe & Adiele, 2022). Virtual classroom platforms, such as Google Classroom and ChatGPT-powered tutors, offer real-time ethical discussions, enabling students to explore moral dilemmas through guided AI interaction. Furthermore, AI-powered chatbots and learning management systems are used to provide consistent ethical guidelines and mentorship, especially during academic assessments or decision-making processes (Opara & Umezina, 2023). Ethical game-based learning apps, which present students with scenarios requiring moral choices, are increasingly adopted as tools for ethical engagement. These AI technologies are tailored to create awareness, instil responsibility, and monitor students' alignment with institutional values, thereby advancing ethical conduct across academic environments.

The study of Oladele and Musa (2022) found that chatbots like "Woebot" and AI-driven educational platforms such as "Coursera AI Ethics Modules" offer personalized ethical scenarios that help students engage in moral reflection and real-time feedback. These tools support learners by simulating real-life ethical conflicts and prompting students to weigh decisions critically. Additionally, Ugochukwu and Bello (2023) disclosed that smart virtual agents and AI tutors such as "Jill Watson" have been deployed to promote ethical reasoning during collaborative learning sessions. These AI applications significantly contribute to knowledge acquisition in ethics by supporting inclusive and accessible moral education across disciplines. They not only teach what is ethically right but also reinforce long-term ethical habits. AI tools are, therefore, no longer optional but essential components of holistic academic and character development in tertiary institutions.

Lecturers in Rivers State's tertiary institutions now integrate AI-driven platforms into their teaching strategies to convey complex moral and ethical concepts more effectively. AI-powered content generation tools, such as ChatGPT and Quillbot, help lecturers craft real-life ethical scenarios, encouraging student engagement through debates, role play, and digital storytelling (Agbor & Okoh, 2024). These tools simulate real-time decision-making situations, enabling students to explore consequences from ethical and unethical viewpoints. In philosophy and general studies classes, instructors use AI to model behaviour analysis, demonstrating how data can reflect character traits and societal outcomes (Enebeli & Wokocha, 2023). AI is also employed to assess students' responses to ethical challenges, offering immediate feedback and tailored guidance, which supports deeper understanding. Such personalized interaction enhances students' moral reasoning and cultivates ethical awareness. Ultimately, lecturers are not only teaching values but also guiding students on how AI can be responsibly used in alignment with ethical standards and academic honour.

The study of Nwosu and Ibrahim (2023) stated that lecturers utilize AI-powered ethical reasoning platforms such as Moral Machine and AI-based ethical dilemma generators to create classroom debates on real-world moral situations. These tools simulate situations like autonomous vehicle decision-making or data privacy breaches, significantly helping students grasp the complexities of ethical judgment. Moreover, Okon and Salisu (2022) study supported lecturers adopt AI-driven Learning Management Systems (LMS) that feature automated case scenarios and interactive role-playing tools to foster critical ethical reflection. These approaches engage students beyond theoretical definitions by practically immersing them in ethical decision-making processes. Such innovative strategies significantly make ethical education relatable, contextual, and impactful, thereby shaping students into morally conscious individuals.

This study contributes to knowledge by revealing how artificial intelligence (AI) can be integrated into values and ethical education in tertiary institutions in Rivers State. It highlights that AI enhances students' moral reasoning when properly aligned with institutional values and learning goals. However, a significant gap remains in the uneven adoption and inconsistent application of AI tools across institutions, limiting their potential to foster ethical awareness. The research also exposes a lack of clearly defined policies and trained personnel to guide the ethical use of AI in classroom settings. In conclusion, while AI holds promise for transforming values-based education, its impact depends on structured implementation, teacher readiness, and policy support. Closing the identified gaps will help institutions effectively harness AI to develop morally conscious graduates capable of making ethical decisions in a rapidly evolving digital society.

Statement of the Problem

The operationalization of Artificial Intelligence (AI) in values and ethical education in tertiary institutions in Rivers State faces several critical challenges. One major problem is the lack of localized AI content tailored to the cultural and moral realities of Nigerian society. Most AI tools are designed with Western perspectives, which often do not align with indigenous ethical values taught in institutions. This results in a disconnect between the technological platform and the intended moral instruction. Another significant issue is inadequate infrastructure. Many tertiary institutions lack consistent electricity, internet access, and updated computer systems required for efficient AI integration. This hampers both teaching and learning processes, making AI more of a theoretical concept than a practical tool. Furthermore, many educators lack training in AI-based teaching tools, leading to underutilization and misunderstanding of its capabilities in values education. This limits the depth of engagement students can have with ethical issues through digital platforms. These challenges negatively affect the delivery of values and ethical education. Without relevant and accessible content, students receive a fragmented understanding of moral instruction. The lack of infrastructure and technical knowledge further hinders the interactive, real-time feedback that AI can offer, making learning less engaging and less impactful. To mitigate these problems, policies should focus on curriculum localization by integrating local ethical values into AI algorithms. Government and institutions must invest in digital infrastructure and offer continuous training for educators on AI tools. There should also be public-private partnerships to develop inclusive and culturally sensitive AI solutions. While AI holds potential in transforming ethical education, there is a clear gap in cultural contextualization, teacher preparedness, and institutional readiness. More empirical studies are needed in Rivers State to assess the actual impact of AI on value education delivery and develop practical frameworks suited to local educational needs. Thus, the researchers find it relevant to investigate the Operationalisation of Artificial Intelligence in Values and Ethical Education in Tertiary Institutions in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate operationalization of artificial intelligence in values and ethical education in tertiary institutions in Rivers State. Specifically, the study sought to:

1. Find out the role AI play in shaping students' attitudes toward ethical behaviour in campus communities.
2. Determine types of AI tools available for promoting ethical education in higher institutions in Rivers State.
3. Examine how lecturers in higher institutions in Rivers State use AI to explain moral and ethical issues to students.

Research Questions

1. What role does AI play in shaping students' attitudes toward ethical behavior in campus communities in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education?
2. What types of AI tools are available for promoting ethical education in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education?
3. How do lecturers in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education use AI to explain moral and ethical issues to students?

Hypotheses

Three hypotheses in line with research questions were tested at 0.05 significance level.

1. There is no significant different on the role AI play in shaping students' attitudes toward ethical behaviour in campus communities in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education.
2. There is no significant different on the types of AI tools available for promoting ethical education in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education.
3. There is no significant different on how lecturers in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education use AI to explain moral and ethical issues to students.

Methodology

The study a descriptive survey research design to gather data from academic staff in public tertiary institutions. The target population comprised 1,234 lecturers drawn from three major categories: 612 from the University of Port Harcourt, 378 from Rivers State University, and 244 from Ignatius Ajuru University of Education (Source: Academic Planning Units, 2025). To determine the sample size, the researchers employed Taro Yamane's formula at a 5% margin of error, which yielded a sample of 302 lecturers. Stratified random sampling was used to ensure proportional representation across faculties and departments, and to maintain academic rank balance. A structured questionnaire titled: *Artificial Intelligence in Values and Ethics Education Questionnaire* (AIVEEQ) was designed on a four-point Likert scale format: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) with 15-items. Three experts in Measurement and Evaluation (Educational Psychology, Guidance and Counselling) from the University of Port Harcourt validated the instrument to ensure content and face validity. The reliability index of the instrument was established through a pilot test conducted with 30 academic staff from the Federal College of Education (Technical), Omoku, which was excluded from the main study. The Cronbach Alpha method was used, resulting in a reliability coefficient of 0.86, confirming the instrument's internal consistency. Out of the 302 copies of the questionnaire administered, 287 were completed and retrieved, giving a retrieval rate of 95%. Mean and standard deviation were used to answer research questions while Analysis of Variance (ANOVA), were used to test the formulated hypotheses at a 0.05 level of significance.

Results

Research Question One: What role does AI play in shaping students' attitudes toward ethical behavior in campus communities in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education?

Table 1: Mean and standard deviation analysis on the role does AI play in shaping students' attitudes toward ethical behavior in campus communities in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education

S/ N	Item Statement	UPH (n=118)		RSU (n=91)		IAUE (n=78)		Mean Set	Decision
		Mean ()	Std. Dev.	Mean ()	Std. Dev.	Mean ()	Std. Dev.		
16.	I use AI apps to learn the right way to treat others and follow school rules	3.39	.54	3.37	.65	3.54	.57	3.43	Agree
17.	AI helps me understand what is right and wrong through examples in videos and articles.	3.46	.54	3.64	.62	3.69	.47	3.60	Agree
18.	Chatbots show me how to make honest choices during exams and assignments.	3.38	.57	3.41	.61	3.31	.54	3.36	Agree
19.	AI tools guide me to respect others' ideas and avoid harmful actions.	3.30	.80	3.22	.89	3.23	.91	3.25	Agree
20.	I learn about digital responsibility from AI programs that teach online manners.	3.63	.63	3.79	.59	3.86	.44	3.76	Agree
Average Mean & Std. Dev. Scores		3.44	.62	3.49	.67	3.53	.59	3.48	Agree

Table 1 presents a comparative analysis of how artificial intelligence (AI) influences students' ethical behavior across three universities in Rivers State: University of Port Harcourt (UPH), Rivers State University (RSU), and Ignatius Ajuru University of Education (IAUE). The responses show strong agreement among students from all institutions. The highest-rated item was learning about digital responsibility (mean = 3.76), while the lowest-rated item involved using chatbots for academic honesty (mean = 3.36). The overall mean score across the three universities was 3.48, indicating a generally positive attitude towards AI's role in shaping ethical behavior. Standard deviation values remained moderate, suggesting consistency in responses. AI plays a significant role in promoting ethical behavior among students in campus communities, especially in areas of digital responsibility, moral decision-making, and respect for others. Students across the three institutions acknowledged these contributions.

Research Question Two: What types of AI tools are available for promoting ethical education in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education?

Table 2: Mean and standard deviation analysis on the types of AI tools available for promoting ethical education in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education

Item Statement		UPH (n=118)		RSU (n=91)		IAUE (n=78)		Mean Set	Decisio n
		Mea n ()	Std. Dev.	Mea n ()	Std. Dev.	Mea n ()	Std. Dev.		
21.	AI chatbots are used to answer my questions on fairness and honesty.	3.59	.61	3.51	.62	3.57	.56	3.55	H.E
22.	There are AI-based learning platforms that offer lessons on ethics and respect.	3.29	.63	3.45	.59	3.38	.60	3.36	H.E
23.	I use plagiarism checkers to ensure my work is original and truthful.	3.15	.43	3.19	.39	3.00	.35	3.11	H.E
24.	Emotion-tracking AI helps lecturers know when I’m confused or stressed during moral lessons.	3.25	.52	3.04	.61	3.03	.32	3.11	H.E

25.	AI-powered classroom systems help promote teamwork and fair participation.	3.46	.70	3.35	.58	3.53	.63	3.47	H.E
Average Mean & Std. Dev. Scores		3.35	.58	3.31	.56	3.31	.50	3.32	H.E

The table presents the mean and standard deviation analysis of the types of Artificial Intelligence (AI) tools used to support ethical education across three universities: University of Port Harcourt (UPH), Rivers State University (RSU), and Ignatius Ajuru University of Education (IAUE). The findings reveal that AI chatbots, ethical learning platforms, plagiarism checkers, emotion-tracking tools, and AI-powered classroom systems are generally accessible and used by students in promoting fairness, respect, originality, and moral awareness. All items scored mean values above 3.00, with a set mean ranging from 3.11 to 3.55, indicating a high extent (H.E) of agreement among students across the institutions. The average mean scores for each university also fall within the high extent range, suggesting a consistent pattern in AI tool utilization. Students in all three universities actively engage with AI tools to support ethical learning and responsible academic behavior.

Research Question Three: How do lecturers in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education use AI to explain moral and ethical issues to students?

Table 3: Mean and standard deviation analysis on how lecturers in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education use AI to explain moral and ethical issues to students

S/ N	Item Statement	UPH (n=118)		RSU (n=91)		IAUE (n=78)		Mean Set	Decisio n
		Mea n ()	Std. Dev	Mea n ()	Std. Dev	Mea n ()	Std. Dev.		
26.	I use AI videos to break down topics like honesty, justice, and kindness.	3.2 2	.47	3.4 4	.77	3.7 6	.51	3.47	H.E
27.	AI speech tools help me read out moral stories to students in simple language.	3.3 2	.51	3.6 7	.53	3.6 2	.56	3.54	H.E
28.	I give students access to ethical simulation apps to practice real-life choices.	3.3 1	.56	3.3 2	.55	3.3 0	.53	3.31	H.E
29.	AI quizzes allow me to test students' understanding of right and wrong.	3.2 8	.81	3.2 3	.75	3.0 1	.28	3.17	H.E
30.	I rely on AI summaries to explain complex ethical theories in a way students understand.	3.5 2	.64	3.3 7	.81	3.0 2	.29	3.30	H.E
Average Mean & Std. Dev. Scores		3.33	.60	3.41	.68	3.34	.43	3.36	H.E

Table 3 presents a comparative analysis of how lecturers from the University of Port Harcourt (UPH), Rivers State University (RSU), and Ignatius Ajuru University of Education (IAUE) utilize artificial intelligence (AI) in teaching moral and ethical issues. The results show that all three institutions scored above 3.0 across the five items, with the overall mean set at 3.36, indicating a high extent (H.E) of AI usage. Specifically, AI videos and speech tools are widely used to simplify topics such as honesty, justice, and kindness. Ethical simulations and quizzes help reinforce students' moral reasoning, while AI summaries aid in explaining complex ethical concepts. The highest mean (3.54) was for AI speech tools, reflecting their strong impact. Lecturers in these universities actively integrate AI tools to enhance students' understanding of moral and ethical concepts, with generally positive outcomes.

H₀₁: There is no significant different on the role AI play in shaping students' attitudes toward ethical behaviour in campus communities in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education.

Table 4: ANOVA analysis on the difference on the role AI play in shaping students' attitudes toward ethical behaviour in campus communities in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.508	1	7.254	18.350	.000
Within Groups	152.982	285	.395		
Total	167.490	286			

* Significance 0.05 > 0.00. Not Significance 0.05 < 0.00

The ANOVA result in Table 4 reveals a statistically significant difference in how Artificial Intelligence (AI) influences students' attitudes toward ethical behaviour across the three universities. The *F*-value is 18.350, and the significance level (Sig.) is 0.000, which is far below the 0.05 threshold. This means the variation between groups (University of Port Harcourt, Rivers State University, and Ignatius Ajuru University of Education) is not due to chance. The between-group mean square of 7.254, compared to the within-group mean square of 0.395, further confirms that AI plays a differing role in shaping ethical attitudes depending on the institution. There is a significant difference in the role AI plays in shaping students' ethical behaviour across the three universities. Therefore, institutional context influences how AI contributes to students' moral development within campus communities.

Ho₂: There is no significant different on the types of AI tools available for promoting ethical education in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education.

Table 5: ANOVA analysis on the types of AI tools available for promoting ethical education in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.925	1	3.463	10.117	.000
Within Groups	132.449	285	.342		
Total	139.374	286			

* Significance 0.05 > 0.00. Not Significance 0.05 < 0.00

Table 5 presents an ANOVA analysis on the types of AI tools used to promote ethical education in three universities in Rivers State: University of Port Harcourt, Rivers State University, and Ignatius Ajuru University of Education. The table shows a significant difference between groups, with an *F*-value of 10.117 and a *p*-value (Sig.) of 0.000, which is less than the 0.05 threshold. This indicates that the variation in AI tools across the universities is statistically significant. The mean square between groups (3.463) is notably higher than that within groups (0.342), confirming that the universities differ in the AI tools they employ to support ethical education. There is a statistically significant difference in the types of AI tools used to promote ethical education across the three universities, suggesting varied approaches or access to AI technologies.

Ho₃: There is no significant difference on how lecturers in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education use AI to explain moral and ethical issues to students.

Table 6: ANOVA analysis on how lecturers in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education use AI to explain moral and ethical issues to students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.858	1	1.429	5.293	.005
Within Groups	104.485	285	.270		
Total	107.344	286			

* Significance $0.05 > 0.00$. Not Significance $0.05 < 0.00$

Table 6 presents the ANOVA result assessing how lecturers from the University of Port Harcourt, Rivers State University, and Ignatius Ajuru University of Education use artificial intelligence (AI) to explain moral and ethical issues to students. The analysis shows a between-group sum of squares of 2.858 and a mean square of 1.429. The F-value is 5.293 with a significance level (Sig.) of 0.005. Since the p-value (0.005) is less than the standard significance level of 0.05, the result is statistically significant. This indicates that there is a meaningful difference in how lecturers across the three universities integrate AI for teaching moral and ethical issues. There is a statistically significant difference in the use of AI to explain moral and ethical issues among lecturers in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education.

Discussion of Findings

The Role AI Plays in Shaping Students' Attitudes toward Ethical Behaviour in Campus Communities

The result from research question one via hypothesis one agree that there is a significant difference in the role AI plays in shaping students' ethical behaviour across University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education. Therefore, institutional context influences how AI contributes to students' moral development within campus communities. A study by Adeoye and Ogundele (2022) found that AI-based simulation environments exposed students to real-life ethical dilemmas, significantly improving their moral sensitivity and encouraging responsible decision-making in campus-related activities. Similarly, Eze and Chukwuma (2023) reported that students who regularly engaged with AI-driven reflective learning tools displayed a significantly improved understanding of the consequences of unethical behaviour, such as plagiarism and cyberbullying, promoting a more respectful academic environment. These tools create opportunities for students to reflect on ethical challenges and develop a sense of accountability through continuous feedback. By fostering awareness of right and wrong within interactive frameworks, AI is gradually instilling ethical consciousness among learners, especially in Nigerian university communities.

Types of AI Tools Available for Promoting Ethical Education in Higher Institutions

The result from research question two via hypothesis two indicated that there is a statistically significant difference in the types of AI tools used to promote ethical education across University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education, suggesting varied approaches or access to AI technologies. The study of Oladele and Musa (2022) found that chatbots like "Woebot" and AI-driven educational platforms such as "Coursera AI Ethics Modules" offer personalized ethical scenarios that help students engage in moral reflection and real-time feedback. These tools support learners by simulating real-life ethical conflicts and prompting students to weigh decisions critically. Additionally, Ugochukwu and Bello (2023) disclosed that smart virtual agents and AI tutors such as "Jill Watson" have been deployed to promote ethical reasoning during collaborative learning sessions. These AI applications significantly contribute to knowledge acquisition in ethics by supporting inclusive and accessible moral education across disciplines. They not only teach what is ethically right but also reinforce long-term ethical habits. AI tools are, therefore, no longer optional but essential components of holistic academic and character development in tertiary institutions.

How Lecturers in Higher Institutions Use AI to Explain Moral and Ethical Issues to Students

The result from research question three via hypothesis three suggested that there is a statistically significant difference in the use of AI to explain moral and ethical issues among lecturers in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education. The study of Nwosu and Ibrahim (2023) stated that lecturers utilize AI-powered ethical reasoning platforms such as Moral Machine and AI-based ethical dilemma generators to create classroom debates on real-world moral situations. These tools simulate situations like autonomous vehicle decision-making or data

privacy breaches, significantly helping students grasp the complexities of ethical judgment. Moreover, Okon and Salisu (2022) study supported lecturers adopt AI-driven Learning Management Systems (LMS) that feature automated case scenarios and interactive role-playing tools to foster critical ethical reflection. These approaches engage students beyond theoretical definitions by practically immersing them in ethical decision-making processes. Such innovative strategies significantly make ethical education relatable, contextual, and impactful, thereby shaping students into morally conscious individuals.

Conclusion

In accordance with the findings, researcher concluded that there is a significant difference in the role AI plays in shaping students' ethical behaviour across the three universities, there is a statistically significant difference in the types of AI tools used to promote ethical education across the three universities, suggesting varied approaches or access to AI technologies and there is a statistically significant difference in the use of AI to explain moral and ethical issues among lecturers in the three universities studied in Rivers State.

Recommendations

Based on the findings, researchers recommended that:

1. University administrators should be intentional in customizing AI ethics policies that reflect their unique institutional culture and student behavioral needs
2. Technology managers should be proactive in standardizing access and training on ethical AI tools to ensure uniform learning experiences across departments
3. Academic supervisors should be mandated to integrate AI ethically in explaining moral content during classroom instruction through ongoing training

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RE-ENGINEERING TEACHING STAFF CAPACITY FOR EFFECTIVE INSTRUCTIONAL DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA



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Abstract

The study examined re-engineering teaching staff capacity for effective instructional delivery in public senior secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted descriptive survey design. The population was 6174 teachers in all the 311 public senior secondary schools in Rivers State. The sample was 388 teachers using proportionate sampling technique. The research instrument used for data collection was titled —Re-Engineering Teaching Staff Capacity for Effective Instructional Delivery Questionnaire. The internal consistencies of the instrument were established through Cronbach method. The reliability coefficient for re-engineering teaching staff capacity for effective instructional delivery is 0.84. Out of 388 copies of questionnaire administered, 380 copies were properly filled and retrieved. The research questions were answered using Mean and Standard Deviation statistics while the hypotheses were tested using t-test at 0.05 level of significance. The finding among others showed that workshop programme enhanced effective instructional delivery to a high extent in public senior secondary schools in Rivers State and there was a significant difference between the mean scores of Principals and teachers on the extent workshop programme enhanced effective instructional delivery in public senior secondary schools in Rivers State. It was concluded that items of the components of re-engineering teaching staff capacity enhance effective instructional delivery in public senior secondary schools in Rivers State with different mean scores above the criterion mean of 2.50.

Key Words: Re-engineering, Capacity, Instruction, Workshop, Mentorship

Introduction

Education is seen as the transformer of crude, raw and undeveloped manpower resources of the nation into skilled elements of any society. It facilitates national development as it equips the people with the needed knowledge, skills, character, techniques and information for the improvement of the national economy. The national policy on education (2014) clearly stated that —No education system can rise above the quality of its teachers and stipulated that, no nation can rise above the quality of its teaching personnel. Also teachers must be encouraged to acquire professional competencies to meet the needs of the society for National development.

Teachers cannot give their best if they are not properly equipped in the school and when this is not done, it leads to poor productivity. The teachers' ability to carry out task is very important since the attitude towards their job has a great effect on the teaching and learning process and majorly on the

achievements of students (Ali, et al, 2021). It is only teachers who are well equipped can perform their classroom activities because the quality of their teaching improves as their knowledge into the school increases. In the end, they become more hard working in their jobs. The extent of preparation to a great extent determines the level of effective instructional delivery and the effectiveness of teaching the students go through. It is an undisputable fact that teachers are the life-wire of manpower development in any nation whose effective instructional delivery is undeniable.

Effective instructional delivery

Effective instructional delivery is described as a measure of the efficiency with which the overall process of teaching and learning utilizes its labour force which serves as the most powerful predictors of students. Productivity could be referred to the extent of output that is accrued from a given task such as teaching and learning, due to the input of the worker. It is the amount of responsibility a teacher is able to handle in a given period of time. The success of any school in achieving its aims and objectives solely depends on the efficiency and the effectiveness of its teachers. Ajayi and Afolabi (2022) concluded that effective instructional delivery is evident in principals' rating and students rating of their teachers.

Teachers can be said to be effective when they embark on their academic task with little or no error and also when students' academic performance increases. Effective instructional delivery is the relationship between total input of goods and services and the total output. Teacher effective instructional delivery is observed in the morality of the students' performance in internal and external examination. Students who are taught by a productive teacher is evident in their behaviour and performance, they make meaningful contribution in the school, family and society. However, teachers' effective instructional delivery is attained through re-engineering processes for national survival.

Re-Engineering Teaching Staff Capacity

The term —re-engineeringl has been used in various ways depending on the discipline (architecture, social sciences, economics and so on). This re-engineering is as the result of gathering new experiences and the development of more conscious society that are interested about their environment to grow more relevance. Today the re-engineering is defined in many ways including revalorization, restoration, reconstruction, modernization, revitalization, refocusing and actions aimed at reviving of a building, district or a town devastated in various aspects, also economic and social system (Pawłowska & Swaryczewska, 2023).

Moreover, there is need to determine the factors, such as society, local and state authorities and other institutions that can initiate and shape the developmental processes of a given area through re-engineering (Skalski, 2018). Each definition of re-engineering stresses special importance of social participation (also as a distinctive element of re-engineering and not of other forms of activity related to conservation or renovation) as an indispensable tool to carrying out the process (which is often decisive of its final success).

Queens Edu (2022) opined that through re-engineering teachers' capacity, career- minded individuals can constantly improve their skills and become more proficient at their jobs. It is particularly imperative for school administrators to encourage re-engineering teachers' capacity, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work. Queens Edu (2022) suggested the following as the importance of Re-engineering teachers' capacity:

1. Re-engineering teachers' capacity makes teachers more efficient in their presentations and course evaluations by exposing educators to new delivery methods, evaluation styles and record- keeping strategies.
2. Teachers develop better organization and planning skills. Re-engineering teachers' capacity help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork.

3. Teachers gain knowledge and industry insight. Re-engineering teachers' capacity enables teachers to expand their knowledge base in different subject areas. The more re-engineering teachers' capacity, the more knowledge and industry insight he or she gains.
4. It helps teachers to be better educators and develop into competent future school administrators.
5. Educational technology, school district guidelines and curriculum standards are constantly changing, making it challenging for teachers to keep up with trends and best practices in the of education. Re-engineering teachers' capacity transforms teachers into better and more apt educators by enabling them to create relevant and tailored course instructions for to days students.
6. Teachers want to continue their education. It's easy for teachers to become burdened by the grind of teaching. Re-engineering teachers' capacity therefore gives them an opportunity to step out of their routine. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. After all, re-engineering teachers' capacity nurtures the talents of teachers who aspire to take on educational leadership positions, and teachers must learn from other experienced teachers to become effective future leaders themselves.

In addition to the above, colleges of Education, Universities and the Distance Learning Institutes now prepare teachers for various NCE, Diploma and Degree courses in education. Various institutions of higher learning in addition to their regular programmes in education also run part time and sandwich programmes for teachers. The National Teachers Institute, Kaduna has taken the lead in drawing various distance learning programmes for teachers with branches in the state and local government areas. All these are intended for Re-engineering teaching staff capacity. Hervie and Winful (2018) opined two major ways of engineering teaching staff capacity, which are workshop and mentorship programmes.

Workshop programme

A workshop is a structured learning session where participants acquire specific knowledge, skills or techniques related to a particular subject. It is usually led by a facilitator or trainer who guides attendees through interactive activities, discussions, and practical exercises to enhance their understanding and abilities in the given area. Workshops can vary in length and format, and they are commonly used for human assets revitalization, education and skill-building purposes. Oyebamiji and Adekola (2018) maintained that participation is the involvement of a significant number of persons in situations or actions, which enhance their well-being. Participation can help to increase the relevance and effective instructional delivery of education, improve ownership and build consensus, reach remote and disadvantaged groups, mobilize additional resources, and build institutional capacity.

Participation is a doctrine by which beneficiaries or people affected by any intervention are made to take active part in all aspects of the processes that affect their lives and the environment intended to transform, the context and conditions within which they must live and upon which their well-being depends. In other words, the people so affected by any development must be the —subjects| not —objects| of the process. The level and intensity of participation in human assets revitalization activities are in part a function of the types of support that teachers receive to undertake them.

Teachers' participation in workshops mentorship as components of teacher development programme has been found to correlate positively with teacher output. Locke as cited in Akpan and Ita (2015) reported that teachers' regular attendance in conferences, seminars and workshops resulted in improvement of skills hence effective instructional delivery output. It was also found that the greater the value placed on these aspects of staff development, the higher the attainment of effective instructional delivery output in terms of academic achievement. Similarly, Akpan (2015) studied enhancement of workshops on teachers' job performance and reported a significant positive impact of workshops on teachers' output. Conversely, Akpan and Ita (2015) identified causes of poor effective instructional delivery of teachers to include unpreparedness in terms of skills update, attendance at

workshops and conferences. Therefore creating opportunities for focused of sustained re-engineering programme for teachers to enhance effective instructional delivery teaching and learning in secondary schools.

There are several types of workshop, each designed to address specific learning objectives and participants' needs. Some common types of workshops include:

1. Skill-Building Workshops: These workshops focus on developing specific skills, such as communication, leadership, time management or presentation skills.
2. Training Workshops: These workshops aim to train participants on using specific tools, software, equipment or techniques related to their profession or industry.
3. Creative Workshops: These workshops encourage participants to explore their creative potentials and develop skills in artistic areas like writing, painting, photography or music.
4. Team-Building Workshops: Team building workshops help enhance collaboration, communication and teamwork among participants through interactive activities and exercises.
5. Problem-Solving Workshops: These workshops teach participants techniques and strategies for effectively solving problems and making decisions and so on.

Similarly, Onchwari (2018) have identified constraints faced by workshop programme as, overcrowded halls, lack of progress- monitoring and adequate supervision; teachers own capacity limitations in terms of professional and pedagogical knowledge, whereby a number of teachers are graduates without teaching qualification and low caliber of student-teachers as those unable to get admitted in other professional course enroll for NCE certificates and often diverge into non-teaching professions after having acquired the degree. Workshop programs can significantly impact the effective instructional delivery of teaching staff in the school system. Workshops provide educators with opportunities to learn new teaching methods and instructional skills.

Mentorship programme

Abama (2022) opined that mentoring is the process whereby an experienced employee spends time working with a new teacher one on one, teaching the latter advanced concepts from his wealth of knowledge and experience. Mentoring is a reliable and necessary tool for the personal development and empowerment of the new teacher also enhances the overall effective instructional delivery of the school system. The new teacher needs to be guided, encouraged and helped to stand on his feet, succeed and also see the teaching task as interesting and rewarding.

Teacher mentoring is the establishment of a personal relationship between teachers having varying levels of professional skills and guidance for the less experienced teachers. The relationship that subsist between the novice teacher and the experienced and professional teacher is the mentor-mentee relationship, the mentor is the experienced professional teacher who expends his time and energy to guide, watch and train the novice teacher on the rigors of the teaching job while the mentee on the other is the beginning and in-experienced teacher who has just been recruited into the school system.

Experience in this context is acquired over time by practically been in the classroom practicing effective teaching and not actually number of years spent on the job. It is worthy of note that professional teachers have varying levels skills and experience which will aid guidance of the less experienced teacher against fear, stress, nerve wracking, struggle to gain footing and burnout which will eventually lead to reduction in teacher attrition rate, reduce cost of turnover and improve the overall effective instructional delivery of the school. The essence is to develop specific skills, knowledge and abilities that will enhance personal and professional growth.

Aubrecht (2021) advocated that new teachers find themselves confused and out of place when they get to a new environment hence the importance of mentoring them which is aimed at retaining talented and creative teachers to ensure the desired effective instructional delivery is attained. Bam (2022) opined that to mentor a new employee produces satisfaction and enlightenment in education because it will help them develop basic teaching skills needed to improve their career. Uche (2018)

defined mentoring as the setup of personal relationship that exist between teachers with different levels of professional skills and experience for the guidance of the new and less experienced teachers.

The essence of mentoring is to assist a new teacher develops specific abilities that will enhance their professional and personal growth which will aid them become productive in the school system. Ingram (2019) suggested that mentoring takes place when an older and more experienced teacher spends time monitoring the activities of the new teacher, teaching and guiding him, with experience practically been developed over time in the classroom. Mentoring can also be seen as a relationship based on mutual trust between an experienced teacher who facilitates the development of a new teacher through good working knowledge of different teaching methods, alternative ways of learning and styles of teaching and learning which affects students' achievement.

Mentoring is also seen as an employee training system whereby a senior individual (the mentor) is assigned to act as an advisor, counselor and a guide to a junior or trainee (the mentee). Here, this mentor is aimed with the responsibility of providing support emotional, academic, moral and social support, and also feedback on the individuals in his/her charge who is the new teacher. Mentoring is a partnership of learning and development involving someone with vast knowledge and someone who wants to learn. The heart of a successful induction program that takes place in the school is the mentoring program which is based on the fact that all individuals can learn things from one another especially colleagues in the school. This practice occurs in teaching when an old teacher helps to guide and supports new teachers in the schools (Odell & Hulling, 2021). To be a mentor has roles such as purposefully planned relationships that is aimed at partnering beginning teachers with professionals.

Statement of the problem

There is a growing concern about the realization of secondary education objectives due to doubts that there have been steady decline in teachers effective instructional delivery which depicts non – realization of desired goals in secondary schools in Rivers State. Adequate training of teachers in recent time to a large extent has declined. In spite of the fact that most of the teachers in Rivers State secondary schools have teaching qualifications, there is little or no training given to them which negatively affects the teaching-learning process and this constitutes threat to effective instructional delivery in public senior secondary schools.

It appear that poor re-engineering teaching staff capacity could be at the basis of teachers' poor attitude to work, truancy in schools and invariably leading to poor instructional delivery. Therefore, this study investigated re-engineering teaching staff capacity for effective instructional delivery in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study examined re-engineering teaching staff capacity for effective instructional delivery in public senior secondary schools in Rivers State. Specifically, the objectives sought to:

- examine the extent workshop programme enhances effective instructional delivery in public senior secondary schools in Rivers State.
- assess the extent mentorship programme enhances effective instructional delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does workshop programme enhance effective instructional delivery in public senior secondary schools in Rivers State?
2. To what extent does mentorship programme enhance effective instructional delivery in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses tested at 0.05 level of significance guided the study.

1. There is no significant difference between the mean ratings of principals and teachers on the extent workshop programme enhance effective instructional delivery in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of principals and teachers on the extent mentorship programme enhance effective instructional delivery in public senior secondary schools in Rivers State.

Methodology

The study adopted descriptive survey design. The population of this study was 6174 teachers in all the 311 public senior secondary schools in Rivers State. The sample was 388 teachers, proportionate sampling technique was used. The research instrument used for data collection in this study was titled —Re-Engineering Teaching Staff Capacity for Effective Instructional Delivery Questionnaire (RTSCEIDQ), which consisted of demographic data as well as response variables to address the two research questions. The instrument was coded with the modified 4-points Likert Scale of Very High Extent (VHE) =4points, High Extent (HE) =3points, Low Extent (LE) = 2 points and Very Low Extent (VLE) =1 point.

The instrument was subjected to face and content validity by one expert in test and measurement. The internal consistencies of the instrument were established through the application of Cronbach method. The reliability coefficients are: re-engineering teaching staff capacity for effective instructional delivery is 0.84 while workshop programme was 0.81 and mentorship Programmes was 0.86 respectively. Out of 388 copies of questionnaire administered, 380 copies were properly filled and retrieved which represents 97% success rate. The research questions were answered using Mean and Standard Deviation statistics while the hypotheses were tested using t-test at 0.05 level of significance.

Results

Research question 1: What is the extent to which workshop programme enhances effective instructional delivery in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation scores of the extent workshop programme enhance effective instructional delivery

S/ N	Extent workshop programme enhances effective instructional delivery	Principals 168 $\bar{X}$ $\bar{X}$ Sd	Teachers 212 $\bar{X}$ $\bar{X}$ Sd	Dec.
1	Principals select activities that meet immediate needs of teachers' instructional delivery	3.32 .56	3.17 .77	HE
2	Principal bring teachers together to improve individual skill of a subject delivery	3.10 .52	2.94 .70	HE
3	Participants carry out a number of training activities themselves	2.39 .53	2.31 .63	VLE
4	Success of teachers' workshop programme is determined by principals interest	2.46 .65	2.44 .65	VLE
5	Principal participation in workshop help to increase the relevance teachers	2.43 .81	2.32 .83	VLE
6	Principal uses workshops to correlate with teachers' effective instructional delivery	2.92 .27	2.92 .27	LE
7	Principal uses workshops to update teachers	3.25 .53	3.24 .53	HE
	Aggregate mean and standard deviation	2.84 .55	2.76 .63	LE

Table 1 revealed that items with serial numbers 9, 10, 14 and 15 have their various mean values above the criterion mean value of 2.50 and were agreed by the respondents that workshop programme enhance effective instructional delivery to a high extent while serial number 11, 12, and 13 were below mean criterion of 2.50. The aggregate mean values of 2.84, 2.76 and 2.79 are above the criterion mean value of 2.50 also showing that workshop programmes can enhance effective instructional delivery to a high extent in public senior secondary schools in Rivers State.

Research question 2: What is the extent to which mentorship programme enhances effective instructional delivery in public senior secondary schools in Rivers State?

Table 2: Weighted mean and standard deviation scores of the extent mentorship programme enhance effective instructional delivery

S/ N	Extent enhances effective instructional delivery	mentorship programme enhances effective instructional delivery	Principals 168 $\bar{X}$	Sd	Teachers 212 $\bar{X}$	Sd	$\bar{X}$	$\bar{X}$	Sd	Dec.
8	Teachers team up with Principals to learn insight on specific skills		1.91	.63	2.31	.69	2.11	.66		VLE
9	Principal develops a friendly interactions with teachers		3.06	.52	3.08	.52	3.07	.52		HE
10	Principal uses experience teachers to create a plan to help new teachers		3.01	.36	2.89	.56	2.95	.46		LE
11	Principals act as resource for guiding teachers for effective instructional delivery		3.11	.63	3.00	.76	3.05	.69		HE
12	Principal initiates mentoring through project management for effective instructional delivery		3.06	.24	2.96	.51	3.01	.37		HE
13	Principal provides teachers with new role models who they look up to for effective instructional delivery		2.92	.46	2.75	.57	2.83	.51		LE
14	Mentoring program develops a sense of fulfillment to the mentees for effective instructional delivery		2.82	.62	2.61	.71	2.71	.66		LE
	Aggregate mean and standard deviation		2.84	.49	2.80	.62	2.82	.55		LE

Table 2 revealed that items with serial numbers 17 to 22 have their various mean values above the criterion mean value of 2.50 and were agreed by the respondents that mentorship programme enhance effective instructional delivery to a high extent. The aggregate mean values of 2.84, 2.80 and 2.82 are all above the criterion mean value of 2.50 also showing that mentorship programme enhances effective instructional delivery to a high extent in Rivers State.

Hypothesis 1: There is no significant difference between the mean scores of Principals and Teachers on the extent workshop programme enhance effective instructional delivery in public senior secondary schools in Rivers State.

Table 3: t-test analysis of the mean differences between Principals and Teachers on extent of enhance of workshop programme enhance effective instructional delivery

Status	N	Mean	Sd	df	t-cal.	z-crit.	Sig.	Decision
Principals	168	2.84	.55	378	2.26	1.96	.03	Hypothesis rejected
Teachers	212	2.76	.63					

Table 3 showed that Principals have mean and standard deviation scores of 2.84 and .55 while Teachers have mean and standard deviation scores of 2.76 and .63 respectively. With degree of freedom of 378, the t-cal of 2.26 is greater than z-crit of 1.96 at 0.05 level of significance. Therefore, the null hypothesis is rejected. This implied that there is a significant difference between mean scores of Principals and Teachers on the extent workshop progemme enhances effective instructional delivery in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean scores of principals and teachers on the extent of mentorship programme enhance effective instructional delivery in public senior secondary schools in Rivers State.

Table 4: t-test analysis of the mean differences between principals and teachers on the extent mentorship programme enhance effective instructional delivery

Status	N	Mean	Sd	df	t-cal.	z-crit.	Sig.	Decision
Principals	168	2.84	.49	378	1.31	1.96	.19	Hypothesis is accepted
Teachers	212	2.80	.62					

Table 4 showed that principals have mean and standard deviation scores of 2.84 and .49 while Teachers have mean and standard deviation scores of 2.80 and .62 respectively. With degree of freedom of 378, the calculated t-value of 1.31 is less than the critical value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. This implied that there is no significant difference between the mean scores of principals and teachers on the extent mentorship progemme enhances effective instructional delivery in public senior secondary schools in Rivers State.

Summary of Findings

The findings of this study were summarized as shown below:

1. The study found that workshop programme enhanced effective instructional delivery to a high extent in public senior secondary schools in Rivers State.
2. The study found that mentorship programme enhanced effective instructional delivery to a high extent in public senior secondary schools in Rivers State.
3. There was a significant difference between the mean scores of Principals and teachers on the extent workshop programme enhanced effective instructional delivery in public senior secondary schools in Rivers State.
4. There was no significant difference between the mean scores of principals and teachers on the extent mentorship programme enhanced effective instructional delivery in public senior secondary schools in Rivers State.

Discussion of Findings

Workshop Programme for Effective instructional delivery

The study found that workshop programme enhances effective instructional delivery to a high extent in public senior secondary schools in Rivers State. This is because Principals select activities that meet immediate needs, Principal bring teachers together to improve individual skill of a subject, Principal uses workshops to correlate with teachers' quality and Principal uses workshops to update

teachers' skills. Therefore, workshop programme enhances effective instructional delivery to a high extent in public senior secondary schools in Rivers State.

Oyebamiji and Adekola (2018) maintained that participation in workshops help to increase the relevance and quality of education, improve ownership and build consensus, reach remote and disadvantaged groups, mobilize additional resources, and build institutional capacity. Participation is a doctrine by which beneficiaries or people affected by any intervention are made to take active part in all aspects of the processes that affect their lives and the environment intended to transform, the context and conditions within which they must live and upon which their well being depends. There is a significant difference between the mean scores of Principals and Teachers on the extent workshop programme enhances effective instructional delivery in public senior secondary schools in Rivers State.

Mentoring Programme for Effective instructional delivery

Based on the findings, respondents agreed on the fact that mentorship programme enhances effective instructional delivery to a high extent in public senior secondary schools in Rivers State. This is because Principal develops a friendly interactions between teachers, Principal use experience teachers to create a plan designed to help the new teacher, Principals act as resource for guiding teachers, Principal initiates mentoring through project management and Principal provides teachers with new role models who they look up to and mentoring program develops a sense of fulfillment to the mentees.

Therefore, respondents foresee mentoring as a tool used by school administrators to aid in nurturing and growing teachers which is done by sharing knowledge needed by such teacher. Researchers agreed that a new teacher in a school system can be confused if not guided and this can lead to frustration and not having a positive outcome which will amount to withdrawal in activity. In addition, Aubrecht (2021) advocated that teachers find themselves confused and out of place when they get to a new environment hence the importance of mentoring which is aimed at retraining talented and creative teachers to ensure the desired effective instructional delivery. There was no significant difference between the mean scores of principals and teachers on the extent mentorship programme enhanced effective instructional delivery in public senior secondary schools in Rivers State

Conclusion

Based on the research finding, items of the components of re-engineering teaching staff capacity enhance effective instructional delivery in public senior secondary schools in Rivers State with different mean scores above the criterion mean of 2.50. Hypothesis 1 showed that there is a significant difference between the mean scores of Principals and teachers on the extent workshop programme enhance effective instructional delivery in public senior secondary schools in Rivers State while hypothesis 2 showed otherwise in public senior secondary schools in Rivers State.

Recommendations

Based on the findings, the following recommendations are proffered:

1. The Rivers State Government should provide workshop programme to teaching staff to improve their instructional delivery.
2. The Principal should pair teachers with experience along side with new teachers for mentorship opportunities.

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MANAGING CLASSROOM ISSUES FOR RE-ENGINEERING STUDENTS' PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE



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Abstract

The study investigated managing classroom issues for re-engineering students' performance in Public senior secondary schools in Rivers State. The study adopted descriptive survey design. The population was 6174 teachers in all the 311 public senior secondary schools in Rivers State. The sample was 400 teachers using proportionate sampling technique. The research instrument used for data collection was titled —Managing Classroom Issues for Re-engineering Students' Performance Questionnaire which consisted of demographic data as well as response variables to address the two research questions. The internal consistencies of the instrument were established using Cronbach method. The reliability coefficients are: Managing Classroom Issues for Re-engineering Students' Performance is 0.84 while managing students' safety issues was 0.81 and managing population size issues was 0.86 respectively. Out of 400 copies of questionnaire administered, 388 copies were properly filled and retrieved which represents 97% success rate. The research questions were answered using Mean and Standard Deviation statistics while the hypotheses were tested using t-test at 0.05 level of significance. The findings among others revealed that managing students' safety issues to a high extent leads to re-engineering students' performance while the hypothesis showed that there is a significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance. It was concluded that managing classroom issues involve managing students' safety issues and managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State. It was recommended that school management should lay emphasis on managing students' safety issues to promote re-engineering students' performance.

Key Words: Managing, Issues. Re-engineering, Safety, population, Performance

Introduction

Teachers are significant contributors in educational sector, mostly experienced and qualified teachers. Teachers are key factors in formal education. Teaching staff classroom management constitutes a significant feature in students' learning. The level of performance in any school is precisely associated to excellence of any system, which is a role of the cumulative teachers' classroom management experience. Competent teachers therefore would improve on effective teaching in schools and students' academic performance will enhance. However, teachers' classroom management is a process in which teachers maintain discipline among students while in the classroom to ensure effective teaching and learning processes within the allocated for each subject. Classroom management aims at making teachers aware of technical issues that confront them in the course of carrying out their duties,

particularly, issues that relate to their rights and limitations, their duties and obligations, as well as those of other members of the school such.

However, teachers can demonstrate a suitable level of strength by giving clear learning objectives, they can also pass on fitting levels of participation by giving learning objectives that can be changed based on the classes needs. Allowing students to participate in their own learning goals and outcomes at the start of a unit brings a sense of cooperation and mutual understanding between the instructor and student. One way of involving the students and in turn making them feel heard in the decision making of the class is by asking what topics they would find most intriguing in learning based on a guided rubric. This approach will engage and send a message to the students that the teacher is interested in the student's interests. The student in turn will bring greater learning outcomes as well as a mutual respect. Posting appropriate learning objectives where the students can see and refer to them is vital for re-engineering students' performance

Re-engineering Students' Performance

The term 're-engineering students' performance has been described as reviving students' learning outcomes at a given moment. This reviving could be explained in terms of grades obtained in the course or groups of courses taken. Students' performance is also the level of attainment of a person in an examination, how an individual is able to demonstrate his or her abilities in an examination. However, student's success is generally judged by examination performance while the best criterion of academic performance is the sum of the student's performance in all the subjects taken.

Proper education is secured through teaching, learning and the teacher is crucial in the teaching-learning process. Education is most potent instrument recognized for poverty eradication and injustice thereby setting the foundation for constant economic development. It promotes individuals' productivity and ability thereby creating satisfied workforce, contributing to economic development. Education is a route through which rational, ethical capacities and practical know-how of entities are developed to make them social members of their societies through learning. Learning is a means through which the accomplishment of individuals' and nations' educational objectives are realized Amesi and Akpomi (2017), thus, teaching production is consequently appraised principally by learning and students' performance.

Managing Classroom Issues

There are many attendant issues within and outside the classroom which teachers are called upon to perform. Some of these are supervision of athletic events and field excursions, coaching sports and games teams, coaching debating teams and choral groups, inspection of students' duties, and other non-academic duties. Teachers are thus required to perform duties that are incidental to classroom work and their actions and inactions in the course of such duties pose legal implications for the individuals and sometimes groups involves. The classroom, and indeed the entire school environment, is pervaded with potential hazards and dangers, which are often overlooked by teachers and other school personnel.

This sub heading has highlighted the legal consequences of overlooking the foreseeable and avoidable hazards, risks and dangers, and the possible implications of the teachers' failure. In classroom management, students bring their own unique personalities and talents to the classroom, which creates a dynamic and social environment. This is great for collaborative learning and enhancing social skills, however, good classroom management strategies are needed to ensure successful learning outcomes. Amesi and Akpomi (2017) opined that managing classroom issues involve students' safety and population size.

Managing Students' Safety Issue

The concept of safety has become common in the educational industry. This is based on the gradual increase nature of schools characterized by more reliance on the use of machine and information and communication technology (ICT) facilities for service delivery (Parkinson, 2013). There are several views of the meaning of safety in schools. According to Hornby (2010), it is a

conscious effort and systematic process of identifying proactively work place hazards as well as measures of reducing accidents and exposures to harmful substances. Any conscious effort geared towards protecting students in schools from harm is part of safety. The above definitions clearly made it open that the protection of people's life from a harmful substance in the school is paramount.

The responsibility of every teacher is to ensure that the students stay away from anything that will lead to accident. This is why the introduction and application of in-loco parentis is very necessary. Teaching safely and teaching safety in secondary schools go hand in hand. This means making the students understand what risk is all about or making them to be aware of risk so as to avoid it. More so, risk is part of life but accident do not need to before it can be avoided (Pager, 2014). The provision of safety in schools cannot be over emphasized. This means both the teachers and principals are all involved, this is because ensuring that a child is safe in school is not something of one person. A good atmosphere is necessary to effect proper teaching and learning among students, (Okorie, 2012).

The inability of any teacher to manage properly students' behaviours in school, results to students losing interest in whatever the teachers is doing. Safety is important and needs to be approached creatively and should not be seen as a burden in the side of the teacher. A planned approach to managing risk should be seen as enable not just to prevent accident and work related health problems to both staff and pupils, but to build a culture and sensible risk management. The good in loco parentis in actual sense of it simply means that teachers prioritize their job above every other thing, and also giving the students the proper care they needed in the absence of their biological parents.

Managing Population Size

The term population means the number of people in a particular area. Population size has always been a factor affecting the occupants of any place and the consequences are enormous as it leads to unhealthy living and competitions. Darling-Hammond and Synder (2002) stated that a reduction in class-size could enhance learning, while availability of adequate research equipment and teaching materials could significantly improve students' performance; and that student-teacher ratio, physical resources, equipment and teaching aids have significant effects on academic achievement.

Bandiera, et al (2010) opined that the last decade has seen dramatic increases in student enrolment as a result of the adoption of supply side policies, thus forcing some schools to adjust all relevant inputs to match such increases in enrolment; as a result, classrooms are few, and this causes overcrowding in the few classrooms. Esia-Doukoh and Antwi (2015) support the above that the quest for education, especially, secondary education to attain better living condition of living is therefore seen as a major cause of overcrowded classrooms in most schools.

Mulrayan-Kyne (2010) stated that large classes of between 50 and 100 students and even more in some schools. Lantz et al (2008) added that overcrowded classrooms create a lot of challenges to both experienced and less experienced teachers assigned to teach these large classes. Esia-Doukoh and Antwi (2015) stressed that these challenges affect the quality of teaching, assessment of students and the quality of the products.

Classroom teaching is considered to be perhaps the most frequently used teaching method in most large classes; it is safe to argue that the teaching and learning process is more of teacher centered than student centered in some crowded school and this makes the students to be less active (passive) even though that should not be the case. Amadahe (2010) asserted that some students may not understand certain things but will also not ask for explanation because of the size of the class.

Thaher (2005) explained that the problem of large class seriously affects classroom management, and solutions to the problems are urgently needed. Finn, et al (2003) stated that the link between teaching and students performance is the class size. However, students performance is conceptualized in two forms; namely; social performance (how students interacts socially with other students and teachers in either pro-social or antisocial ways) and academic performance (students' attitude towards schooling and the learning process). They concluded that when students are placed in smaller classes, they become more engaged both academically and socially and with strong social academic engagement, students' performance is improved.

Statement of the Problem

Classroom management issues point to teachers' responsibility to manage students during teaching and learning processes. The problem of the study is based on the fact that some students, who enrolled in a session in some secondary schools in the State, find it difficult to complete the programme at a predetermined period due to poor performance. There are cases of students' indiscipline across junior secondary schools and these have grown into militancy, armed robbery and cult activities in some Local Government Areas in Rivers State. The purpose for which parents and guardians hand over their children to the school authority for molding and re-molding through disciplined education has not been achieved.

In addition, Due to little or lack of consented application of classroom management in secondary schools, there are indiscipline, dropout, high failure rate and teachers burnout in many junior secondary schools and these bother the Researcher to investigate managing classroom issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Aim and Objectives

The study examined managing classroom issues for re-engineering students' performance in Public senior secondary schools in Rivers State. The objectives sought to:

1. examine ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.
2. assess ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study

1. What are the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State?
2. What are the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses guided the study

1. There is no significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.
2. There is no significant difference between the mean rating of teachers in rural and urban areas on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Methodology

The study adopted descriptive survey design. The population of this study was 6174 teachers in all the 311 public senior secondary schools in Rivers State. The sample was 400 teachers, proportionate sampling technique was used. The research instrument used for data collection in this study was titled —Managing Classroom Issues for Re-engineering Students' Performance Questionnaire (MCIRSPQ), which consisted of demographic data as well as response variables to address the two research questions. The instrument was coded with the modified 4-points Likert Scale of Very High Extent (VHE) =4points, High Extent (HE) =3points, Low Extent (LE) = 2 points and Very Low Extent (VLE) =1 point.

The instrument was subjected to face and content validity by one expert in test and measurement. The internal consistencies of the instrument were established through the application of Cronbach method. The reliability coefficients are: Managing Classroom Issues for Re-engineering Students' Performance is 0.84 while managing students' safety issues was 0.81 and managing

population size issues was 0.86 respectively. Out of 400 copies of questionnaire administered, 388 copies were properly filled and retrieved which represents 97% success rate. The research questions were answered using Mean and Standard Deviation statistics while the hypotheses were tested using t-test at 0.05 level of significance.

Results

Research question 1: What are the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State?

Table 1: weighted mean and standard deviation score on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State

S/N	ITEMS	Male teachers 183			Female teachers 205		
		Mean	Std	Decision	Mean	Std	Decision
1	Teachers ensure that classroom blocks are adequately ventilated	3.43	.49	HE	3.13	.51	HE
2	Teachers use professional skills in maintenance of facilities	3.28	.45	HE	3.13	.47	HE
3	Teachers act as safety managers to manage key safety areas in the school environment	3.43	.49	HE	3.28	.50	HE
4	Teachers undergo seminars on safety to enhance classroom management	3.42	.50	HE	3.16	.48	HE
5	Teachers report to supervisors on safety related issues	3.28	.45	HE	3.15	.39	HE
6	Teachers ensure that sports grounds are properly maintained/kept safe	3.29	.45	HE	3.15	.47	HE
7	Teachers provide safe water for drinking/personal hygiene	3.21	.47	HE	3.18	.63	HE
8	Teachers supervise toilets facilities for the students' use	3.20	.45	HE	3.17	.69	HE
9	Teachers ensure that students don't walk alone especially in bushy areas	3.41	.49	HE	3.34	.55	HE
10	Teachers adhere to prevention policy in relation to school safety in the classroom	3.43	.50	HE	3.14	.53	HE
Aggregate mean and standard deviation		3.34	0.47	HE	3.18	0.52	HE

Table 1 show that items with serial numbers 1 to 10 have their various mean values above the criterion mean value of 3.0 and were agreed by the teachers to high extent. The aggregate mean values of 3.34 and 3.18 for male and female teachers revealed that managing students' safety issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State.

Research question 2: What are the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State?

Table 2: weighted mean and standard deviation score on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State

s/n	ITEMS	Teachers in rural areas 201			Teachers in urban areas 187		
		Mean	Std	Decision	Mean	Std	Decision
21	Teachers increase subject period for students assimilation during teaching	3.43	.49	HE	2.97	.49	HE
22	Teachers split the students in groups to ensure affect teaching-learning processes	3.42	.50	HE	2.89	.65	HE
23	Teachers make students gain concentration in an over populated classroom by walking round	3.08	.48	HE	3.37	.52	HE
24	Teachers group students in an over populated	3.10	.46	HE	3.24	.45	HE

	class during students assessment						
25	Teachers use over populated classroom as an interactive period to engage students in on-task behaviour	3.25	.49	HE	3.40	.49	HE
26	Teachers rearrange overcrowded classrooms so as to gain students' concentration	3.11	.45	HE	3.37	.52	HE
27	Teachers take the students to the laboratory in groups due to over population of students	3.13	.38	HE	3.25	.45	HE
28	Teachers ensure that all students are quiet so as not generates noise which interfere with students' hearing	3.14	.47	HE	3.26	.48	HE
29	School authority increases school facilities to sufficient for students usage	3.16	.66	HE	3.25	.48	HE
30	Teachers ensure that over populated classroom does not pose health challenges to students learning	3.17	.73	HE	3.27	.47	HE
Aggregate mean and standard deviation		3.19	0.51		3.23	0.5	

Table 2 shows that items with serial numbers 21 to 30 and 23 to 30 for both categories have their various mean values above the criterion mean value of 3.0 and were agreed by the teachers to high extent. The aggregate mean values of 3.19 and 3.23 for both teachers in rural and urban areas revealed that managing population size issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State.

Hypotheses

Hypothesis 1: There is no significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Table 3: t-test mean responses of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State

Gender	N	Mean	Std	df	t-cal.	t-crit.	p-val.	Decision
Male teachers	183	3.34	0.47	386	5.00	1.96	0.00	Hypothesis is rejected
Female teachers	205	3.18	0.52					

Table 3 reveals that male teachers have mean and standard deviation scores of 3.34 and 0.47 while female teachers have mean and standard deviation scores of 3.18 and 0.52 respectively. With a degree of freedom of 386, the calculated value of 5.00 is greater than the critical table value of 1.96, therefore, the null hypothesis is rejected. This implied that there is a significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean rating of teachers in rural and urban areas on ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Table 4: t-test mean responses of teachers in the rural and urban areas on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State

Location	N	Mean	Std	df	t-cal.	t-crit.	p-val.	Decision
Teachers in rural areas	201	3.19	0.51	386	0.97	1.96	0.33	Hypothesis is not rejected
Teachers in urban areas	187	3.23	0.50					

Table 4 reveals that teachers in rural areas have mean and standard deviation scores of 3.19 and 0.51 while teachers in urban areas have mean and standard deviation scores of 3.23 and 0.50 respectively. With a degree of freedom of 386, the calculated value of 0.97 is less than the critical table value of 1.96, therefore, the null Hypothesis is not rejected. This implied that there is significant difference between the mean rating of teachers in rural areas and teachers in the urban areas on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Summary of Findings

The findings of this study are summarized as follow:

1. The aggregate mean values of 3.34 and 3.18 for male and female teachers revealed that managing students' safety issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State.
2. The aggregate mean values of 3.19 and 3.23 for teachers in rural and urban areas revealed that managing population size issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State.
3. The hypothesis showed that there is a significant difference between the mean rating of male and female teachers on the ways of managing students' safety issues for re-engineering students' performance in Public senior secondary schools in Rivers State.
4. The hypothesis showed that there is no significant difference between the mean rating of teachers in rural and urban areas on the ways of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Discussion of Findings

The discussions of findings of this study are as follow:

Managing students' safety issues for re-engineering students' performance

The table one aggregate mean values of 3.34 and 3.18 for male and female teachers revealed that managing students' safety issues to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State. The respondents believed that teachers ensure that classroom blocks are adequately ventilated, teachers use professional skills in maintenance of facilities, teachers act as safety managers to manage key safety areas in the school environment, teachers undergo seminars on safety to enhance classroom management, teachers report to supervisors on safety related issues, teachers ensure that sports grounds are properly maintained/kept safe, teachers provide safe water for drinking/personal hygiene, teachers supervise toilets facilities for the students' use, teachers ensure that students don't walk alone especially in bushy areas and teachers adhere to prevention policy in relation to school safety in the classroom.

The findings are in agreement with Obasi and Asodike (2015) who stated that the essence of teacher is protecting, promoting, encouraging, and maintaining a high safety standard. Schools are not different from what is obtained in other organizations. School safety practices have the capability of yielding significant contribution in school based health programmes, health-related interventions, feeding, smoking cessation programmes in prevention of cardiovascular disease in children and in detecting large citywide epidemics. According to Parkinson (2013), the inter-related linkage between proper school safety and students' performance, oral health and other long term outcomes and vice

versa, are worthy of note and of paramount significance. Therefore, the hypothesis showed that there is a significant difference between the mean rating of male and female teachers on extent of managing students' safety issues for students' performance in Public senior secondary schools in Rivers State.

Managing population size issues for re-engineering students' performance

The table two aggregate mean values of 3.19 and 3.23 for teachers in rural and urban areas revealed that managing population size to a high extent leads to re-engineering students' performance in Public senior secondary schools in Rivers State. The respondents believed that teachers increase subject period for students assimilation during teaching, teachers split the students in groups to ensure affect teaching-learning processes, teachers make students gain concentration in an over populated classroom by walking round, teachers group students in an over populated class during students assessment, teachers use over populated classroom as an interactive period to engage students in on-task behavior, teachers rearrange overcrowded classrooms so as to gain students' concentration, teachers take the students to the laboratory in groups due to over population of students, teachers ensure that all students are quiet so as not generates noise which interfere with students' hearing, school authority increases school facilities to sufficient for students usage and teachers ensure that over populated classroom does not pose health challenges to students learning.

The findings are in agreement with Bandiera, et al (2010) who opined that the last decade has seen dramatic increases in school enrolment as a result of the adoption of supply side policies, thus making it very difficult for schools to immediately adjust all relevant inputs to match such increases in enrolment; as a result, classrooms are few, and this causes overcrowding in the few classrooms. Blatchford, et al (2007) are of the opinion that finding time for marking, planning and assessment in large classes is more of a challenge and this is seen by teachers as a direct threat to the quality of the teaching. Therefore, the hypothesis showed that there is no significant difference between the mean rating of teachers in rural and urban areas on extent of managing population size issues for re-engineering students' performance in Public senior secondary schools in Rivers State.

Conclusion

Based on the research finding, managing classroom issues involve managing students' safety issues and managing population size issues for re-engineering students' performance. The findings among others was that the aggregate mean values of 3.34 and 3.18 for male and female teachers revealed that managing students' safety issues to a high extent leads to re-engineering students' performance and hypothesis showed that there is a significant difference between the mean rating of male and female teachers on extent of managing students' safety issues for students' performance in Public senior secondary schools in Rivers State.

Recommendations

Based on the findings, the following recommendations are proffered:

1. School management should lay emphasis on managing students' safety issues to promote re-engineering students' performance.
3. Government should provide adequate school facilities in order to manage population size issues for re-engineering students' performance.

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INDISPENSABLE ROLE OF ETHICAL EDUCATION AMONG LEADERS AND FOLLOWERS: RE-ENGINEERING HIGHER INSTITUTIONS IN NIGERIA



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Abstract

This paper critically examined indispensable role of ethical education among leaders and followers: re-engineering administration of higher institutions in Nigeria. Drawing from the topic, ethics are the principles that guide to make a positive impact through decisions and actions, which plays an important role not only in our personal lives but also in our possessions. From the study, re-engineering higher institution involves fundamentally rethinking and radically redesigning the structure, processes and systems of universities and colleges to achieve significant improvements in key performance areas. Therefore, ethics encompasses the moral principles and values that guide the conduct of individuals and institutions within the academic sphere. To concur with the above, Institutional leadership and individuals should see credibility, dependability, conformability and transferability as important aspects of ethics in higher institutions. There are ethical theories that guided the work and advocate a holistic re-engineering of ethical consciousness within higher institutions. The theories of this study anchored in Kohlberg's stages of moral development, Bazerman's behavioral ethics and supported by UNESCO education reports, the discourse evaluates the current ethical lapses and explores strategies for instilling sustainable value systems across higher institutions in Nigeria. The study concluded that Professional ethics in higher institution is a moral duty to follow in day-to-day professional life. These professional ethics is essential for building trust and credibility with clients, colleagues and the wider community. It was suggested that Nigeria Higher Institutions should collaborate with UNESCO, World Bank, and other international bodies for funding ethical re-engineering administration of higher institutions in Nigeria.

Key Words: Ethics, Credibility, Dependability, Conformability, Transferability, Re-engineering

Introduction

Ethics is based on well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness or specific virtues. Ethics (also called moral philosophy), the discipline concerned with what is morally good and bad and morally right and wrong, the term is also applied to any system or theory of moral values or principles. Ajayi et al (2019) believed that ethics deals with such questions at all levels. Ethical comes from the Greek Word ethos means —moral character‖ and describes a person or behavior as right in the moral sense truthful, fair and honest. Sometimes the word is used for people who follow the moral standards of their profession. In the legal context, ethics defines how individuals choose to interact with one another.

National Ethics and Integrity Policy Framework. (2020) opined that ethics are the principles that guide to make a positive impact through our decisions and actions. Ethics play an important role not

only in our personal lives but also in our possessions. Ethics are defined as rules of conduct and has been defined as a state of mind and emotions affecting the attitude and willingness to work. Ethics is the degree of enthusiasm and willingness with which all the workers of an organization set out to perform the assigned work or responsibility with zeal and sincerity (Bazerman & Tenbrunsel, 2021). This paper objectively highlighted the importance of handling the issues of ethics in higher education and the confrontation of their social responsibilities in relation to institutional administration. There is need to implementation of the legal and ethical responsibilities has to do directly with the stage of development and the image of civil society. Ethics today is very difficult, one of the effective ways to maintain a high level of morale and integrity among public officials is the setting up of good professional standards.

The 21st-century global knowledge economy demands more than technological advancement and curricular expansion it calls for an ethical renaissance. As nations grapple with moral erosion, corruption, leadership deficits, and weakened institutional integrity, education particularly higher institution must transcend knowledge transfer to become a cradle of ethical reformation. In Africa, and Nigeria in particular, the call for ethical and values education re-engineering is not merely timely, it is urgent. The foundational assumption is clear: national development cannot thrive where moral bankruptcy prevails (Kohlberg, 2016).

Ethical education encompasses all aspects of education that relate to ethical considerations, aiming to instill responsible and meaningful learning. It involves teaching students about right and wrong (ethics) and the guiding principles that shape their actions (values). Components are promoting ethical reflection, understanding ethical principles, developing critical thinking, and fostering a positive classroom environment (Okebukola, 2020).

Re-engineering Higher Institution

Re-engineering higher institution involves fundamentally rethinking and radically redesigning the structure, processes, and systems of universities and colleges to achieve significant improvements in key performance areas. This includes everything from curriculum and teaching methods to administrative processes and technology integration, all with the goal of better serving students and the broader community in a rapidly changing world.

Core Concepts of Re-engineering Higher institutions: (Omole & Odeyemi, 2021)

Fundamental Rethinking

Re-engineering requires moving beyond incremental improvements and challenging the core assumptions and practices of traditional higher institution.

Radical Redesign

This involves not just tweaking existing processes, but fundamentally redesigning them to achieve dramatic improvements in efficiency, effectiveness, and student outcomes.

Strategic Alignment

Re-engineering should be aligned with the overall strategic goals of the institution and the evolving needs of the industry and society.

Focus on Outcomes

The redesign process should prioritize student learning outcomes and ensure that graduates are well-prepared for the demands of the modern world.

Integration of Technology

Information technology plays a crucial role in re-engineering, enabling new approaches to teaching, learning, and administration.

Continuous Improvement

Re-engineering is not a one-time event, but an ongoing process of assessment, adaptation, and improvement.

Ethics in Higher institution

In higher institution, ethics encompasses the moral principles and values that guide the conduct of individuals and institutions within the academic sphere. It involves fostering a culture of integrity, honesty, and responsibility, ensuring fair and equitable practices in teaching, research, and administration. Ultimately, ethics in higher institution aims to cultivate responsible citizens and professionals who contribute positively to society (Onuka & Amoo, 2021).

It will be readily admitted that the prevailing standards of Ethical behavior of Public employees in our country are not high enough, and demand considerable improvement. Disclosures and demand considerable improvement. Disclosures of many 'affairs' and 'scams' involving both political and administrative executives have Shaken the confidence of the people in the morality and rectitude of their rulers. The charges of corruption favoritism, nepotism and many more, and there is demand for the zero tolerance to deal with such cases. The expanding size of the government and the increasing impact of it on people's lives call for high ethical standards on the part of Government employees. Moreover, Public official are expected to furnish examples of correct behavior as their actions have a necessary impact on the character of the community.

Key aspects of ethics in higher institution: (Tade, 2023)

Academic Integrity

This includes upholding honesty in academic work, avoiding plagiarism, and promoting responsible research practices.

Professional Ethics

This focuses on the conduct of faculty, staff, and students in their roles, emphasizing ethical decision-making and responsible behavior.

Ethical Culture

This refers to the overall environment within the institution, promoting values like respect, fairness, and accountability in all interactions.

Social Responsibility

Higher institution institutions play a role in shaping students' understanding of their responsibilities to society and promoting ethical leadership.

Ethical Frameworks

Institutions may develop specific codes of ethics or guidelines to address ethical dilemmas and promote responsible practices.

Promoting Ethical Conduct

This includes providing education and training on ethical principles, fostering open discussions about ethical issues, and establishing mechanisms for reporting and addressing ethical violations.

Addressing Ethical Lapses

Higher institution institutions must have clear procedures for dealing with unethical conduct, ensuring accountability and promoting a culture of integrity.

Importance of Ethics in Higher institution:

Maintaining Academic Standards

Ethical conduct ensures the validity and reliability of academic work, safeguarding the value of credentials.

Fostering Trust

Ethical practices build trust among students, faculty, staff, and the wider community.

Shaping Responsible Citizens

Exposure to ethical principles and dilemmas prepares students to make sound judgments and contribute to a just and equitable society.

Promoting Research Integrity

Ethical considerations are crucial in research, ensuring responsible data collection, analysis, and reporting.

Enhancing Institutional Reputation

Institutions with strong ethical cultures are more likely to be respected and trusted.

By prioritizing ethics, higher institution institutions can fulfill their mission of preparing students to be knowledgeable, responsible, and ethical members of society.

Empirical studies reveal alarming ethical challenges in higher institution institutions ranging from examination malpractice, sexual harassment, academic fraud, certificate racketeering, nepotism in appointments, to research plagiarism (Tade, 2023). The implication is that these institutions risk becoming breeding grounds for societal dysfunction rather than platforms for national transformation. According to UNESCO (2020), Africa remains one of the regions where ethical training is either absent or superficially addressed in teacher training, curriculum development, and institutional management. The Nigerian university system, although boasting of rich intellectual traditions, has been encumbered by moral compromises and managerial inefficiencies. The 2021 National Universities Commission (NUC) policy audit observed that less than 35% of Nigerian universities actively implement formal ethical orientation for students and staff. UNESCO. (2016) identified that credibility, dependability, conformability and transferability are important aspects of ethics in higher institutions.

Credibility

Credibility is simply the quality of being believed or accepted as true, real, or honest. Personal credibility is about trust, respect, and being believable. A leader's credibility is typically defined in terms of the degree of employee confidence, belief, and acceptance towards the leader. While personal credibility applies to everyone in the workplace, it is especially important for leaders. Why is that? Because, if your employees do not believe in you as their leader, you just cannot be effective as a leader. Under these circumstances, employees will simply comply with rules but will not work towards the common goal and will not put in their best efforts. Their morale will be low and customer service will be poor. Lack of leadership credibility creates employee distrust and disengagement thus impacting the reputation of the organisation and also its profitability. Studies have shown that the credibility of the leader influences employee engagement which in turn impacts the organization's productivity and performance UNESCO. (2020).

While credibility has many facets, in most cases it is judged simply by comparing what you say with what you do in your day-to-day behaviour. Leaders that say one thing but do another won't have the authenticity and credibility that's essential to be an effective leader in today's environment. But being trustworthy is not the only contributor to your credibility as a leader. The other very important component of credibility is the perceived competence of the leader – i.e., people's faith in your knowledge, skills, and ability to do your job and get the job done as a leader.

Employees form such opinions or perceptions not just through direct interaction with you but also through indirect observation of your actions and performance. And these perceptions are extremely

important in this hyper connected age, when vast amounts of information about you is easily accessible in the public domain. So basically, your credibility as a leader is important because employees want to have the assurance that when you are managing them and assessing their performance, you are yourself competent and trustworthy.

Dependability

Dependability refers to the ability to be counted on to meet commitments and deadlines. Being in a leadership position often means that your actions have direct consequences for those around you. As such, it is important to consistently follow through on the commitments you make to others and to honour agreed upon timelines. Not only does this facilitate trusting relationships between you and your direct reports, it may also represent a key enabler of employee engagement and productivity. When employees know they can rely on their leader, it allows them to carry out their work confidently and effectively. This is why dependability has been found to be particularly useful during times of change, as dependable leaders can help mitigate the ill effects of uncertainty by providing employees with stability and consistency.

Showing colleagues, direct reports, and clients that they can depend on you is a critical leadership skill. Great leaders are dependable. Research has shown that dependability is a key factor in performance, as leaders who are dependable are more inclined to ensure the timely execution of strategic initiatives. Leaders also set the tone for which workplace behaviors are desirable and acceptable. Therefore, leaders who demonstrate dependability in their own work communicate that keeping up with deadlines is a valued quality that others should also aspire to. A culture of dependability fosters high achievement across the organization, and research shows that employees who are more dependable perform better than their less dependable coworkers.

Conformability

Leadership "conformability" generally refers to a leader's capacity to adapt their approach, style, or behavior to different situations and followers, fostering a positive and productive environment. It encompasses flexibility, empathy, and the ability to recognize and respond to diverse needs and preferences within a group. Essentially, it's about being able to adjust one's leadership style to effectively guide and motivate different individuals and teams, rather than adhering rigidly to a single approach.

A conformable leader understands that different situations and individuals require different approaches. They can shift from a directive style to a more collaborative or supportive style as needed. This involves being open to new ideas, feedback, and changing circumstances. A conformable leader doesn't get stuck in their ways, but rather adjusts their strategies based on the context. Understanding and responding to the needs and emotions of followers is crucial for effective leadership. Conformable leaders are attuned to the perspectives of others and tailor their communication and support accordingly. The ability to assess the situation, understand the dynamics of the group, and choose the most appropriate leadership style is a key aspect of conformability. This includes recognizing when a more hands-on approach is needed or when a more hands-off approach is appropriate UNESCO. (2020).

Conformable leadership aims to create a positive and engaging environment where individuals feel motivated and supported. By adapting their approach, leaders can foster trust, commitment, and a sense of shared purpose. A leader might use a more authoritative style when dealing with a crisis or when working with new, inexperienced team members. In contrast, they might adopt a more collaborative approach when working with experienced team members on complex projects. Conformable leadership can lead to increased employee engagement, improved team performance, and a more positive and inclusive work environment.

Transferability

Leadership transferability refers to the concept that leadership skills acquired in one context can be effectively applied and utilized in other, potentially very different, situations or industries. It highlights the idea that certain core leadership abilities, like communication, motivation, and problem-solving, are valuable across various settings.

Certain skills are consistently recognized as transferable, including (UNESCO, 2020).

1. **Communication:** The ability to clearly convey information and ideas is crucial in any team or organization.
2. **Motivation:** Inspiring and encouraging others to achieve goals is a universal leadership trait.
3. **Delegation:** Effectively assigning tasks and responsibilities is essential for efficient teamwork.
4. **Problem-solving:** The capacity to identify and resolve issues is valuable in any leadership role.
5. **Strategic Thinking:** The ability to plan and make decisions for the long-term benefit of the group is a key transferable skill.
6. **Adaptability:** The capacity to adjust to changing circumstances and new challenges is vital in any context.
7. **Teamwork:** Working collaboratively with others to achieve common goals is a fundamental leadership skill.

In today's dynamic and fast-paced world, the need for effective leadership is more crucial than ever before. Leadership, as a transferable skill, has the power to transcend industries and fields, enabling individuals to drive change and promote safety. While management focuses on maintaining processes and ensuring efficiency, leadership takes a broader approach, inspiring teams, fostering innovation, and cultivating a culture of safety and growth. Change is a constant force that impacts all industries. Whether it's technological advancements, market shifts, or organizational transformations, the ability to lead through change is vital. While management often focuses on maintaining stability and ensuring operations run smoothly, leadership thrives in navigating uncertainty and driving successful transitions.

Leadership encourages individuals to embrace change by inspiring vision and purpose. Effective leaders create a compelling narrative around change, fostering a sense of urgency and motivating their teams to adapt and innovate. They empower others by delegating authority, fostering collaboration, and promoting open communication. By developing leadership skills, professionals can become catalysts for change in any industry or field, driving innovation and propelling organizations forward.

Theoretical Review

Theory of Moral Development

This study is anchored on Kohlberg's Theory of Moral Development, which postulates that moral reasoning progresses through six developmental stages under three major levels pre-conventional, conventional, and post-conventional (Kohlberg, 2016). His framework is crucial in understanding how ethical reasoning can be cultivated progressively within educational systems.

Behavioral Ethics Model

Bazerman's Behavioral Ethics Model, which reveals the psychological gaps between knowing what is right and doing what is right. It exposes how unconscious biases and institutional culture contribute to ethical failures (Bazerman & Tenbrunsel, 2021). UNESCO's Global Education Monitoring Reports, which affirm that education for sustainable development must include moral literacy, civic values, empathy, and ethical reasoning as core competencies for learners (UNESCO, 2016). Nigeria's National Ethics and Integrity Policy Framework (2020), which provides a blueprint for instilling values such as human dignity, discipline, integrity, patriotism, and professionalism in public life including educational systems.

Empirical Review

A survey by Omole and Odeyemi (2021) involving 600 undergraduates across six Nigerian universities revealed that 71% admitted to engaging in or witnessing examination malpractice. A qualitative study by Okebukola (2020) emphasized the lack of institutionalized ethical frameworks in university administration as a major catalyst for academic fraud. Tade (2023) conducted ethnographic research in South-West Nigeria, establishing strong links between poor ethical cultures in universities and declining societal trust in tertiary education outputs. A cross-national study by Ajayi et al. (2019) on —Ethics and Governance in Africa identified institutional leadership behavior as the most critical predictor of ethical compliance.

Conclusion

Professional ethics in higher education is a moral duty to follow in our day-to-day professional life. These professional ethics is essential for building trust and credibility with clients, colleagues and the wider community. It also helps to maintain the integrity and reputation of the profession, and ensures that professionals are held to account for their action. When public administrators act ethically, they demonstrate a commitment to transparency and accountability which can be help to prevent corruption and ensure that decisions are made in the best interest of the students. Finally ethics in higher education administration promotes the developments of a strong organizational culture for healthy environment in educational system.

Suggestions

1. Policy Reforms: The Federal Ministry of Education should make ethical literacy mandatory across all higher institution.
2. Capacity Building: Train faculty on ethical facilitation using contextual and experiential learning methods.
3. Digital Monitoring Systems: Leverage technology to detect and prevent academic dishonesty.
4. Global Collaboration: Nigeria Higher Institutions should collaborate with UNESCO, World Bank, and other international bodies for funding ethical re-engineering projects.
5. Stakeholder Engagement: Alumni, employers, religious bodies, and civil society should be co-opted into ethics mainstreaming processes.

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PROTECTING FUNDAMENTAL RIGHTS THROUGH CLEAR AND EFFECTIVE DISCIPLINARY LEGISLATION IN NIGERIA'S FEDERAL PUBLIC UNIVERSITIES: LESSONS FROM INTERNATIONAL HUMAN RIGHTS NORMS



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Abstract

This paper explores how legislative intent and statutory clarity shape the protection of staff and students' fundamental rights within the disciplinary structures of Nigeria's federal public universities. It contends that, although these institutions are designed to uphold human rights, institutional order, and academic integrity, the disciplinary provisions in their enabling Acts lack clear legislation necessary to achieve these goals. Particular attention is given to Sections 17 and 18 of the University of Benin (Transitional Provisions) Act provisions replicated in other federal university statutes, which are drafted in ambiguous and inconsistent terms. Such imprecision obscures the balance between achieving the legislative intent to safeguard the right to fair hearing of staff and students in disciplinary matters, while granting university authorities, including Vice-Chancellors, appropriate disciplinary powers. Using comparative legal and normative analysis, the paper examines constitutional guarantees, the Universities (Miscellaneous Provisions) Act, internal university regulations, and relevant international human rights obligations. The study finds that lack of clear and plain statutory provisions in the various university Acts, undermine the application of due process procedures by university authorities, in protecting the fundamental rights, particularly, the right of fair hearing of staff and students, prompting courts to overturn disciplinary actions on grounds of procedural irregularity. It concludes by recommending a comprehensive redrafting of federal public university disciplinary provisions to enhance clarity, accurate application, reinforce natural justice, and ensure full compliance with the Constitution of the Federal Republic of Nigeria, 1999, as amended and International Human Rights standards.

Keywords:

Disciplinary procedures; Legislative clarity; University governance; Fair hearing; International standards; Legal reform.

Introduction

Federal public universities in Nigeria⁶² are tertiary institutions established through statutory instruments enacted by the legislature, that is, the National Assembly in Nigeria.⁶³ These institutions derive their mandate from the various enabling Acts, which delineate their powers, functions, and governance structures. Therefore, the universities are obligated to operate within the legal frameworks provided by these Acts, which also legitimize their capacity to enact and enforce internal rules and regulations. Fundamentally, these statutory frameworks impose on universities a binding obligation to respect and

⁶² There are three types of universities in Nigeria: Federal, State and Private. Succinctly disciplinary procedures follow the same pattern. With slight variations in private universities following their uniqueness. Generally, university education in Nigeria is in the Concurrent Legislative list of the Constitution of the Federal Republic of Nigeria (CFRN), 1999, as amended. State and Federal governments are empowered to establish universities. Also pursuant to the enabling powers of the Nigerian Universities Act, Cap 281, Laws of the Federation of Nigeria, 2010, private concerns can be licensed by the Federal government acting through the Nigerian Universities Commission to operate universities.

⁶³ Section 58 (1), CFRN, deals with the mode of federal legislative powers in general.

protect the fundamental rights of their staff and students, particularly the right to fair hearing, and the right to work or study in a safe, supportive, and procedurally just academic environment.⁶⁴

Oshio (2011) supports this view and further asserts that the institutional enabling Acts form the bedrock of legitimate university governance. Thus, there exists a legitimate expectation that the disciplinary procedures formulated in the various federal public university Acts relating to fundamental rights, particularly the right to fair hearing of staff and students, must expressly and strictly align to the constitutional provisions of Section 36(1) of the Constitution of the Federal Republic of Nigeria (CFRN),⁶⁵ 1999, as amended. However, in practice, these expectations are frequently unmet, primarily due to ambiguities and unclear drafting of the relevant provisions in the enabling Acts⁶⁶ and regulatory provisions⁶⁷ governing disciplinary procedures within the education settings (Imoedemhe, 2025; Iyang, 2010).

Arguably, where the drafting in the university enabling Act does not align with the legislative intent, that is, the constitutional provision, the lack of clarity will allow university authorities, particularly the Vice Chancellors, who possess broad discretionary powers, to apply such provisions without adherence to due process.⁶⁸ Nigerian courts in most cases have no option but to intervene where this is the case.⁶⁹ This age long judicial practice is rooted in the English landmark case of *R v. Chancellor of University of Cambridge*,⁷⁰ Fortescue J., said,

The law of God and man both give the party an opportunity to make his defence if he has any. I remember even God Himself did not pass sentence upon Adam before he was called upon to make his defence...

Admittedly, administrative panels, like a university Disciplinary Committee, are not usually bound by the strict rules of the court, the right to fair hearing is an exception. However, University Disciplinary Committee, just like the court, cannot deny any individual the right to fair hearing. In *Awotedu v. Vice Chancellor, University of Ibadan*;⁷¹ *Braimoh Akintola v. Univeristy of Ilorin*;⁷² *Asein v. University of Ibadan*;⁷³ and *Jacob v. University of Ibadan*,⁷⁴ the courts have held that University Disciplinary Committees, just like the courts, are bound to observe the rules of fair hearing (Jimoh, 2017).

This paper examines the enduring tension between government policy objectives, legislative frameworks, and the actual legal and regulatory mechanisms employed in disciplinary procedures by

⁶⁴ These are the 'rights' staff and students derive from their fundamental rights which include the rights to work, and to freedom to study within the academic community. These rights are the consequences of the rules formulated partly by the institutions or as obligated in the various establishments Acts.

⁶⁵ Regarded as the *grundnorm*, making it binding on persons exercising judicial and quasi-judicial functions. See *Akintemi v. Vice Chancellor, University of Ife and Anor* (1985) NWLR 68, SC

⁶⁶ See section 17 & 18, University of Benin (Transitional) Provisions, Act, CAP U4, Laws of the Federation of Nigeria, 2010

⁶⁷ University of Ibadan, section 10, CAP. U6, Laws of the Federation of Nigeria, 2010 confers disciplinary powers on the Vice Chancellor. The Act does not make any provision for the establishment of a Disciplinary Committee. It however created a Standing Students Committee established under its regulation with equal powers as vested in the Vice Chancellor in Section 10 of the University Act. This is unusual. In the case of *OloriMagege v. University of Benin*, (1977) Suit No. B/212/76 (Unreported). Expulsion by a non-competent authority was thus dismissed.

⁶⁸ In *Unilorin v. Adesina* (2014 10 NWLR (Pt. 1414) pp. 1-206 the Nigerian Supreme Court affirmed the decision of the Court of Appeal invalidating the action of university in not adhering to its own procedures.

⁶⁹ *ibid*

⁷⁰ (1722) 1 Str. 557; 92 ER 698

⁷¹ (1982) 3 OYSHC 262

⁷² Suit No. CA/11.17.2003

⁷³ Suit No. CA/1/163/84

⁷⁴ Suit No. 1/346/86

authorities of federal public universities in Nigeria. It focused on how the ambiguities in the legislative drafting of the disciplinary provisions, compromise their application and consequently, the protection of the fundamental right to fair hearing of staff and students (Akinlami, 2025). Arguing, the disciplinary provisions in the enabling Acts are not only marked by legal ambiguity arising from insufficient clarity, their application by university authorities also contrast the intendment of international instruments on protection of fundamental rights of persons.⁷⁵ Thus, vest university authorities with broad discretionary powers, often exercised without due process (Edeko, 2011). Omoregie 2023 noted, policies articulate aspirational goals, and through legislation, the goals attain enforceable status. The transformation of policy into law becomes imperative where policy alone proves inadequate in producing the intended governance outcomes.⁷⁶ In the context of federal public universities in Nigeria, the effort to safeguard procedural rights in disciplinary matters has been weakened by the inexplicit drafting of disciplinary provisions in the various establishment Acts. As currently framed, these provisions lack the clarity and precision necessary for consistent interpretation and implementation, thereby creating opportunities for uneven application of disciplinary procedures by university authorities.

While federal public universities may reasonably be understood to possess broad disciplinary authority to enable them to address issues of order and conduct within their large and complex institutional settings, the assumption that any limitation on such authority would undermine the statutory purpose overlooks an equally significant concern. Granting wide discretion without clearly defined legal boundaries risks producing precisely the harms that the enabling Acts are intended to prevent, including potential abuses of power and inconsistent application of disciplinary measures. Accordingly, the establishment of clear and specific rules is essential to ensuring that disciplinary actions remain within statutory limits. Ultimately, effective governance is secured not through unfettered discretion, but through procedures that are predictable, transparent, and compliant with legal requirements.

This paper contends that a redrafting of the disciplinary provisions in the establishment Acts of federal public universities in Nigeria is necessary. Such a reform, grounded in plain language, would enhance the readability and comprehensibility of the laws, reduce ambiguity and foster more consistent interpretations. This would better align legislative outcomes with the original policy intent of safeguarding the rights of university staff and students in disciplinary proceedings within Nigeria's federal public university system.

This work is organized into five main sections. The first provides the introduction and general outline. The second section offers conceptual clarifications of key terms used throughout the paper. It explains, among other things, the meaning of legislative policy intent as applied here, the fundamental rights framework, particularly the constitutional guarantee of fair hearing under the CFRN, 1999⁷⁷ and relevant international instruments.⁷⁸ It also discusses the federal public university system and its obligations regarding fair hearing. The third section examines the legal framework governing federal public universities disciplinary procedures in Nigeria. Three key scenarios leading to the perceived misapplication of the disciplinary provisions were highlighted and discussed. Section four revealed significant gaps and inconsistencies in the current disciplinary regime, underscoring the pressing need for clearer, more coherent, and enforceable legislative reforms. Section five proposes a way forward, drawing on the fundamental rights commitments outlined in the CFRN, 1999 and the international instruments earlier discussed. The final section, part six, presents the paper's recommendations and conclusion on a new legislative draft that is clear, simple, unambiguous, and accessible to federal public university authorities in Nigeria.

⁷⁵ This includes the Universal Declaration of Human Rights (UDHR), 1948, the International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966 and the International Covenant on Civil and Political Rights (ICCPR), 1966, as well as the regional instrument such as the African Charter on Human and People's Right (ACPR), 1981. These international instruments serve the purpose of ensuring fairness as a fundamental element of the rule of law.

⁷⁶ *ibid*

⁷⁷ *ibid*, CFRN, 1999 as amended.

⁷⁸ *ibid*, fn. 14

Conceptual Clarifications

In examining the complex relationship between the government's aspirational goals and the actual outcomes of the application of staff and students' disciplinary provisions in the various federal public university Acts, it is essential to clarify the key terms previously introduced. This is because 'interpretation in law has different meanings' (Barak, 2005).⁷⁹ The aim therefore is to establish clear and consistent meanings for these terms as they are used throughout this paper. Words and phrases often carry different connotations depending on the context and the perspective from which the issues are approached. Barak 2005 for instance, defines 'legal interpretation as a rational activity that gives meaning to a legal text ... shapes the content of the norm ... trapped' inside the text'.⁸⁰

Legislative Policy Intent vis-à-vis University Disciplinary Provisions

Legislative policy intent refers to the purpose and goals that lawmakers aim to achieve through specific legislation. It forms the basis of sound legislative-drafting practice, guiding drafters to ensure that the language and structure of a statute reflect the desired objectives of the law (Ordinance Guide, 2024). Closely related is legislative intent, which encompasses the purpose or plan that the legislature had at the time a statute was enacted (McLeod, 2008; Ekins, 2012; Duxbury, 2013). It represents the rationale behind the legislation and captures the objectives lawmakers sought to accomplish through legislative instruments. A clear understanding of this intent is essential for drafting statutes that are coherent, purposeful, and aligned with public policy goals. It requires examining the context of enactment and ensuring that the statutory language accurately conveys the intended purpose.

In Nigeria, the legislative policy intent behind the disciplinary provisions contained in the various establishment Acts, is to protect the fundamental rights of staff and students. Central among these rights is the right to a fair hearing in disciplinary proceeding. The author observes as discussed further in this paper, that the realization of this objective has been largely unsuccessful. Hence, a significant number of disciplinary decisions by university authorities have been overturned by Nigerian courts.⁸¹ These outcomes often stem from the flawed application of statutory provisions, a problem exacerbated by ambiguously worded and poorly structured legal texts within the Acts. A clear articulation of legislative intent significantly reduces ambiguity and assists courts in interpreting statutory provisions. This principle was emphasized in *Salomon v. Salomon & Co.*,⁸² where the court observed that:

The intention of the legislature is a common but very slippery phrase, which, popularly understood, may signify anything from the intention embodied in positive enactment to the speculative opinion as to what the legislature probably would have meant, although there has been an omission to enact it. In a court of law or equity, what the legislature intended to be done or not to be done can only be legitimately ascertained from that which it has chosen to enact, either in express words or by reasonable and necessary implication.⁸³

Similarly, in *Ikuforiji v. Federal Republic of Nigeria*,⁸⁴ the Supreme Court of Nigeria affirmed that the primary aim of statutory interpretation is to uncover the legislature's intention, which is ordinarily derived from the plain language of the statute. The Court held in this case that where statutory wording

⁷⁹See *ParshanutB 'mishpat*[*Interpretation in Law*] 29 (1992) and citations therein.

⁸⁰*ibid* at 110

⁸¹This is examined in fuller detail in this paper

⁸² [1897] AC 22 (HL).

⁸³ *ibid*

⁸⁴ (2021) 6 NWLR (Pt. 1772) 249

is clear and unambiguous, it must be given its ordinary meaning so as to avoid importing interpretations not intended by lawmakers.⁸⁵

Vagueness in statutory drafting undermines the discernibility of legislative intent and risks infringing fundamental rights. When legislative language is unclear, the purpose of the law becomes more difficult to ascertain, thereby increasing the likelihood of misapplication and judicial invalidation.⁸⁶ Ideally, legislation should operate as a clear regulatory framework that both supports and actualizes policy objectives. Its language must be sufficiently precise to guide conduct and to facilitate judicial enforcement. As Shamsu notes, legislation is intended not only to regulate behaviour and deter misconduct, but also to communicate rules effectively to the public. Achieving these purposes requires legal texts drafted in plain, accessible language.⁸⁷

Clear Legislation vis-a-vis University Disciplinary Provision

Flowing from above, clear legislation plays a vital role in the creation of effective legal frameworks. This is not different in the bid to have well drafted laws that meet the legislative policy intent to enact clear provisions to guide disciplinary procedures, aimed at protecting the fundamental rights of staff and students in the various establishment Acts of federal public universities in Nigeria. Clear legislations ensure clarity and precision, and this in turn prevent misunderstandings that can lead to both misinterpretation and misapplication of the legislation, as currently observed in staff and student's disciplinary processes in Nigeria university systems. According to Alexander and Sherwin (2008),

interpreting a statute simply means working out the intention of the statute's author in the same way that we work out a speaker's intention in everyday life-by taking into account not only the words used but also what we know about the author and the context of the author's pronouncement.

The paper recommends redrafting of the relevant sections of the various establishment Acts to provide a clear understanding of the disciplinary provisions without prejudice to the right to fair hearing guaranteed to both staff and students in the institutions.⁸⁸

⁸⁵ *ibid*, see *Manuwa v. N.J.C.* (2013) 1 NWLR (Pt. 1337) 1 at 23 Paras F. it was held that 'it is a cardinal principle of interpretation of statute that where the words of a statute are clear and unambiguous, the courts are enjoined to give such words their natural, literal and ordinary meaning'. See also *Makinde v. Adeogun* (2009) 1 NWLR (Pt. 1123) 573 Paras C – Per A.S. Umar JCA

⁸⁶ See <https://punchng.com/dr-nwobike-san-v-frn-concept-of-unconstitutional-vagueness>. Accessed October 1, 2025. The thesis posited in this piece is that the provisions of section 97(3) of the Criminal Law of Lagos State and section 126(1) of the Criminal Code Act are unconstitutionally vague and perforce void on account of their inconsistency with section 36(12) of the Constitution, having regard to the provision of section 1(3) of the Constitution. For purposes of clarity, the said section 97(3) provides that 'Any person who attempts, in any way not specifically defined in this Law, to obstruct, prevent, pervert or defeat the course of justice is guilty of a misdemeanour, and is liable to imprisonment for two years.' The phrase 'in any way not specifically defined' in this provision makes it demonstrably clear that the offence created by Section 97(3) of the Criminal Law of Lagos State is 'not specifically defined'. In providing normative content to the provision of section 36(12) of the Constitution, the Supreme Court (per Honourable Justice Afolabi (JSC)) in *Chief Olabode George v Federal Republic of Nigeria* [2014] 5 NWLR (Pt. 1399) 1 at 22, para. A held that 'Any conduct that must be sanctioned must be expressly stated in a written law [...]. That is what section 36(12) of the 1999 Constitution provides. Such conduct should not be left to conjecture. As well it cannot be inferred by the Court'.

⁸⁷ Shamsu, Y., 'Plain Language Use in Legislative Drafting: Developing A Policy Framework for the National Assembly'. Legal Practitioner, Research Fellow, National Institute for Legislative and Democratic Studies, 5

⁸⁸ *ibid*, Mcleod, at 47

Fundamental Rights vis-à-vis University Disciplinary Provisions

Fundamental human rights are universally recognised entitlements inherent to all persons, irrespective of status, nationality, religion, sex, or other distinctions. They are universal, inalienable, and indivisible, and they stand above ordinary legislation.⁸⁹ These rights derive their authority from international human rights instruments such as the Universal Declaration of Human Rights (UDHR), 1948,⁹⁰ the International Covenant on Civil and Political Rights (ICCPR), 1966,⁹¹ the African Charter on Human and Peoples' Rights (ACPR), 1981,⁹² as well as from national constitutions.⁹³ These international human-rights instruments provide clear guidance on disciplinary processes in educational institutions, emphasising legality, clarity of rules, and procedural fairness. Among the core guarantees is the right to a fair hearing, which plays a central role in protecting individuals from arbitrary or unjust decision-making by state and, in certain contexts, non-state actors.

In Nigeria, the CFRN 1999, provides the primary legal framework for the protection and enforcement of fundamental rights. As the supreme law, it binds all authorities and persons,⁹⁴ and is designed to promote governance grounded in freedom, equality, and justice.⁹⁵ Chapter IV of the CFRN, 1999, Sections 33 to 44 to be precise, enumerates enforceable fundamental rights, among which Section 36 secures the right to a fair hearing.⁹⁶ Section 36(1) provides that any person whose civil rights, obligations, or legitimate expectations may be affected by a decision must be given a fair hearing before an impartial and independent body. Scholars such as Akinseye-George (2011) describe the Constitution as a goal-setting document that imposes on the State, and particularly the courts, a sacred duty to safeguard these rights.⁹⁷

While the right to a fair hearing is constitutionally guaranteed under Section 36 of CFRN, 1999, it is further reinforced and enriched by international human rights instruments to which Nigeria is a party.⁹⁸ Article 10, UDHR states, everyone is entitled to a fair and public hearing by an independent and impartial tribunal, and Article 11(1) establishes the presumption of innocence until proven guilty. Similarly, Article 14, ICCPR comprehensively guarantees the right to a fair and public hearing by a competent, independent, and impartial tribunal in the determination of rights and obligations. This includes minimum procedural safeguards such as timely notification of charges, the right to legal representation, and the ability to call and examine witnesses. In *Korneenko v. Belarus*,⁹⁹ the Human Rights Committee held that disciplinary sanctions imposed by public authorities must respect due process and cannot be vague or arbitrary. This principle equally applies to university disciplinary bodies

⁸⁹ *Ransome Kuti & Ors. v. Attorney-General of the Federation* (1985) 5 NWLR (Pt.10) 211 at 229-230

⁹⁰ *ibid*

⁹¹ *ibid*

⁹² *ibid*

⁹³ In this case, the CFRN 1999

⁹⁴ CFRN 1999, section 1(1)

⁹⁵ CFRN 1999, sections 13, 14.

⁹⁶ Rights under this Chapter of the CFRN are guaranteed. In other words, they are enforceable in the court of law. This is contrary to the rights embedded in Chapter II of the CFRN, 1999 as amended which are enforceable or justiciable.

⁹⁷ CFRN 1999, Ch. II, sections 13-20. The purposes of the Nigerian State stated in the Preamble of the Constitutions are enumerated in these provisions. The provisions are classified to be non-justiciable following their foundation in section 6(6)(c) of the CFRN, 1999. This does not however mean that the provisions in Chapter II are not enforceable. What it does connote is that Chapter II provisions cannot be invoked solely but can be enforced by other means including judicial action founded on other legal and constitutional foundations outside Chapter II. Thus, the rights are enforceable but not directly. Applied in *Adewole v. Alhaji Jakande* (1981) 1 NCLR 262; *Okojie v. A.G of Lagos State* (1981) 1 NCLR 218

⁹⁸ Nigeria ratified the ACHPR on June 22, 1983, the ICCPR on July 29, 1993. The UDHR is a foundation document, not a treaty that countries ratify in the same way as a Convention like the ACHPR and ICCPR. The CFRN incorporates its principles, and Nigeria is considered a party to the principles of UDHR.

⁹⁹ Communication No. 1274/2004, U.N. Doc. CCPR/C/88/D/1274/2004 (31 October 2006).

exercising statutory powers. The ACHPR on the other hand, provides a regional guarantee of fair hearing in Article 7(1), mandating that every individual has the right to have their cause heard before a competent and impartial tribunal, with rights to appeal, presumption of innocence, legal defence, and trial within a reasonable time. In *Media Rights Agenda v. Nigeria*,¹⁰⁰ the African Commission condemned vague laws that enable arbitrary punishment, stressing that rules restricting rights must be clear, accessible, and predictable. This reasoning directly informs the need for precise disciplinary provisions in Nigerian university legislation.

Together, these international standards complement the 1999 constitutional safeguards. This integrated framework is especially relevant for federal public universities in Nigeria, where disciplinary decisions can significantly affect the rights of students and staff. In sum, compliance with both the fair hearing provisions in the CFRN and these binding international instruments, is essential to ensure that university disciplinary actions adhere to the highest standards of fairness and justice. This dual foundation forms the thread lining the analysis of fair hearing protections within federal public university disciplinary processes in this paper.¹⁰¹

Right to Fair Hearing vis-à-vis University Disciplinary Provisions

The right to fair hearing,¹⁰² forms one of the twin pillars of natural justice encapsulated in the latin maxim *audi alteram partem*, that is, the right to be heard, and *nemo iudex in propria causa*, that is, no one should be a judge in their own cause.¹⁰³ Over time, the application of natural justice, or procedural fairness, has expanded beyond common law rights to protect legitimate expectations under public law. The evolution, attributed to Lord Denning MR in *Schmidt v. Secretary of State for Home Affairs*,¹⁰⁴ birthed the doctrine of legitimate expectation, safeguarding individuals from arbitrary actions by public institutions.

The right to fair hearing holds particular significance within Nigeria's federal public universities, where disciplinary and administrative proceedings are frequent. It underpins the rule of law and serves as the foundation of justice and fairness within any institution.¹⁰⁵ Accordingly, universities must therefore conduct disciplinary procedures in compliance with these standards to avoid ambiguity and arbitrariness. A breach of the right to fair hearing renders the proceedings null and void.¹⁰⁶ Thus, provisions guiding disciplinary procedures must be clear, unambiguous, and precise. When federal public university authorities misapply disciplinary provisions, resulting from inchoate provisions, courts bear the constitutional responsibility to interpret statutes in a manner that fosters justice, transparency, and fidelity to legislative intent. Aguda (1989) asserts that a university failing to conduct its affairs, particularly disciplinary matters, with fairness, legality, and respect for rights cannot justifiably be regarded as a civilized institution.

Overall, the application of fair-hearing principles in Nigerian public universities remains inconsistent, with persistent complaints about arbitrary administrative actions. The effectiveness of natural justice ultimately depends on the integrity and transparency of the institutions tasked with enforcing it.¹⁰⁷ In *Bamigboye v. University of Ilorin*,¹⁰⁸ for example, the Court of Appeal set aside a

¹⁰⁰*Media Rights Agenda and Others v Nigeria* (2000) Communications 105/93, 128/94, 130/94, 152/96 (ACHPR)

¹⁰¹*Egwu v. University of Port Harcourt* (1997) 11 NWLR (Pt.529) 515; *Obot v. Central Bank of Nigeria* (1993) 2 NWLR (Pt. 106) 652, records a breach when the applicant was neither informed of the allegation nor given any opportunity to be heard ...

¹⁰² Provided for in section 36(1), CFRN 1999 as follows: _in the determination of his civil rights and obligations, including any question or determination by or against any government or authority, a person shall be entitled to a fair hearing within a reasonable time by a court or other tribunal..._

¹⁰³ See *State Civil Service v. Bazugbe* (1984) 7 SC 19

¹⁰⁴ (1969) 2 Ch.149.

¹⁰⁵*Akulega v. Benue State Civil Service Commission* (2001) 12 NWLR (Pt. 728) 524.

¹⁰⁶ In *Osumah v. Edo Broadcasting Service* (2005) AII F.W.L.R (Pt. 253) 773, the Court held that the rules of natural justice were not complied with, and that the appointment of the appellant was wrongly terminated.

¹⁰⁷https://www.academia.edu/34689502/Confluence_of_the_Right_to_Fair_Hearing_and_Discipline_in_Nigerian_Universities_1?email_work_card=reading-history. Accessed August 25, 2025

student's expulsion because the university failed to observe the requirements of natural justice, underscoring the strict standards that administrative bodies must follow when performing quasi-judicial functions. Likewise, in *Aiyetan v. Nigerian Institute for Oil and Palm Research*,¹⁰⁹ the court reiterated that individuals must be fully informed of the allegations against them and afforded a genuine opportunity to respond, this includes written notification, disclosure of evidence, and the chance to challenge that evidence.

Legal Framework Governing Federal Universities Disciplinary Procedures.

The regulatory foundation for disciplinary procedures in Nigeria's federal public universities is anchored in the respective university Acts and Statutes, complemented by the constitutional guarantee of fair hearing under Section 36 of the CFRN, 1999.¹¹⁰ Collectively, these instruments articulate the state's commitment to ensuring procedural fairness and accountability within university disciplinary system in federal public universities in Nigeria.¹¹¹ The enabling Acts explicitly allocate disciplinary authority to key governance body including the Governing Council, the Vice Chancellor, the Senate and the designated Disciplinary Committees. For instance, Section 17 and 18 the University of Benin Act confers on the Vice Chancellor the powers to discipline staff and students respectively, a structure that is similarly replicated across other federal universities in Nigeria.¹¹²

In addition to this statutory provisions, institution specific regulations such as university codes of conduct and staff and students' handbooks are further enacted by the various university authorities, detailing offences, procedures and sanctions. The provisions in these regulations sometimes appear unclear and counterproductive to the intent of the university enabling statutes. For instance, the University of Ilorin's Student Disciplinary Committee rules, stipulate that a student who repeatedly fails to appear before the committee may be deemed to have admitted guilt.¹¹³ Similarly, codes of conduct at institutions such as Osun State University (UNIOSUN) delineate prohibited behaviours, including fighting, incitement, disruption of university activities, immoral conduct, and involvement in secret cults.¹¹⁴ At Olabisi Onabanjo University (OOU), the code of conduct prescribes disciplinary measures ranging from suspension to expulsion, disobedience to constituted authorities. defamation, wilful property damage and so on.¹¹⁵

It is therefore argued that the effectiveness of the application of these instruments by university authorities however depends on several parameters. The provisions should clearly articulate its purpose and scope; otherwise, its objectives may be compromised. This is because, effective

¹⁰⁸ (1999) 10 NWLR (Pt. 622) 290.

¹⁰⁹ (1987) 3 NWLR (Pt. 59) 48, 52.

¹¹⁰ For instance, *ibid*, University of Benin Act

¹¹¹ See *Acts Interpretation Acts 1954*, s. 14A, 8 in: Principles of Good Legislation: Clear Meaning - OQPC Guide to FLPs, Version 1 -19 June 2013, accessed 8th July 2025

¹¹² Section 18, University of Nigeria empowers the Vice Chancellor to discipline staff and students including suspension, dismissal and termination from work. See Visitation Panel Report of the University vide FEDERAL MINISTRY OF EDUCATION, accessed 26th November 2025. Similarly, the University of Ibadan Act gives the responsibility to discipline staff and students, and further to delegate where necessary to the Vice Chancellor. Other University Acts include: For instance, University of Abuja, CAP. U2, Laws of the Federation of Nigeria, 2010, Section 16 and Section 18; University of Calabar, CAP. U5, Laws of the Federation of Nigeria, 2010, Section 16 and Section 18; University of Ibadan, CAP. U6, Laws of the Federation of Nigeria, 2010, Section 10 and Section 11; University of Ilorin, CAP. U7, Laws of the Federation of Nigeria, 2010, Section 16 and Section 18; University of Jos, CAP. U8, Laws of the Federation of Nigeria, 2010, Section 16 and Section 18; University of Lagos, CAP. U9, Laws of the Federation of Nigeria, 2010, Sections 17, 18 and Section 20; University of Maiduguri, CAP. U10, Laws of the Federation of Nigeria, 2010, Sections 15, 16 and Section 18; University of Nigeria, CAP. U11, Laws of the Federation of Nigeria, 2010, Sections 15,16 and Section 18; University of Port Harcourt, CAP. U13, Laws of the Federation of Nigeria, 2010, Section15, 16 and Section18.

¹¹³ See University of Ilorin accessed 26th November 2025

¹¹⁴ See Osun State University, Osogbo accessed 26th November 2025

¹¹⁵ See OOU Portal accessed 26th November 2025

implementation of any law depends significantly on the clarity and accuracy of its wording (Ordinance Guide, 2024). Clear drafting should therefore not only support correct interpretation but also provide essential guidance for the practical exercise of the powers it confers.¹¹⁶ Second, a statute that grants discretionary authority must provide sufficient direction on how such power should be exercised, clarifying the broader legal concern over vague or unguided conferrals of power.¹¹⁷ Third, the statute must unambiguously specify the individual or body authorized to exercise the powers,¹¹⁸ and fourth, the statute must clearly designate the appropriate decision-maker.¹¹⁹ Where a university statute, law, or regulation fails to satisfy these criteria, it is likely to be either unintentionally misapplied or deliberately subverted.

The paper now turns to examine how the enabling laws governing disciplinary proceedings for staff and students in Nigeria's federal public universities have been applied in practice. Drawing on judicial interpretations of these provisions, particularly decisions involving selected federal universities and Nigerian courts, the analysis identifies several instances that justify recommending a comprehensive review and redrafting of existing disciplinary frameworks. A central concern is that, due to the unclear drafting of provisions of these statutes, federal public university authorities often misinterpret or incorrectly apply the legislation, leading to procedural errors and violations of due process. Three key scenarios illustrate these challenges: decisions arising from ambiguous or imprecise legislative provisions; situations in which university authorities deliberately subverted or bypassed statutory requirements; and thirdly, judicial interventions grounded in overarching legal principles. Collectively, these scenarios reveal significant gaps and inconsistencies in the current disciplinary regime, thereby underscoring the pressing need for clearer, more coherent, and enforceable legislative reforms.

Decisions Arising from Ambiguous or Imprecise Legislative Provisions

With the growing global emphasis on the rule of law (Yang, 2024), federal public universities in Nigeria now attach increasing importance to legal compliance and institutional safeguards in their administrative practices. (Tamire, 2025) notes that 'broken laws lead to a broken future; effective administration depends on updated legal frameworks, digital competence, and adherence to governance structures.' However, the effectiveness of any legal framework depends largely on the clarity and precision of its provisions (Ordinance Guide, 2024). Arguably, in many universities, weak legal awareness, inadequate implementation of internal regulations, and delays in legal oversight continue to undermine sound administrative management (Yang, 2024).

¹¹⁶ Advocated in 'Principles of Good Legislation: OQPC Guide to FLP. Clear Meaning'. 13. (The Office of the Queensland Parliamentary Counsel (OQPC), Brisbane, guide refers to Fundamental Legislative Principles (FLPs), that ensures Queensland legislation is of the highest standard, upholding the rights and liberties of individuals and the institutions of the Parliament).

¹¹⁷ For example, the Scrutiny Committee criticized clause 18 of the Police Powers and Responsibilities and Other Acts Amendment Bill 2000 for failing to adequately specify how police officers should balance individual rights and public interest when detaining individuals for DNA sampling. The Scrutiny Committee is a group of individuals or legislative body tasked with examining and evaluating proposed laws, regulations, or policies. In this case, to ensure that Queensland legislation is consistent with fundamental legislative principle's (FLP's), and the values they represent. See AD 2000 No 7, paras 26-37, pp 6-8

¹¹⁸ The need for such precision became evident during the Scrutiny Committee's review of the Local Government and Other Legislation (Indigenous Regional Councils) Amendment Bill, 2007. See AD 2007 (No 12, paras 16-19, pp. 11-12; The Bill assigned to the Board the functions of investigating, reporting, and making recommendations to the Chief executive, on a recurring basis described merely as 'from time to time.' See AD 2007 (No 12, paras 16-19, pp. 11-12; This language was considered vague and uncertain by the Committee, prompting it to seek clarification from the Minister regarding the clause's application. See AD 2007, No 12, paras 18-19, p 12

¹¹⁹ Where this is not the case, it has been criticized for undermining the intent of the law. For instance, in reviewing the Justice and Other Legislation (Miscellaneous Provisions) Bill 2000, the Scrutiny Committee recommended amendments to explicitly state that both magistrates and court registrars had authority to issue garnishee orders in specific proceedings. See AD 2000, No 9, paras 3-4, p. 32

It is stated that the disciplinary provisions currently contained in the establishment Acts of Nigerian public universities are insufficiently clear and have contributed to numerous arbitrary administrative decisions, some of which violate the fundamental rights of staff and students. The ambiguity of these provisions obscures the legislative intent; to guarantee fair hearing to individuals facing disciplinary proceedings while empowering university authorities, particularly Vice-Chancellors, to impose appropriate disciplinary measures. As a result, courts frequently nullify disciplinary decisions taken by university authorities on the grounds that they violate the procedural requirements explicitly set out in the governing legislation. These narratives make examining the questions of legislative policy intent of the disciplinary provisions in the various federal public university Acts in Nigeria, and how the Law is applied by the authorities to interpret the provisions, most appropriate.

The Supreme Court's decision in *Eze v. University of Jos*¹²⁰ centres on the university authorities' failure to comply with statutory disciplinary procedures, a problem rooted in ambiguous legislative provisions. Eze, a senior staff member, was accused of extorting money from newly admitted students. After receiving a query, he was suspended by the Vice Chancellor and directed to appear before a Joint Committee of the University Senate and Governing Council. Relying on the Committee's findings, the Governing Council dismissed him from service. However, at no stage did the Council itself invite Eze to appear before it, nor did it directly inform him of the allegations or reasons leading to his dismissal. Eze consequently challenged the disciplinary steps taken, contending that the process violated his constitutional right to fair hearing. Although both the trial court and the Court of Appeal rejected his claim, the Supreme Court, in a landmark judgment delivered on 15 May 2020, overturned those decisions and declared the dismissal invalid. The Supreme Court's reasoning rested on a strict construction of Section 16(1) and (2) of the University of Jos Act. It states as follows:

- (i) If it appears to the Council that there are reasons for believing that any person employed as a member of the academic or administrative or professional staff of the University, other than the Vice-Chancellor, should be removed on the ground of misconduct or inability to perform the functions of his office, then the Council shall:
 - a) give notice of those reasons to the person;
 - b) afford him an opportunity of making representations in person to the Council; and
 - c) if he or any three members of Council so request within one month, set up a joint committee of Council and Senate to investigate and report, giving him a hearing.
- (ii) If, after considering the investigating committee's report, Council is satisfied, it may remove him by a written instrument.¹²¹

This Sections prescribes the mandatory procedure for removing academic, administrative, and professional staff on grounds of misconduct or incompetence. Under the Act, the Governing Council must issue a formal notice to the affected staff member, clearly state the allegations, and provide an opportunity for the person to make representations directly before the Council. In addition, any disciplinary committee, including a Joint Committee of the Senate and Council, must either be established by the Council or convened upon the request of at least three Council members.

The Vice Chancellor in this case unilaterally triggered the disciplinary process by issuing the suspension and referring the matter to the Committee, actions which the Supreme Court held to be inconsistent with Section 16(1)(c) of the Act. Although Section 16(2) permits the Vice Chancellor to suspend a staff member, it also requires prompt notification to the Council, reaffirming the Council's exclusive authority over disciplinary matters. Justice Muhammed JSC, delivering the lead judgment, stressed that the essential flaw was not only the absence of a proper hearing but the fact that the hearing

¹²⁰(2021) 2 NWLR (Pt.1760) 208 SC

¹²¹University of Jos accessed 20th November 2025

was conducted by a body that lacked lawful authority. This action clearly violates the legislative intent of protecting the right to fair hearing.

The Court further noted that the Committee before which Eze appeared was not validly constituted under the Act and that the Governing Council itself never initiated the process or communicated directly with him. Because these statutory safeguards were ignored, the entire process amounted to a denial of fair hearing. The Court rejected the argument that the Council's later consideration of the Committee's report could cure these defects, holding that implied ratification cannot override explicit statutory requirements.

In *Omotosho v. University of Benin*,¹²² following an investigation by the university's Security Department, and the Senior Staff Disciplinary Committee (SSDC), a recommendation was made for the defendant, a senior staff to be compulsorily retirement from the university. The recommendation was accepted by the Governing Council of the University. The court found, relying on the provisions of Section 17 of the University of Benin Act,¹²³ that the Governing Council or the Registrar did not delegate their disciplinary powers, under Section 17(1) (a)&(a) or the university's regulations to the SSDC, and thus declared the recommendation for the defendant's retirement null and void. The court ordered his reinstatement among other orders.

Furthermore, in *Oghenekome v. Federal University of Technology, Akure & Anor*,¹²⁴ the Court of Appeal held the Vice Chancellor cannot delegate the power to expel a student to the University Senate. The Court interpreted Section 17(4) of the University's enabling Act, which authorizes the Vice Chancellor to delegate disciplinary powers only to a Board specifically nominated for that purpose.¹²⁵ Section 17 (4) of the University Act states that 'the Vice-Chancellor may delegate his powers under this section to a disciplinary board consisting of such members of the university as he may nominate.' The central words are 'a disciplinary Board', not necessarily the Senate of the university. Delegating such authority to a different body was deemed ultra vires and a violation of due process.

From a jurisprudential standpoint, the cases underscore the courts' commitment to procedural due process within public institutions. It affirms that statutory bodies, particularly public universities established by law, must operate within the confines of their enabling legislation. Any deviation from the statutory process, however well-intentioned, renders the entire proceeding null and void.

Deliberate actions taken to undermine or bypass legislative requirements

University obligations bring to the fore enactments in the form of rules, regulations, polices and circulars embodied in several university documents to guide the conduct of students.¹²⁶ These documents underpin the deliberate intention of university authorities to undertake and perform their functions (Ahmad & Perry 2014).¹²⁷ They are made to guide the conduct of students therefore, where students adhere to and fulfil them, the university may not be able to justify any unilateral default.¹²⁸

¹²² Suit No. NICN/BEN/25/2016

¹²³ *ibid*, section 17 of the Act provides for the removal of staff as follows:

(1) If it appears to the Council that there are reasons for believing that the Deputy Vice-Chancellor or any other person employed as a senior member of the academic, administrative, technical or professional staff of the University should be removed from his office or employment on the ground of misconduct or of inability to perform the functions of his office or employment the Council shall-

(a) give notice of those reasons to the person in question;

(b) afford him an opportunity of making representations in person on the matter to the Council;

¹²⁴ Suit No. FHC/B/101/M2/95/1996 in: Vol. 2 NPILR p. 1017

¹²⁵ *ibid*, p. 1021

¹²⁶ Representations, refer to statements by the university authorities, its officers and constituent bodies, and include the rules, regulations, policies, decisions, brochures, handbooks, bulletins etc., embodied in various documents that students depend on within the university setting.

¹²⁷ This usage is in tandem with the 'representation account' by Perry and Ahmed, who opined that it means the future intentions and promises of a public body.

¹²⁸ Rules are developed by university authorities in areas in which discretionary powers are exercised. See Dotan, 'Why Administrators Should be Bound by Their Own Policies', 23, 26. In the case of *Carlen v. University of Jos* (1994) 1

In context, another perspective this paper advances to support the call for a redrafting of the inelegant and vague disciplinary provisions in the enabling Acts of federal public universities in Nigeria is, the manner in which these provisions have empowered university authorities to undermine established disciplinary regulations. Put differently, the breadth of the powers conferred by these statutory provisions on Vice-Chancellors, University Senates, Boards and Committees has created fertile ground for abuses of disciplinary procedures. The quasi-legislative authority granted to federal public universities in Nigeria is intended to legitimize and reinforce their internal law-making capacities. However, practical realities reveal a contrasting situation: prescribed disciplinary procedures for both staff and students are breached more often than they are followed. This pattern suggests that such delegated authority may, in effect, empower university administrators to circumvent or even completely bypass statutory legislative requirements, rather than operate within the regulatory framework these powers were meant to strengthen.

A cursory view of Section 5(i)(k) of University of Benin Act¹²⁹ provides, the Senate ‘shall establish, maintain, administer, govern and supervise places of residence for officers and students of the university’.¹³⁰ It further prescribes that it shall be the function of the Senate to make provision for the establishment, organisation and control of halls of residence and similar institutions of the university; the supervision of the welfare of students at the university and the regulation of their conducts.¹³¹ Section 18 of the Act on the other hand, provides for the discipline of students. It contains broad formulations authorizing the university to exercise disciplinary powers whenever it determines that a student has been guilty of misconduct. The Section states in part, ‘where it appears to the Vice-Chancellor that any student of the University has been guilty of misconduct, the Vice-Chancellor may, without prejudice to any other disciplinary powers conferred on him by statute or regulations, direct ... a student to be restricted, ... rusticated, or ... expelled’.¹³² Furthermore, Sub - Section (3) provides that where an appeal from a direction is brought in pursuance of the last preceding subsection, such shall not affect the operation of the direction while the appeal is pending.¹³³ And, Sub - Section (4) states, the Vice-Chancellor may delegate his powers under this section to a disciplinary board consisting of such members of the University as he may nominate.¹³⁴

These provisions are framed in such broad and indeterminate terms that they effectively grant university authorities unfettered discretion. This allows federal public university authorities, whether deliberately or inadvertently to circumvent the procedural safeguards built into statutory disciplinary frameworks. Consequently, the fate of a student accused of misconduct often cannot be determined objectively.

As previously noted, these statutes are largely uniform across federal public universities in Nigeria. For example, Section 18(1) of the University of Ilorin Act,¹³⁵ which governs student discipline, is drafted in similarly expansive and loosely defined language. Furthermore, Section 18(4) of the Act authorizes the Vice-Chancellor to delegate disciplinary powers to a committee of senior administrative staff, permitting that body to investigate allegations and issue decisions on the Vice-Chancellor’s behalf. Although the enabling Acts of various universities are ostensibly designed to provide broad administrative flexibility, their loose and open-ended nature creates room for arbitrary decision-making. It is difficult to deny that the discretion afforded by these Acts can lead to a misuse or even abuse of power.

NWLR (Pt. 323) 631, the Nigerian Court of Appeal opined a Registrar liable for the representation he made to the students.

¹²⁹ibid (fn. 6)

¹³⁰ibid,section 5(i)(k).

¹³¹ ibid. See also section.10 (2)

¹³² ibid (fn. 6)

¹³³ ibid

¹³⁴ ibid

¹³⁵University of Ilorin, CAP. U7, Laws of the Federation of Nigeria, 2010

In *Chima v. University of Benin*,¹³⁶ for instance, certain students protested the ‘arbitrary reduction of their marks’, ‘the dilapidated and unkempt state of their lecture theatres’,¹³⁷ and repair of the ‘burst pipes through which rainwater ought to pass to the sewage. The lecture theatres were flooded and unattended to for up to six months.’¹³⁸ The university investigative panel established that the complaints of the students were genuine. Yet, the university expelled the students. The court held, the applicant’s application under the Fundamental Human Rights’ (Enforcement Procedure) Rules, was not one of the rights guaranteed under Chapter IV of the Constitution.¹³⁹

Judicial interventions based on overarching legal principles

The application of process rights, that is, the rules of natural justice to protect staff and students’ rights in federal public university systems in Nigeria are episodic.¹⁴⁰ The way the Nigerian judiciary adjudicates and interprets administrative decisions made by federal public university authorities, particularly those relating to student disciplinary procedures, offers a useful basis for proposing in this paper that the disciplinary provisions in university enabling Acts should be drafted in plain and unambiguous language. Following apparent inconsistencies in applying the expanded threshold of natural justice to protect breaches of student’s expectations, Agube, JCA.,¹⁴¹ solemnly noted that cases like,

‘*Magit v. University of Agriculture, Makurdi*¹⁴² ... and *Akintemi v. Onwumechili*¹⁴³ ... ought to be revisited in view of the tendency of authorities of the ilk of the University of Ilorin to abuse the powers conferred on them by the statutes creating them thereby causing their members untold hardships’.¹⁴⁴

Courts judicial review functions align with constitutional provisions empowering them to review the conduct of public authorities to ensure that the rules of natural justice are properly applied and adhered to, in decision-making processes, thereby protecting individual rights, interests, and legitimate expectations (Imoedemhe, 2025). This review occurs through two ways: first, internal review mechanisms established under the university’s enabling laws;¹⁴⁵ and second, judicial review by the courts.¹⁴⁶

¹³⁶ Suit No: FHC/B/33/M2/96, reported in 2 NPILR, 454.

¹³⁷ *ibid.*

¹³⁸ *ibid.*

¹³⁹ S. 33(1) pertains to the right to fair hearing while the provision of section 36 (1) pertains to rights to freedom of expression and the press.

¹⁴⁰ Okogbule, N.S., ‘Breathing Life into the Fundamental Objectives and Directive Principles of State Policy Under the Nigerian Constitution Through Judicial Activism’, in: Excellence in Governance and Creativity, Legal Essay in Honour of Nyesom Wike, former Governor of Rivers State, Nigeria. 87-106.

¹⁴¹ *Adesina* 2010, (fn.9) Ratio 7, 340.

¹⁴² (2005) 19 NWLR (Pt. 959) 122

¹⁴³ (1985) 1 NWLR (Pt.1) 69

¹⁴⁴ *ibid.*

¹⁴⁵ For example, section 21(3), Ambrose Alli University Law (Amendment) Law, 1999, provides that where a direction or decision is given in respect of any student, the student may, within the prescribed period and in the prescribed manner, appeal against the direction to the Council, and where such an appeal is brought, the Council shall after causing such inquiry to be made into the matter as it may consider just, either confirm or set aside the direction or modify it in such a manner as the Council thinks fit.

¹⁴⁶ Where a student is not satisfied with whatever direction or decision is issued internally by a University Governing Council or other constituent body, section 6(6) (a) and (b) of the Constitution of the Federal Republic of Nigeria 1999 as amended, empower courts in all actions and proceedings, to determine any question as to the civil rights and obligations of that person.

Aside from the long-standing power of courts to review how universities apply their disciplinary rules, an issue this paper links to unclear drafting in various university Acts, the courts also interpret administrative decisions relating to criminal misconduct within the university setting, which universities, lack the legal power to adjudicate on.¹⁴⁷ For instance in *Garba v. University of Maiduguri*,¹⁴⁸ the Court held the university lacked jurisdiction to try students for serious criminal offences, for instance, riot, arson, looting, and assault using internal disciplinary bodies.

This trajectory has now changed. Courts now recognise universities' power to discipline staff and students even where there are criminal allegations as long as due process is followed. The court recognised this position in *Esiaga v. University of Calabar*,¹⁴⁹ where it held that even if the student's act amounts to a crime, the university may still exercise its statutory disciplinary powers as long as it follows the constitutional requirement of fair hearing. Also, in *Eze v. Spring Bank Plc*,¹⁵⁰ the Nigerian Supreme Court held that it is no longer the law that where an employee commits acts of gross-misconduct against his employer which acts also disclose criminal offences under any law, the employer has to wait for the outcome of the prosecution for the employee for such criminal offences before proceeding to discipline the employee under the contract of service or employment.

Eze¹⁵¹ portend, university disciplinary bodies cannot usurp the jurisdiction of established courts in criminal matters but must ensure fair hearing where alleged staff or students misconduct also amounts to a criminal offence. In other words, administrative decisions should not pre-judge criminal liabilities. Arguably, this interpretation is not directly written in the university's rules, but it follows from the Constitution's requirement that anyone accused of a crime must be tried in a proper court. Since universities are not courts, they cannot conduct such trials.¹⁵² The recurring inconsistencies underscore the need for clearer and more coherent legislative frameworks. Therefore, redrafted legislations should provide that disciplinary proceedings address only breaches of university regulations, and administrative findings must not be framed as determination of criminal guilt. On the whole, in criminal misconducts, disciplinary proceedings should be conducted based solely on the internal regulations and at the same time, staff and students' rights to be presumed innocent should not be ignored, while allowing parallel referral to law enforcement agencies.

Gaps and Legal Uncertainties

The various enabling Acts of federal public universities in Nigeria function as foundational statute but the gaps in the university enabling legislation remain unaddressed. This highlights a major legislative weakness, and it fails to cure the inconsistencies and ultra vires risks that arise from unclear institutional statutes. When the parameters for clear legislative drafting are examined against the disciplinary provisions in the establishments Acts of federal public universities in Nigeria, it becomes obvious the disciplinary provisions lack clarity as to who has authority to issue disciplinary queries,

¹⁴⁷ *Akagogu v. Faculty of Law, University of Nigeria, Enugu Campus* (August 2025) Dismissed over internal discipline for examination malpractices against the student; *Garba v. University of Maiduguri* (1986) 1 NWLR (Pt.18) 550

¹⁴⁸ *Garba*, ibid

¹⁴⁹ *Esiaga* (2004); *Suleiman Kobi v. Usmanu Danfodiyo University of Sokoto* (2018) LCN/11515 (CA) where the Court of Appeal upheld the expulsion of the student caught in examination malpractice. See, Olayinka, O.F., 'The Impact of the Supreme Court of Nigeria's Judgment in *Garba & Others v University of Maiduguri & Others* on the Disciplinary Powers of Nigerian Universities', (2016)8(1) *The Journal of Jurisprudence and Contemporary Issues* (Faculty of Law Rivers State University of Science and Technology, Port Harcourt, Nigeria, ISSN: 1115-5167) 70-87. <https://repository.run.edu.ng/handle/123456789/4061>

¹⁵⁰ (2011) 18 NWLR (Pt.1278) 113. The Law has changed. A student can be expelled or an employee be sacked even over criminal allegation.

¹⁵¹ ibid

¹⁵² Section 36 (1) & (4) CFRN, 1999 emphasises fair hearing and trial of persons charged for criminal offences only by a competent court. Internal disciplinary bodies not established as Courts generally lack the constitutional authority to try criminal offences.

who sits on disciplinary panels, or what procedures must be followed. Although many universities have internal appeal structures, for instance, the Senate or Council, it is unclear whether exhaustion of internal remedies is a precondition to seeking judicial redress. Courts sometimes proceed regardless.¹⁵³ Universities sometimes conduct hearings or investigations that deviate from statutory protocol, such as panels set up by Vice-Chancellors instead of Governing Councils, leading to nullification by courts.¹⁵⁴ This trajectory undermines the legislative intent intended in the clauses, which is, to ensure university authorities adhere to fair hearing procedures in staff and students' disciplinary proceedings, as guaranteed by the Nigerian Constitution.

The legal landscapes of disciplinary proceedings in federal public universities in Nigeria shows that in pursuance of fair hearing provisions, and the constitutional legal requirements of written notice, disclosures and hearing opportunity, have often been omitted or conducted improperly. In aspects where statute confer disciplinary authority to act on university councils, some Vice Chancellors have either arrogated these powers or delegate them to ad hoc committees and panels. Where some statutes require exhaustion of internal forum, some students and staff may consider jumping directly to court. In some cases, where some criminal allegations may require regular courts hearing, universities sometimes proceeded internally even in criminal-like infractions.

Way forward

The current state of disciplinary regulation in Nigerian public universities reflects a critical governance gap; the effect of the misunderstanding and misapplication of the disciplinary provisions in the various public university systems. It calls for a comprehensive redrafting of the disciplinary provisions in university establishment Acts to ensure clarity, consistency, and alignment with constitutional guarantees of due process and fair hearing. The paper highlights a recurring disconnect between legislative policy intent and legal implementation. Although policy aims to promote accountability and rights protection within the academic community, its conversion into law has failed to produce the desired outcomes due to legislative imprecision. The result is widespread procedural abuse by university authorities, leading to inconsistent disciplinary practices.¹⁵⁵

Conclusion/Recommendations

The analysis of disciplinary frameworks in Nigeria's federal universities demonstrates that persistent ambiguity in the enabling statutes has enabled widespread misapplication of disciplinary powers. The recurring judicial invalidation of university decisions reveals that existing legislative provisions are neither sufficiently clear nor aligned with constitutional and international standards of due process. This paper recommends a comprehensive redrafting of the disciplinary provisions in the various university establishment Acts, anchored on two principles: clear procedures and defined authority principle. And clear structure on appeals and delegated authority principle. Furthermore, while staff and students' disciplinary provisions must uphold equal standards of fairness, any redrafted legislation must reflect a differentiated procedural mechanism recognising staff contractual employment laws, and students' academic and administrative regulations. Implementing these principles will not only restore coherence and accountability in university disciplinary administration, but such reforms will also strengthen the protection of the fundamental rights of staff and students across Nigeria's federal public universities.

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¹⁵³See **A Critique of the Application of the Principles of Natural Justice in Disciplinary Action in Nigerian Universities**. By Projectstore, dated October 6, 2019. See, lawstudentprojectpdf.projectstore.com.ng/LawCareNigeria. Accessed September 16, 2025

¹⁵⁴<https://stephenlegal.ng/supreme-court-faults-the-dismissal-of-a-unijos-staff-fired-for-allegedly-extorting-new-students-lessons> accessed October 1, 2025

¹⁵⁵<https://taiwoakinlamiblog.com/2025/02/24/judicial-reversals-how-nigerian-courts-keep-overturning-university-expulsions-due-to-lack-of-due-process/>; also see <https://legalideasforum.com/the-law-has-changed-student-can-be.html> accessed 20th July 2025.

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RESPONSIBILITIES OF A VICE- CHANCELLOR: EXECUTIVE HEAD OF A UNIVERSITY



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Introduction

In the Nigeria, University System, the Vice-Chancellor is described as the Executive Head. An attempt will be made in this chapter to discuss some of the implications of this designation.

The term Chief Executive is also, and perhaps even more widely, used in reference to the Vice-Chancellor. However, it is worth bearing in mind that the two terms are not synonymous, and indeed, the use of term or other may influence a Vice-Chancellor's perception of his roles and responsibilities. Within the context of the Association of Common wealth Universities, to which all Nigerian Universities belong, or should belong, the preferred term is Executive Head, which more accurately describes the role of the Vice-chancellor as the Head of his institution.

The difference between the chief executive and executive head Chief Executive is more commonly, used when referring to business organizations where the individual so referred to usually wield more executive powers than a Vice-chancellor. While it is true therefore that Vice-chancellors are expected to lead their universities as efficiently as the Managing Directors of private companies, it would be wrong and misleading for them to think that they are to run their institutions in the same manner as companies Managing directors. The university is a democratic organization than a business or commercial venture, and although the buck indeed stops with the vice-chancellor, the institution in greater sense is run by a committee system and under the supervision of a Governing council. The vice-chancellor only tries to model himself as the Managing Director of a company, or even more worse, on the head of a military unit, is likely to run into trouble, on the one hand, with colleagues who expect the institution to be run democratically, though no less firmly and, on the other hand, possibly with the Governing council. Audu as cited in Nwafor (1998)

The success of a Vice-chancellor's in office depends on how effectively he operates the committee system to give effect to the mission of the University and to prevent arbitrary actions. He must give firm leadership, but must carry the university community along with the through the various committees. Given the exceptional nature of that community, this is by no means an easy task. Above all, the Vice Chancellor must be ruthless in operation of the office **Okekukola** ()

Responsibilities with other Principal Officers

The success of a vice-chancellor in his job depends on how well he is able to manage the human and material resources at his disposal. Accordingly, the vice chancellor must depersonalize his/her role as executive head of the University. Undie (2021) it is the duty of the Vice-chancellor to co-ordinate the

activities of the other principal officers under him, to get them to keep essentially in mind the short-term and long-term objectives of the University and to secure their commitment and loyalty at all times.

Responsibility to the Visitor

The visitor is the proprietor of the institution. For federal universities owned by the central government of Nigeria, the visitor can be the head of state or president of the country but in the case of the State Universities, it is the Governor of the state and for private universities it could be the proprietors.

The visitor is not a Principal Officer of the University, who hardly ever has direct dealing with Vice chancellor. Rather, the Vice-chancellor interacts with the proprietors through the governing council and the National Universities commission and more rarely-but particularly in moments of crisis-with the Ministry of Education. Clearly, the accountability of the university, and therefore of the vice-chancellor himself, is to the visitor through the council and the national universities commission. The vice chancellor would therefore be well-advised to ensure that he is in good standing with his Governing council, that the line of communication between the University and the National Universities commission is kept well-oiled at all times, and in particular that all information requested by the commission is promptly furnished. (Fashaya as cited Awafer 1958).

It is necessary to invite the visitor to the annual convocation for the award of degrees and diplomas, ceremonies, if he is not able to attend personally, he can send in representatives from government. An address from the visitor is normally an item in the proceedings.

Vice-chancellors of state universities have may have closer relationship with their state ministries of education and their visitors while at the same time having dealings with the National universities commission, notably with regard to standards.

Responsibility to the Chancellor

The highest principal officer of a university is the chancellor. Speaking generic sense is that the chancellor pays an annual visit to the university during the convocation ceremonies. He too addresses convocation and takes the opportunity to catch up developments in the university during the preceding year.

The chancellor is also usually available at other times or consultations on University affairs, particularly on occasions when the university is in the national news.

Responsibility to the Pro-Chancellor

As chairman of the governing council, the pro-chancellor is a very important official of the university, and it is necessary that the vice-chancellor keeps him abreast of happening in the university. This should not be difficult as the pro-chancellor is present on campus fairly often, attending meetings of council and also making an appearance in order to give moral support at other important university events

The appointment of a pro-chancellor is not mad lightly by the government, and therefore a Vice-chancellor has everything to gain by holding informal consultations with his pro-chancellor as often as the opportunity presents. It is also vice-chancellor's duty to have the direct the proceeding of the meetings effectively. Okeke ()

Responsibility to the Deputy Vice-chancellor(s)

Since the Vice-Chancellor has to work closely with his deputy or deputies. It is now usual to give him a say in the appointment of such official. The function of the deputy Vice-chancellor is to assist the Vice-chancellor in the performance of his duties. Therefore, the Vice-chancellor delegates some of his functions of his deputy or deputies but remains accountable for their performance. Needless to say, the vice-chancellor would be well advised to receive daily briefings from his deputies and be kept fully abreast of developments in the University.

Since the introduction of two deputy vice chancellors, the load previously carried by one official is now borne by two. The common practice is to have a deputy vice-chancellor (Academic) and a deputy vice-chancellor (administration). This division, in the final analysis, is an artificial one, and there may well be time when it is difficult to draw a line between the proper functions of the two officials. The deputies therefore, apart from being compatible with the Vice-chancellor, must also be compatible with each other in order to ensure complete harmony in the vice-chancellors office. The presence of two deputy vice-chancellors does not in any way alter the relationship between vice-chancellor and the registrar. Biajo (1998)

Responsibility to the Registrar

Not minding the presence of a deputy vice-chancellor (Administration), the extant law of any Nigerian university vest in the registrar the duty of accounting to the vice-chancellor for the daily administration (except financial management) of the university. Conflict may sometimes arises when the registrar feels that he is not given a free hand to run the registry, or the vice chancellor, on the other hand, feels that he is not being fully kept in the picture, example is in respect to the redeployment of staff within the registry. Where there appears to be such fusion, the Vice-chancellor and the Registrars are expected to discuss and reach a mutual understanding. The vice chancellor should equally see value of having an experienced Registrar to support him in office.

The Registry is such a large and ubiquitous organization within the university that only constant dialogue between the Registrar and the Vice-chancellor, who is ultimately accountable for all of the Registrar's actions, can ensure smooth administration in a university. The Vice-chancellor may find it necessary to deal directly with the Establishment officer, an important official who is usually the secretary of the appointments and promotion committee which vice-chancellor is chairman. This is another potential area source of conflict between the vice-chancellor and his registrar. However, the panacea is that the establishment officer must ensure that the registrar is constantly briefed on developments in his schedule so as to avoid an unnecessary diffusion of authority within the Registry. In all other cases, it would be advisable for the Vice-Chancellor always to deal with the Registry only through the Registrar.

Responsibility with the Bursar

The Bursar is responsible to the Vice-chancellor for the day-to-day financial management of the University. He is expected therefore to keep the Vice-chancellor constantly informed of the financial standing of the University and assist him to ensure that all expenditures are in accordance with the operatives budget and in conformity with the financial regulations of the university.

Certainly, there are limits to the expenditures that the Vice-chancellor may incur without reference to either a Tenders Board or the Governing council. The Vice-Chancellor would do well to acquaint himself with the prevailing figures. In emergencies, the Pro-chancellor and Chairman of council can be approached to give approval on behalf of council expenditures beyond the powers of the Vice-chancellor.

It is important that all expenditures are in conformity the budget and that when extr-budgetary spending unavoidable, proper authority is obtained from council necessary through the pro-chancellor.

With the help of the bursar, the vice-chancellor expected to find other sources of generating revenue for the university and to manage wisely to funds so raised. Some universities have endowment fund which is managed by a community appointed by council.

It is expected that the Vice-chancellor work closely with bursar in ensuring a prudent management of the university financial resources, some people may be suspicious of vice chancellors who are seen to be too close to their bursar who leave them to take decisions which should properly taken by the vice-chancellor or even by the finance general purposes committee on behalf of council. Therefore, it is important for the vice-chancellor to be open in the financial management of the university, and to the development committee and its finance sub-committee along with him, particularly in times of lean resources.

It is also the function of the Vice-chancellor to submit quarterly financial report to council. Such a statement which highlights exceptions, is submitted by the internal auditor to the vice-chancellor in the first instance and the latter is expected to forward this, together with own comments to council.

The internal audit unit is not an integral part of the bursary and the chief internal auditor operates independently of the bursar and is directly responsible to the vice-chancellor. Indeed, as indicated above, he also has direct access to the council through the vice-chancellor. The duty of internal auditor is to assure the vice-chancellor at all times that the finances of the university are administered strictly in accordance with the financial regulations of the university. In the process, the auditor conducts regular checks, undertakes preventive and investigate inspections and make regular reports to the vice-chancellor.

Responsibility to the University Librarian

A library is store house of knowledge, well equipped and well-run library is essential to the good health of a university. By the nature of things, the vice-chancellor see less of the University librarian than of the other full-time principal officer, but this is because of the University librarian is a member of the academic staff, unlike the other two who belong to the administrative and professional cadre.

Usually, the affairs of the library are supervised by a committee which may or may not be chaired personally by the vice-chancellor. Nevertheless, the vice-chancellor is expected to take a strong interest in the well-being of the library, and should make himself available to discuss library programme and problems with the University Librarian.

The libraries are now directly funded in the federal universities by TETFund the National universities commission, and this removes the onus from the vice-chancellor of ensuring that the correct proportion of the goods and services grant is spent on the library. Where most of the holdings in the library are imported, the help of the vice-chancellor is required in making it possible for the library to have access to foreign currency. Vice chancellor assistance is also needed in ensuring that the library infrastructures are at all times in good working order.

Responsibility to Statutory Organs of the University

In addition to working harmoniously and efficiently with the other principal officer, the vice-chancellor also has to relate to a number of statutory organs of the university in carrying out his duties, and roles. These organs will be discussed in greater details thus;

Relationship with Governing Council

The typical university law states clearly that _the council shall be the governing body of the university and shall have the general management of the affairs of the University and in particular the control of the property and expenditure of the university.

The vice chancellor is obviously a very important member of council. His importance derives from two main sources.

The vice-chancellor is the council's main official source of information on the state of affairs at the university, and this means that he must have information about every aspect of the university at his finger tips. It is also important that the information he gives to council, apart from being accurate and objective. The smoothness with which the proceedings flow during a council meeting depends on the vice-chancellor's state of preparedness, as accurate and timely information is essential to proper functioning of council.

Programmes relating to the future of the University are brought to council by the vice-chancellor for discussion and approval. This is where, in the context of the current university plan, the vice-chancellor tries to make his contributions to the development of the university. Usually, such programmes will have been discussed at the committee level and by senate. The vice-chancellor would also be well-advised to have discussed them with the pro-chancellor and chairman of council.

Aside, the vice-chancellor has to bring all decisions by all committees and by senate to council for approval if they have financial implications, and matter relating to discipline have been deliberated upon by the relevant disciplinary committees, also have to be reported to council by the vice-chancellor for its approval or noting, as the case may be.

The Vice-chancellor renders an account of his stewardship to council at its quarterly meetings, and to the visitor through the council and the national universities commission annually in the university's annual reports and audited accounts. Ayo as cited in Nwofor (1998).

Teaching and Research

There are a number of ways in which the vice-chancellor keeps himself abreast regarding this important activity of the university.

Although by extant law the vice-chancellor and his deputies are members of every faculty board, it is unusual for any of them to attend faculty board meetings unless there is a special reason for them to do so. However, all deans usually have free access to the vice-chancellor to discuss any special faculty problems.

- (b) Each faculty board reports to every scheduled meeting e.g senate, where the vice-chancellor is chairman
- (c) Other academic matters are dealt with in committees, of which the vice-chancellor is chairman. The development committee of a university usually has an academic planning sub-committee. This sub-committee is usually chaired by a deputy vice-chancellor, but the vice-chancellor himself is usually in the chair at the meeting of the development committee itself
- (d) The appointment and promotions committee is also relevant to the academic concerns of a university because this is where the quality of teachers is controlled. The leadership of the vice-chancellor in this particular committee is very important, for he has the duty, on the one hand, of ensuring that teaches of the very highest caliber are employed by the university and, on the other, that staff rise solely by merit, and without frustration.
Where a university operates the collegiate system, of course, the regular contact by the vice-chancellor is with the provosts rather than the Deans
- (e) The directorate of academic planning office is usually located in the vice-chancellor's office so that the vice-chancellor can have ready access to the relevant statistics at all time, and also so that he can directly supervise planning matter going to the development committee.

2. Admission

The Vice-Chancellor's role in student admission is essentially supervisory as the bulk of the work is done by committees, usually first at the faculty level, and then centrally by the Committee of Deans. It is the Vice-Chancellor's responsibility to ensure that the admission guidelines are followed at every stage, and that the best students available are offered admission.

There is usually a University discretionary list which is expected to be compiled with the best interests of the university, rather than of particular individuals, in mind, although under no circumstances should even discretionary admission be offered to anyone scoring below the university's absolute cut-off point. The Vice-Chancellor is expected to compile this list within the guidelines of admissions, e.g. with the involvement of the Committee of Deans which is expected to ensure that there is no abuse of the process.

3. Student Discipline

The Vice-Chancellor is the Chairman of the Student Disciplinary Committee, and it is important that this is not one of the chairmanship that he delegates to a Deputy . it is Vice-Chancellor's responsibility to ensure fairness and firmness in every case coming before the committee, and in order to inspire the maximum confidence in the committee, it is advisable that there should be

student members of the committee. In that way, also, the decisions of the committee are not likely to generate tension among the student body.

The management of students generally is a matter which calls for much of the Vice-Chancellor's attention. Usually, other members assist him in the progress-Heads of Department at departmental level, Deans at faculty level, masters and Wardens at hall level and the Dean of Students at the more general level. These are all officials who should have easy access to the Vice-Chancellor and it is important that, together, they attempt to nip all problems in the bud.

The Student Union may want to deal directly with the Vice-Chancellor more often than is warranted. They should be trained to take up matters with the Dean of students in the first instance, but if the problem is not solved at that stage, the Vice-Chancellor should be willing and ready to meeting with student leaders, usually with the Dean of Students present, to try to sort things out. It is important that the Vice-Chancellor's attitude to students should be positive and sympathetic while at the same time being firm on the side of order and discipline.

All too often, student unrest arises from poor welfare services which, for lack of adequate funds, the Vice-Chancellor may be able to do little about. In such cases, the method of approach may make the difference between a peaceful resolution and conflagration.

Congregation

Congregation is usually one of the constitution bodies of a university and it provides a platform for all graduate staff of the university to meet to discuss welfare matters. Equally importantly, Congregation elects representatives from among its members o both Senate and Council. The Chairman is the Vice-Chancellor, and he would be well-advised to use this forum to discuss welfare matters and carry out necessary reforms before the issues become problematic and are taken up in a less relaxed atmosphere by the unions.

Convocation

The Vice-Chancellor is also the Chairman of Convocation, which is a body made up of the academic staff of the university and all graduates of the university. In addition, anyone who _applies for registration of his name in the prescribed manner and pays the prescribed fees may be admitted to membership. Apart from discussing matters of the widest importance to the university, Convocation also elects one of its members to represent it on the Governing Council

The importance of Convocation cannot be over-emphasized as an important forum for interaction between the university and its alumni. The Vice Chancellor would do well to ensure regular attendance by alumni.

The Vice-Chancellor's General Responsibilities

The Vice-Chancellor has certain general responsibilities aimed at ensuring peace, order, good governance and optimal performance by all members of the university community. Some of these are now discussed below.

Welfare

Staff and student welfare is one of the Vice-Chancellor's major responsibilities. It also poses for him one of the most difficult challenges. Without adequate welfare, there cannot be peace or stability for any length of time: yet the Vice-Chancellor hardly ever has enough resources at his disposal to ensure the level of comfort for staff and students that he himself would like to see.

Staff Welfare

Staff welfare begins with the level of remuneration paid to the various categories of staff, which brings the Vice-Chancellor into conflict with the various staff unions, through in practically every case. This is a national, rather than a university-specific problem.

- (a) For the upkeep of the environment, including the maintenance of all buildings and of parks and gardens, the Vice-Chancellor relies on the efficiency of the Director of Works. But maintenance is an expensive process and it is therefore important that adequate allocations is made for it in the university budget. There is generally no committee charged with the supervision of maintenance at a Nigeria university. The assumption is that the Department of Works and Maintenance will evolve its own system of inspection and regular reporting to the Director, who in turn keeps the Vice-Chancellor informed of the state of affairs as well as giving him early warning signals. The Vice-Chancellor will have opportunities to formally inspect particular area of the campus where new structures or massive repairs are going on, but he would do well at the same time to conduct informal tours of the campus and satisfy himself that acceptable standards are maintained.
- (b) The adequate provision of housing and office space is also a matter close to the hearts of staff. As no university is now able to accommodate all its staff on the campus, an equitable housing policy has to be evolved, so that no member of staff is disadvantaged by virtue of whether he lives on or off-campus.
- (c) No university can function at all efficiently without a regular supply of water and electricity. The importance of adequate and regular water supply hardly needs to be elaborated, given the large number of staff and students living on many campuses, but it should also be borne in mind that the laboratories are obliged to use large volumes of water everyday it behoves the Vice-Chancellor, therefore, to ensure regular and adequate supply.
- (d) Equally important is the supply of electricity, without which, today, civilized living is impossible. But again, apart from the domestic use of electricity, there is the need to have regular supply for office equipment and for the various laboratories. Reliance on municipal supply would be unrealistic, and the Vice-Chancellor must explore other ways, including the acquisition of stand-by generators, to ensure uninterrupted supply. Attention will also have to be paid to the question of recovery of costs from consumers for domestic use.
- (e) In an age of the internet and the communication super-highway, no serious research or higher education generally can be conducted without a good communication system. Yet some universities lack even an effective intercom. The fax machine is still a rarity, but this, in any case, assumes the presence of a good telephone system. The e-mail, too, is not as widespread as it should be. The Vice-Chancellor must do his utmost to ensure that these modern means of communication and essential aid to research are available at his university. The National Universities Commission is known to be rendering some assistance in this direction.
- (f) In some universities, intra-campus transportation may be a problem, and the Vice-Chancellor has to ensure that there is a satisfactory solution. Some universities opt for a campus taxi cab system, while others operate a bus system managed by the university and/or the Students Union. Whichever system is adopted, the Vice-Chancellor will have to ensure that there is no exploitation and that the peace of the campus is not unduly disturbed or its security jeopardized.

Since university campuses tend to be located outside city centers, some universities also have problems of transportation for staff and students between the campus and the city centre. There is hardly anything the Vice-Chancellor or the university can do about this.

- (g) The provision of recreational facilities for staff is also an important part of staff welfare. Staff football teams are not uncommon in many universities, and one university at least has an annual inter-departmental staff soccer competition. But even more popular, especially among the senior

staff, is the game of lawn tennis. Provision has to be made for all of these, as well as for such indoor games as table tennis, in the university budget.

- (h) Provision of adequate healthcare is as important for the staff as for the students. Free medical attention is usually part of the contract between the university and its staff. It is the Vice-Chancellor's responsibility to ensure that the university honours its pledge in this respect by ensuring an efficient health service on campus and prompt referral in appropriate cases.

4.1 Student Welfare

The need for student welfare is generally more self-evident than that of staff welfare. Apart from the arrangements made in Halls of residence and classrooms for the comfort of students, there is in most universities a Student Welfare Board presided over by the Dean of Student, who is usually a professor and who, with the assistance of the Student Affairs Officer, reports regularly to the Vice-Chancellor and transmit to him early warning signals of trouble within the student community.

The students have a lot to gain from many of the welfare items discussed above in respect of staff, but the difference is that the students are more in number, and in any case naturally more volatile than the staff, so that failure to attend early to their discontent may turn out to be expensive for the university.

The Vice-Chancellor has the responsibility for providing as rich a communal life as the university can afford for the students. This includes adequate attention to sports and games, debates, club activities, etc.

4.2 Staff Discipline

Maintaining discipline in the university is one of the Vice-Chancellor's heaviest responsibilities. There is a code of conduct in universities which should be written down. With regard to teaching and supervision of research, academic staff are left in no doubt as to their obligations and responsibilities, while in the general administration of the university, the administrative and technical staff also know what is required of them. Similarly, the junior staff are fully aware of what is required of them in the discharge of their duties. In any of these case, dereliction of duty is a matter for disciplinary action usually initiated by the Head of Department. A case may go up to the appropriate Staff Disciplinary Committee which has laid down procedures guiding its deliberations. Usually, the Chairman of the Senior Staff Disciplinary Committee is the Vice-Chancellor while that of the Junior Staff Disciplinary Committee is the Registrar.

All staff are also expected to conform to the highest standards in their general comportment, and erring members who behave in a manner likely to bring the university into disrepute in any form are usually made to account for their conduct before the appropriate Disciplinary Committee.

4.3 Academic and Physical Plans

Each University has approved academic and physical plans for its usage. Where such plans predate the appointment of a Vice-Chancellor, it is his duty to implement them faithfully, without any distortions. Any proposals he may have regarding modifications will have to be presented through the appropriate Committees to Senate and/or Council for approval before implementation. The National Universities Commission also has to be brought into the picture to ensure that government policy on university education generally has not in any way been violated. There are specific Departments in the Commission dealing with both academic and physical planning.

4.4 Revenue Generation

Universities today are expected to generate a certain percentage of their revenue from sources other than the government. Indeed, the efficiency of a Vice-Chancellor is increasingly being judged in terms of his ingenuity in supplementing government subventions with internally generated funds.

Many universities have now commercialized those of their activities and operations which lend themselves to this mode of management. Examples are bookshops, guest houses, internal transportation, the conference centre, the printer (and to some extent, the publishing house), the petrol station, farms etc. it is the duty of the Vice-Chancellor, in consultation with council, to bring as many operations of university as he considers appropriate under this mode of management, but without losing sight of the primary function of the university as a centre for teaching and research which must not be compromised.

Nor should the Vice-Chancellor necessarily confine his attention to commercially-viable operations within the university campus only. Opportunities in the town in which the university is located, and in the rest of the country generally, should also be explored.

An important resource at the disposal of a university are its alumni. Not only can they be an important reservoir of ideas on possible investments of funds; generated during endowment appeals, they can also be made interested, for example, in the upkeep of their former halls of residence.

5.0 Staff Unions

It is obvious that staff unions are assuming an increasing importance in the governance of a university. There are usually three important ones; Academic Staff Union of Nigerian Universities (ASUU), the Senior Staff Association (SSA) and the Non-Academic Staff Union (NASU), representing the interests of the academic staff, the senior administrative staff and the junior staff respectively. Inability by the Vice-Chancellor to handle the affairs relating to these unions with an appropriate measure of initiative and dexterity may prove disruptive of the activities of the university. It is always advisable to nip issues/problems in the bud through dialogue, and since these problems originate generally from lack of information or misinformation on the part of the unions, it is necessary for the Vice-Chancellor to operate an open climate and keep the channels of communication open at all times between him and the leaders of all the unions on campus.

6.0 Public Relations

It is true that the Vice-Chancellor is the university's Chief Public Relations Officer. Clearly, Vice-Chancellor should be making as many friends as possible for the university. Aside promoting good relations among the various categories of people who make up the university community, the Vice-Chancellor must support the university's Alumni Association and give it continuing pride of place in their life-long membership of the university. He/she must also project a good image of his university among other Vice-Chancellors – in Nigeria, as a member of the Community of Vice-Chancellors, in Africa, as a member of the Association of African Universities, in the Commonwealth, as a member of the Association of Commonwealth Universities; and at all other meetings where the Executive Heads of the Universities of the world are assembled.

The Vice-Chancellor is expected to promote good public relations with the University's host community and put forward a good image of the university throughout the country. The entire community must be made to take pride in the effectiveness of the university and in its achievement to the furtherance and refinement of the national life in its entirety.

7.0 Security

The Vice-Chancellor as the Chief Security Officer of the University will certainly and personally supervise a Security Office based in his office. The Vice-Chancellor has the duty of keeping the university secure internally by ensuring peace and order among students and staff. Where there is

breach of the peace by members of the university community is brought in the first instance to the notice of the Security office, which makes a report to the Vice-Chancellor and if necessary, the matter ends up before the appropriate Disciplinary Committee if it cannot be handled by the security office.

More so, the Vice-Chancellor also has to keep the university safe from disruptions to normal life from external sources. This implies that the entrance to the university has to be securely manned and that the security officers are adequately equipped to wade off intruders. The need to fund the Security office cannot be emphasized in order to guarantee that at all times the safety of life and property on the campus.

In an ideal situation, the security force should be treated as a specially group and prevented from participating any labour union actively in the university since it will be expected to quell disruption arising from the activities of any of the labour unions agitation.

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ETHICAL LEADERSHIP PRACTICES AS CORRELATES OF UNIVERSITIES' REPUTATION IN BENUE STATE, NIGERIA



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Abstract

This study investigated ethical leadership practices as correlates of universities' reputation in Benue State, Nigeria. The purpose of the study was to investigate how ethical leadership practices correlate with universities' reputation. The study was guided by two research questions, while two hypotheses were formulated and tested for the study. The design adopted for the study was correlational research design. The population was 6,930 staff in four public universities in Benue State, Nigeria. The sample size was 346 or 5% staff selected using simple random sampling technique. —Ethical Leadership Practices Questionnaire (ELPQ) and —Universities' reputation Questionnaire (URQ) were used for data collection. The questionnaires were structured on a four-point scale with response modes of Strongly Agree (SD)=4; Agree (D)=3; Disagree (A)=2 and Strongly Disagree (SA)=1. The instruments were validated by two experts in the Department of Educational Foundations, Faculty of Education Rev. Fr. Moses Orshio Adasu University, Makurdi. A reliability test was conducted on 20 staff in one public university using Cronbach Alpha and yielded reliability coefficients of 0.87. The data collected for the study were analyzed using Pearson Product Moment Correlation (PPMC) to answer research questions and test the hypotheses at 0.05 level of significance. The findings of the study showed that ethical leadership practices such as integrity and responsibility have significant strong positive correlation with universities' reputation in Benue State, Nigeria. It was concluded that ethical leadership practices particularly integrity and responsibility play a critical role in shaping the reputation of universities in Nigeria. Therefore, the study recommends among others that in order to uphold integrity and responsibility to promote universities' reputation, Nigerian universities should adopt and enforce clear codes of conduct that promote transparency, honesty and fairness in all administrative and academic processes.

Keywords: Ethical leadership practices, integrity, responsibility, universities' reputation

Introduction

Universities are regarded as vital institutions that foster critical thinking, innovation and societal development by providing advanced education, conducting impactful research and cultivating skilled professionals for national and global advancement. Therefore, universities across the world are supposed to maintain good reputation so that national and global advancement would be achieved (Eze, 2020). Despite the significance of university reputation, universities in many parts of the world including those in Nigeria and specifically in Benue State seem to increasingly grapple with the challenge of maintaining and enhancing their reputation. Universities' reputation is the perceived quality, prestige and credibility of universities as judged by stakeholders such as students, faculty, employers and the general public (Ogbogu, 2020). It is often shaped by factors including academic excellence, research output, employability of graduates, quality of faculty, international partnerships and historical legacy (Eze, 2020). A strong reputation can enhance student enrollment, attract funding and improve global rankings, while a poor reputation may limit institutional growth and stakeholder trust (Hazelkorn, 2015).

Globally, the challenge of universities' reputation has been linked to several factors one of which may be deeply tied to ethical leadership practices. Shapira-Lishchinsky (2022) describes ethical leadership practices as to the behaviours, actions and decision-making approaches of leaders that are guided by a strong sense of ethics, integrity, fairness and responsibility. Brown and Trevino (2019) maintain that ethical leaders model honesty, uphold moral standards, treat others with respect and prioritize the well-being of their followers and organization. However, Ogbogu (2020) notes that ethical lapses such as corruption, nepotism, mismanagement of funds and academic dishonesty have eroded public trust and institutional credibility, thereby undermining universities' global standing. According to Eze (2020), in Nigeria, where universities are pivotal to national development, the absence of ethical leadership practices such as integrity and responsibility often result in poor universities' reputation.

Integrity in leadership refers to a leader's consistent adherence to strong moral and ethical principles (Nguyen & Walker, 2021). A leader with integrity is honest, transparent, and trustworthy and acts in ways that are fair and aligned with the values they promote (Brown & Trevino, 2019). Brown and Trevino also add that such a leader does not compromise their values for personal gain and takes responsibility for their actions, even in difficult situations. A study by Okoye (2021) found that effective ethical leadership, grounded in integrity and accountability has significant relationship with rebuilding trust, fostering institutional excellence, and enhancing the international reputation of universities. Okunola and Akinola (2020) also found that universities with leaders who uphold strong moral values are more likely to enjoy public confidence, attract quality staff and students and secure funding from both government and private sectors. Similarly, Oboh and Ajibola (2019) found that the absence of integrity in university leadership often results in corruption, mismanagement and a decline in institutional prestige. Adebayo and Okolie (2018) establish that integrity enhances decision-making, promotes organizational justice and fosters a positive internal culture, all of which contribute to building a strong institutional image. However, Okoye (2021) posits that this can also be achieved when leaders in the discharge of leadership roles exhibit a strong leadership responsibility.

Responsibility in leadership connotes the leader's obligation to act ethically, make sound decisions and be accountable for the outcomes of their actions and those of their team (Northouse, 2013). A responsible leader demonstrates integrity, transparency and a commitment to the common good, fostering trust and motivation among followers (Adebayo & Okolie, 2018). Responsibility involves setting clear goals, allocating resources effectively, and ensuring that team members are empowered and held accountable within a supportive environment (Northouse, 2013). A study by Akpan and Etor (2013) found that leadership responsibility, which includes transparency, accountability and ethical decision-making has significant relationship with shaping the public image and reputation of Nigerian universities. Similarly, Ogbondah (2016) found that university leaders who demonstrate a strong sense of responsibility are more likely to foster positive staff-student relations and promote institutional integrity, thereby enhancing the university's standing both locally and internationally. Furthermore, Adebayo and Akanbi (2017) highlight that responsible leadership practices directly affect

the perception of quality education, which is a key determinant of a university's reputation. This finding by Adebayo and Akanbi (2017) suggests that responsible leadership is not only essential for effective university governance but also for sustaining a favourable institutional reputation in Nigeria's higher education sector. It is based on the above background that the present study investigated ethical leadership practices as correlates of universities' reputation in Benue State, Nigeria.

Statement of the Problem

A good university reputation enhances graduates' employability, attracts quality staff and students and boosts access to research funding and global partnerships. However, in recent years, the reputation of universities in Benue State, Nigeria, has come under scrutiny due to growing concerns about the erosion of ethical standards among university leaders. Ethical leadership, which is central to the promotion of values such as integrity and responsibility, appears to be declining in practice in these universities. Reports of favouritism, academic dishonesty, mismanagement of funds and lack of accountability among some university administrators seem to have raised public doubt about the credibility and trustworthiness of these universities. These leadership lapses may not only undermine the moral fabric of university governance but also diminish the institutions' ability to uphold academic excellence, foster innovation and attract reputable partnerships. As the public continues to question the legitimacy of university processes, the overall reputation of these universities may also suffer both locally and internationally.

The absence of strong ethical leadership characterized by integrity and responsibility may negatively affect staff morale, student discipline, research credibility and stakeholder confidence in university outputs. When leaders fail to act with transparency and ethical conviction, they may create an environment in which unethical practices are tolerated or even normalized. This could deteriorate institutional trust and weaken efforts to promote a culture of merit, fairness and professionalism. Consequently, universities in Benue State may face challenges in securing accreditation, attracting qualified staff and producing graduates who are seen as employable or competent. Thus, there is a pressing need to investigate the extent to which ethical leadership practices or the lack thereof may be contributing to the reputational challenges of universities in the state.

Purpose of the Study

The purpose of the study was to investigate ethical leadership practices as correlates of universities' reputation in Benue State, Nigeria. The study specifically sought to examine:

1. the correlation of integrity practice and universities' reputation in Benue State, Nigeria.
2. the correlation of responsibility practice and universities' reputation in Benue State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the correlation of integrity practice and universities' reputation in Benue State, Nigeria?
2. What is the correlation of responsibility practice and universities' reputation in Benue State, Nigeria.

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant correlation of integrity practice and universities' reputation in Benue State, Nigeria.
2. There is no significant correlation of responsibility practice and universities' reputation in Benue State, Nigeria.

Methodology

The design adopted for the study was correlational research design. The population of the study was 6,930 staff in four public universities in Benue State, Nigeria (Registry Departments of Universities

in Benue State, 2024). The sample size was 346 or 5% staff selected using simple random sampling technique. —Ethical Leadership Practices Questionnaire (ELPQ) and —Universities' reputation Questionnaire (URQ) were used for data collection. ELPQ contained 10 items, while URQ contained five items. The questionnaires were structured on a four-point scale with response modes of Strongly Agree (SD)=4; Agree (D)=3; Disagree (A)=2 and Strongly Disagree (SA)=1. The instruments were validated by two experts in the Department of Educational Foundations, Faculty of Education Rev. Fr. Moses Orshio Adasu University, Makurdi. A reliability test was conducted on 20 staff in one public university using Cronbach Alpha. The results of the test yielded reliability coefficients of 0.83 for ELPQ and 0.90 for URQ with a grand index of 0.87. The data collected for the study were analyzed using Pearson Product Moment Correlation (PPMC) to answer research questions and test the hypotheses at 0.05 level of significance. The decision rule for answering research questions according to Emaikwu (2021) was 0.1 to 0.29 (or -0.1 to -0.29) = Weak correlation, 0.3 to 0.49 (or -0.3 to -0.49) = Moderate correlation and 0.5 to 1.0 (or -0.5 to -1.0) = Strong correlation. The decision rule for rejecting or not rejecting the null hypothesis was based on the comparison between the p-value (the probability that the observed correlation occurred by chance) and the level of significance (α). Where the p-value is $\leq \alpha$, the null hypothesis (H_0) was rejected. Meaning there was enough evidence to conclude that a significant correlation existed between the two variables. Where the p-value is $> \alpha$, the null hypothesis (H_0) was not rejected. Meaning there was not enough evidence to conclude that a significant correlation existed between the two variables.

Results

Research Question 1: What is the correlation of integrity practice and universities' reputation in Benue State, Nigeria?

Table 1: *Correlation of Integrity Practice and Universities' reputation in Benue State, Nigeria*

Variables	N	$\bar{X}$	SD	r	Decision
Integrity Practice	346	2.76	0.65	0.86	Strong Positive Correlation
Universities' reputation	346	2.84	0.81		

Source: Field Survey Results 2025

The result in Table 1 shows that $r=0.86$ which indicates a strong positive correlation. This implies that there is a strong positive correlation of integrity practice and universities' reputation in Benue State, Nigeria.

Research Question 2:

What is the correlation of responsibility practice and universities' reputation in Benue State, Nigeria?

Table 2: *Correlation of Responsibility Practice and Universities' reputation in Benue State, Nigeria*

Variables	N	$\bar{X}$	SD	r	Decision
Responsibility Practice	132	2.89	0.72	0.85	Strong Positive Correlation
Universities' reputation	132	2.84	0.41		

Source: Field Survey Results 2025

The result in Table 2 shows that $r=0.85$ which indicates a strong positive correlation. This implies that there is a strong positive correlation of responsibility practice and universities' reputation in Benue State, Nigeria.

Test of Hypotheses

Hypothesis 1:

There is no significant correlation of integrity practice universities in reputation in Benue State, Nigeria.

Table 3: Significant Correlation of Integrity Universities' reputation in Benue State, Nigeria

Variables	N	$\bar{X}$	SD	r	P	Decision
Integrity Practice	346	2.76	0.65	0.86	0.000	Significant Strong Positive Correlation
Universities' reputation	346	2.84	0.81			

* Correlation coefficient is significant at $p < 0.05$; level (2-tailed).

Source: Field Survey Results 2025

The result in Table 3 shows that $r = 0.86$; $p\text{-value} = 0.000 < 0.05$. Since $p\text{-value}$ was less than 0.05, the null hypothesis which states that there is no significant correlation of integrity practice and universities' reputation in Benue State, Nigeria was rejected. This implies that there is a significant strong positive correlation of integrity practice and universities' reputation in Benue State, Nigeria.

Hypothesis 2: There is no significant correlation of responsibility practice and universities' reputation in Benue State, Nigeria.

Table 4: Significant Correlation of Responsibility Practice and Universities' reputation in Benue State, Nigeria

Variables	N	$\bar{X}$	SD	r	P	Decision
Responsibility Practice	346	2.89	0.72	0.85	0.000	Significant Strong Positive Correlation
Universities' reputation	346	2.84	0.41			

* Correlation coefficient is significant at $p < 0.05$; level (2-tailed).

Source: Field Survey Results 2025

The result in Table 4 shows that $r = 0.85$; $p\text{-value} = 0.000 < 0.05$. Since $p\text{-value}$ was less than 0.05, the null hypothesis which states that there is no significant correlation of responsibility practice and universities' reputation in Benue State, Nigeria was rejected. This implies that there is significant strong positive correlation of responsibility practice and universities' reputation in Benue State, Nigeria.

Discussion of Findings

The first finding of the study shows that there is significant strong positive correlation of integrity practice and universities' reputation in Benue State, Nigeria. This finding agrees Okoye (2021) who found that effective ethical leadership, grounded in integrity and accountability has significant

relationship with rebuilding trust, fostering institutional excellence and enhancing the international reputation of universities. The finding also agrees with Okunola and Akinola (2020) who also found that universities with leaders who uphold strong moral values are more likely to enjoy public confidence, attract quality staff and students and secure funding from both government and private sectors. The finding further conforms with Oboh and Ajibola (2019) who also found that the absence of integrity in university leadership often results in corruption, mismanagement and a decline in institutional prestige. Adebayo and Okolie (2018) in support of this finding establish that integrity enhances decision-making, promotes organizational justice and fosters a positive internal culture, all of which contribute to building a strong institutional image.

The second finding of the study shows that there is significant strong positive correlation of responsibility practice and universities' reputation in Benue State, Nigeria. This finding agrees with Akpan and Etor (2013) who found that leadership responsibility, which includes transparency, accountability and ethical decision-making has significant relationship with shaping the public image and reputation of Nigerian universities. The finding also agrees with Ogbondah (2016) who found that university leaders who demonstrate a strong sense of responsibility are more likely to foster positive staff-student relations and promote institutional integrity, thereby enhancing the university's standing both locally and internationally. Furthermore, this agrees with Adebayo and Akanbi (2017) whose finding shows that responsible leadership practices directly affect the perception of quality education, which is a key determinant of a university's reputation suggesting that responsible leadership is not only essential for effective university governance but also for sustaining a favourable institutional reputation in Nigeria's higher education sector.

Conclusion

The study concludes that ethical leadership practices have significant strong positive correlation with universities' reputation in Benue State, Nigeria. This implies that ethical leadership practices particularly integrity and responsibility play a critical role in shaping the reputation of universities in Nigeria. Leaders who consistently demonstrate integrity and responsibility not only foster trust among stakeholders but also create a culture of ethical behaviour that enhances institutional credibility. Such leadership strengthens public confidence, attracts quality staff and students and contributes to academic excellence, all of which are essential for building and sustaining a positive universities image.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. In order to uphold integrity and promote universities' reputation, Nigerian universities should adopt and enforce clear codes of conduct that promote transparency, honesty, and fairness in all administrative and academic processes. This will reduce corruption, favouritism, and academic dishonesty, thereby enhancing institutional credibility and public trust in the university system.
2. University leaders should practice responsible leadership by involving key stakeholders like staff, students and external partners in decision-making processes. This inclusive approach may enhance accountability and responsiveness, demonstrating responsible stewardship of resources and institutional mandates.

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ETHICAL PRACTICES IN UNIVERSITY PROCUREMENT PROCESSES AS CORRELATES OF SUSTAINABLE DEVELOPMENT OF PUBLIC UNIVERSITIES IN BENUE STATE, NIGERIA



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Abstract

*This study investigated ethical practices in university procurement processes as correlates of sustainable development of public universities in Benue State, Nigeria. The purpose of the study was to investigate ethical practices in university procurement processes as correlates of sustainable development of public universities. The design adopted for this study was the correlational research design. The population comprised all 208 personnel involved in procurement-related activities across the three public universities in Benue State, Nigeria. The entire population was sampled using census sampling technique. Data were collected questionnaires titled —Ethical Practices in University Procurement Processes Questionnaire (EPUPPQ) and —Public Universities Sustainable Development Questionnaire (PUSDQ). The instruments were structured on a four-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The instruments were validated by three experts in the Faculty of Education Rev. Fr. Moses Orshio Adasu University, Makurdi. Cronbach Alpha was to determine the reliability of the instruments and the result yielded 0.87. The data collected were analyzed using the Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypotheses at 0.05 level of significance. The findings of the study showed that there is a **very strong positive significant correlation** between accountability of procurement officers and fairness in vendor selection with sustainable development of public universities in Benue State. The study concludes that ethical practices in university procurement processes have potential to enhance sustainable development of public universities. The study recommends among others that university management and governing councils should establish and*

enforce strict accountability frameworks for procurement officers, including routine audits, transparent documentation systems, and mandatory reporting procedures.

Keywords: *Ethical practices, procurement process, accountability, fairness, vendor selection, sustainable development*

Introduction

The growing global demand for sustainable development of public universities has gained momentum in recent times, driven by the pressing need to produce competent graduates who can actively contribute to reversing the declining socio-economic conditions of nations, particularly in the face of recurring global economic recessions that threaten development efforts worldwide (UNESCO, 2021). However, in many developing countries, including Nigeria, public universities remain underdeveloped due to poor governance, inadequate funding and weak adherence to ethical standards in institutional processes (Adebayo & Ibrahim, 2020). This underdevelopment has manifested in dilapidated infrastructure, low staff morale and a decline in the quality of education, ultimately undermining the employability and productivity of graduates (Okebukola, 2018). According to Ezekwesili and Danjuma (2019), ensuring sustainable development in the public sector, including public universities, requires deliberate actions such as transparent leadership, effective accountability mechanisms and importantly, the enforcement of ethical practices in university procurement processes. These measures promote institutional integrity and efficient use of resources, thereby advancing the sustainable development of public universities in Nigeria.

Sustainable development of public universities refers to the steady advancement of university systems in ways that ensure present and future educational needs are met through efficient resource use, institutional accountability, and academic excellence (UNESCO, 2021). It is considered essential for producing graduates capable of addressing national development challenges. However, ensuring sustainable development in public universities across Nigeria remains a significant challenge. Musa and Alabi (2019) argue that Nigerian universities continue to retrogress in quality due to the high cost of contract execution, poor project delivery, procurement fraud and the diversion of funds. These problems appear to weaken infrastructural development and hinder long-term institutional growth. Ezekwesili and Danjuma (2019) posit that such setbacks persist due to the failure of university administrators to comply with established ethical procurement practices, thereby fostering corruption, resource wastage, and a lack of transparency, all of which obstruct sustainable development efforts in public universities.

Procurement processes refer to the systematic procedures through which organizations acquire goods, services, and works from external sources to achieve their operational goals. In public universities, procurement involves activities such as tendering, evaluation, contract award, and project supervision for infrastructure, instructional materials, and services (Musa & Alabi, 2019). For these processes to contribute meaningfully to institutional growth, university administrators must ensure strict compliance with ethical practices such as transparency, accountability, fairness, and value for money. Ezekwesili and Danjuma (2019) posit that compliance with ethical practices in procurement processes is critical for minimizing corruption, promoting efficient resource use, and ultimately supporting the sustainable development of public universities.

Ethical practices in procurement refer to the application of moral principles and professional standards that guide the conduct of procurement officers and ensure fairness, transparency, and integrity in the acquisition of goods, services and works. These practices include accountability, fairness in vendor selection, transparency in tendering processes, avoidance of conflict of interest, and strict adherence to due process (Okoro & Adeyemi, 2021). When university procurement processes are ethically driven, they promote trust, ensure value for money, and enhance the timely delivery of quality infrastructure and services. Nwankwo and Salisu (2020) suggest that compliance with these ethical standards reduces financial mismanagement, curbs corruption and fosters effective resource utilization all of which are essential for the sustainable development of public universities. Ezekwesili and Danjuma (2019) aver that the accountability of procurement officers serves as the foundation for

transparency in procurement processes, which in turn strengthens institutional integrity and supports the sustainable development of public universities.

Accountability in procurement refers to the obligation of procurement officers to answer for their actions, decisions and use of resources in accordance with established rules and ethical **standards**. It entails maintaining proper records, adhering to due process, providing justifications for procurement choices, and being answerable to oversight bodies (Ishola & Ezeani, 2020). In public universities, accountability of procurement officers helps ensure that funds allocated for infrastructure, instructional materials and services are used judiciously and transparently, leading to improved service delivery and sustainable institutional development (Ajayi & Musa, 2021). When procurement officers are held accountable, the risks of contract inflation, procurement fraud and project abandonment are reduced, thereby promoting effective resource utilization and institutional credibility. Findings by Ajayi and Musa (2021) revealed that universities with stronger accountability frameworks in procurement recorded higher levels of infrastructural growth and operational efficiency. Similarly, Ishola and Ezeani (2020) found that procurement accountability correlates positively with transparency and long-term development outcomes in Nigerian public universities. As accountability strengthens oversight and discourages unethical practices, it also creates an enabling environment for fairness in vendor selection, another key driver of sustainable development in public universities.

Fairness in vendor selection refers to the impartial and equitable process of identifying and awarding contracts to suppliers based strictly on merit, competence, and compliance with procurement criteria (Ibrahim & Ogundele, 2020). This principle requires that all prospective vendors be given equal opportunities to compete without bias or favoritism, ensuring that procurement outcomes are based on value rather than personal or political influence. In public universities, adherence to fairness in vendor selection enhances competition, promotes efficiency, and increases the likelihood of engaging qualified vendors who deliver timely and high-quality services. Studies have shown that fairness in vendor selection contributes significantly to institutional performance and credibility. Ibrahim and Ogundele (2020) found that universities that implement fair vendor selection processes experience fewer procurement disputes and benefit from improved project delivery and institutional growth. Similarly, Abah and Danladi (2021) observed that fairness promotes cost-effectiveness and accountability, which are critical drivers of sustainable development in tertiary institutions. These findings suggest that fairness in vendor selection not only ensures ethical compliance but also reinforces institutional integrity and supports optimal resource utilization for the sustainable development of public universities, particularly in Benue State, Nigeria.

Public universities in Benue State, Nigeria, require strengthened accountability among procurement officers and enhanced fairness in vendor selection to achieve sustainable institutional growth. These ethical practices are fundamental to effective resource management, transparency, and institutional credibility (Ishola & Ezeani, 2020). However, there are indications that such practices are not consistently upheld across procurement processes, which may be contributing to the slow pace of development in the university system within the state. In comparison with their counterparts across Nigeria, public universities in Benue often lag behind in infrastructural development and service delivery. As ethical lapses continue to hinder effective procurement outcomes, the need to explore the relationship between ethical practices and sustainable development becomes increasingly relevant. It is based on this background that the researcher was inspired to investigate *ethical practices in university procurement processes as correlates of sustainable development of Public Universities in Benue State*.

Statement of the Problem

Public universities in Nigeria are expected to serve as centres of innovation, manpower development and national transformation. However, the development of these institutions, particularly in Benue State, appears to have stalled in recent years. Many public universities in the State continue to face persistent challenges such as poor infrastructure, delayed service delivery, mismanagement of funds, persistent delays in executing capital projects and substandard project execution ultimately leading to declining educational standards, poor learning environments and loss of public confidence.

These challenges appear to stem from unethical practices in university procurement processes, particularly lack of accountability among procurement officers and unfair vendor selection, which seems to continually undermine the pace and sustainability of development in public universities across Benue State.

The researcher observe that in many public universities in Benue State, procurement officers are often not held accountable for their decisions, leading to issues such as contract inflation, project abandonment and poor resource utilization. Furthermore, vendor selection processes in some universities in most cases are marred by nepotism and favoritism, which undermine transparency and limit competition. These unethical practices not only waste public funds but also slow down institutional growth and development in public universities in Benue State. It is against these backdrops that the researcher was motivated to investigate ethical practices in university procurement processes as correlates of sustainable development of public universities in Benue State, Nigeria

Purpose of the Study

The purpose of the study was to investigate ethical practices in university procurement processes as correlates of sustainable development of public universities in Benue State, Nigeria. Specifically, the study sought to:

1. determine the correlation between accountability of procurement officers and sustainable development of public universities in Benue State, Nigeria.
2. assess the correlation between fairness in vendor selection and sustainable development of public universities in Benue State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the correlation between accountability of procurement officers and sustainable development of public universities in Benue State, Nigeria?
2. What is the correlation between fairness in vendor selection and sustainable development of public universities in Benue State, Nigeria.?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant correlation between accountability of procurement officers and sustainable development of public universities in Benue State, Nigeria.
2. There is no significant correlation between fairness in vendor selection and sustainable development of public universities in Benue State, Nigeria.

Methodology

The design adopted for this study was the correlational survey research design. The population comprised all 208 personnel involved in procurement-related activities across the three public universities in Benue State, Nigeria. The entire population was selected using census sampling technique, which was adopted because the population was relatively small and manageable, and it was necessary to gather comprehensive and representative data from all stakeholders directly involved in the procurement processes of the universities. Data were collected using two researcher-developed questionnaires titled —Ethical Practices in University Procurement Processes Questionnaire (EPUPPQ) and —Public Universities Sustainable Development Questionnaire (PUSDQ). The EPUPPQ was structured in two clusters: Cluster A (Items 1–5) focused on accountability of procurement officers, while Cluster B (Items 6–10) focused on fairness in vendor selection. The PUSDQ consisted of 10 items that elicited responses on the sustainable development of public universities. Both instruments used a four-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1, chosen to provide respondents with a range of options to express their level of agreement. The instruments were validated by three experts: two in educational management from the Department of Educational Foundations, and one in measurement and evaluation from the

Department of Mathematics and Science Education, all from the Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi. A reliability test was conducted for the instruments using Cronbach Alpha and reliability coefficients of 0.89 and 0.91 were found for PUSDQ and EPUPPQ respectively with a grand index of 0.90. The data collected from the study were analyzed using the Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypotheses at 0.05 level of significance. The decision rule in answering the research questions was that the closer the calculated correlation coefficient (r) is to +1 or -1, the stronger the relationship between the variables; a positive value indicates a direct relationship while a negative value indicates an inverse relationship. The strength of the correlation was interpreted using the guideline by Nworgu (2015): 0.00 – 0.19 = Very weak correlation, 0.20 – 0.39 = Weak correlation, 0.40 – 0.59 = Moderate correlation, 0.60 – 0.79 = Strong correlation, 0.80 – 1.00 = Very strong correlation. In testing the hypotheses, the decision rule was that if the calculated p-value is less than or equal to 0.05 level of significance, the null hypothesis was rejected; otherwise, it was not rejected. PPMC was adopted because it is suitable for determining the strength and direction of the linear relationship between two continuous variables, making it appropriate for assessing the relationship between ethical procurement practices and the sustainable development of public universities in Benue State, Nigeria.

Results

Research Question 1: What is the correlation between accountability of procurement officers and sustainable development of public universities in Benue State, Nigeria?

Table 1:

Correlation of Accountability of Procurement Officers and Sustainable Development of Public Universities in Benue State, Nigeria

Variables			$\bar{X}$	SD	Accountability of Procurement Officers	of Sustainable Development of Public Universities
Accountability of Procurement Officers	Pearson Correlation		2.97	0.85	1	.82**
	Sig. (2-tailed)					.000
	N				208	208
Sustainable Development of Public Universities	Pearson Correlation		2.96	0.87	.82**	1
	Sig. (2-tailed)				.000	
	N				208	208

Source: Field Survey Results (2025).

The result in Table 1 shows that the Pearson Product Moment Correlation coefficient (r) between accountability of procurement officers and sustainable development of public universities is 0.82. Since the value of $r = 0.82$ falls within the range of **0.80–1.00**, it indicates a very **strong positive correlation**. This implies that an increase in the level of accountability among procurement officers is associated with a corresponding improvement in the sustainable development of public universities in Benue State.

Research Question 2: What is the correlation between Fairness in Vendor Selection and sustainable development of public universities in Benue State, Nigeria?

Table 2:

Correlation of Fairness in Vendor Selection and Sustainable Development of Public Universities in Benue State, Nigeria

Variables		$\bar{X}$	SD	Fairness in Vendor Selection	Sustainable Development of Public Universities
Fairness in Vendor Selection	Pearson Correlation	2.87	0.86	1	.76**
	Sig. (2-tailed)				.000
	N			208	208
Sustainable Development of Public Universities	Pearson Correlation	2.85	0.87	.76**	1
	Sig. (2-tailed)			.000	
	N			208	208

Source: Field Survey Results (2025).

The result in Table 2 shows that the Pearson Product Moment Correlation coefficient (r) between fairness in vendor selection and sustainable development of public universities is 0.76. Since the value of $r = 0.76$ falls within the range of **0.60–0.79**, it indicates a **strong positive correlation**. This implies that as fairness in the selection of vendors increases, the sustainable development of public universities in Benue State is also likely to improve. In essence, the more transparent and equitable the vendor selection process is, the greater the likelihood of advancing sustainable development within these institutions.

Test of Hypotheses

Hypothesis 1:

There is no significant correlation between accountability of procurement officers and **sustainable development of public universities in Benue State, Nigeria**

Table 3:

Significant Correlation of Accountability of Procurement Officers and Sustainable Development of Public Universities in Benue State, Nigeria

Variables		Accountability of Procurement Officers	Sustainable Development of Public Universities
Accountability of Procurement Officers	Pearson Correlation	1	.82**
	Sig. (2-tailed)		.000
	N	208	208
Sustainable Development of Public Universities	Pearson Correlation	.82**	1
	Sig. (2-tailed)	.000	
	N	208	208

* Correlation coefficient is significant at $p < 0.05$; **. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's Field Survey Results (2024)

The result in Table 3 shows that the Pearson Product Moment Correlation coefficient (r) between accountability of procurement officers and sustainable development of public universities is $r = 0.82$, with a significance value of $p = .000$. Since $p < 0.05$, the null hypothesis which stated that there is no significant relationship between accountability of procurement officers and sustainable development of public universities in Benue State was **rejected**. This implies that there is a **very strong** positive significant correlation between accountability of procurement officers and sustainable development of public universities in Benue State.

Hypothesis 1:

There is no significant correlation between fairness in vendor selection and **sustainable development of public universities in Benue State, Nigeria**

Table 4:

Significant Correlation of Fairness in Vendor Selection and Sustainable Development of Public Universities in Benue State, Nigeria

Variables			Fairness in Vendor Selection	Sustainable Development of Public Universities
Fairness in Vendor Selection	Pearson Correlation	1	.76**	
	Sig. (2-tailed)		.000	
	N	208	208	
Sustainable Development of Public Universities	Pearson Correlation	.76**	1	
	Sig. (2-tailed)	.000		
	N	208	208	

* Correlation coefficient is significant at $p < 0.05$; **. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey Results (2024)

The result in Table 3 shows that the Pearson Product Moment Correlation coefficient (r) between fairness in vendor selection and sustainable development of public universities is $r = 0.76$, with a significance value of $p = .000$. Since $p < 0.05$, the null hypothesis which stated that there is no significant relationship between fairness in vendor selection and sustainable development of public universities in Benue State was **rejected**. This implies that there is a strong positive significant **correlation** between fairness in vendor selection and sustainable development of public universities in Benue State.

Discussion of Findings

This section presents discussion of findings as follows:

The first finding of the study showed that there is a very strong positive significant correlation between accountability of procurement officers and sustainable development of public universities in Benue State. This implies that as procurement officers become more accountable in their responsibilities through proper record-keeping, adherence to established procedures and transparent justification of procurement decisions, the likelihood of achieving sustainable development within public universities increases. This finding corroborates the work of Ajayi and Musa (2021), who reported that universities with stronger accountability frameworks in procurement recorded higher levels of infrastructural development and operational efficiency. It also aligns with the findings of Ishola and Ezeani (2020), whose study established that procurement accountability correlates positively with transparency and long-term development outcomes in Nigerian public universities. In essence, this study affirms that strengthening accountability mechanisms among procurement officers contributes meaningfully to the sustainable development of public universities in Benue State by fostering transparency, responsible spending, and improved service delivery.

The second finding of the study revealed that there is a strong positive significant correlation between fairness in vendor selection and sustainable development of public universities in Benue State. This implies that when public universities ensure fairness in the selection of vendors by adhering to transparent, competitive and merit-based processes, the likelihood of achieving sustainable development in universities increases. Fairness in vendor selection helps minimize procurement irregularities, encourages healthy competition and ensures that quality goods and services are delivered in a timely and cost-effective manner. This finding supports the study by Ibrahim and Ogundele (2020), who found that universities that implement fair vendor selection processes experience fewer procurement disputes and benefit from improved project delivery and institutional growth. The finding also aligns with the work of Abah and Danladi (2021), who observed that fairness in vendor selection promotes cost-effectiveness and accountability, both of which are critical drivers of sustainable development in tertiary institutions. Therefore, this finding affirms that ensuring fairness in vendor selection enhances procurement efficiency and contributes significantly to the sustainable development of public universities in Benue State

Conclusion

Based on the findings of the study, it was concluded that ethical practices in university procurement, particularly accountability of procurement officers and fairness in vendor selection have a strong positive and significant relationship with the sustainable development of public universities in Benue State, Nigeria. This underscores the importance of transparent and responsible procurement processes as key drivers of institutional growth and long-term development in public universities in Benue State, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. University management and governing councils should establish and enforce strict accountability frameworks for procurement officers, including routine audits, transparent documentation systems, and mandatory reporting procedures.
2. Public universities should adopt and strictly adhere to fair and competitive vendor selection processes by using open bidding systems, objective evaluation criteria, and third-party oversight.

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ETHICAL CONSIDERATION AND VALUES EDUCATION IN THE APPLICATION OF ARTIFICIAL INTELLIGENCE



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Abstract

As technology advances, the education industry is embracing the potential of AI to create smarter classrooms that enhance the learning experience for students and educators alike. From personalized learning to adaptive assessments, AI redefines how we approach education. It improves student learning outcomes, enhances teaching practices, and optimizes educational processes. The rapid advancement of AI and its integration into education and research presents a paradoxical landscape of opportunities and challenges. Existing scholarship has recently reflected on AI's technical capabilities but less so on its philosophical and pedagogical ethical consideration and values within education system. The advancement of Artificial Intelligence in Education (AIED) has the potential to transform the educational landscape and influence the role of all involved stakeholders. In recent years, the applications of AIED have been gradually adopted to progress our understanding of students' learning and enhance learning performance and experience. However, the adoption of AIED has led to increasing ethical risks and concerns regarding several aspects such as personal data and learner autonomy. This paper revolves around the key principles underpinning Ethical consideration and values education in the application of Artificial Intelligence. This paper also aims to explore the importance of Ethics and Values Education, the principles of ethical considerations and values education, finally highlight the challenges and opportunities offered by AI in education and potential ethical issues.

Keynotes: Artificial Intelligence, principles of Ethical consideration, values

Introduction

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines that are designed to perform tasks that typically require human intelligence. Applied AI refers to tools that have been designed and developed to assist in or replace decision making processes through the analysis of big data, and the prediction of the best value for a designated outcome variable, which is conveyed through a user interface (Du, X. & Wang, X. 2023).

Ethical considerations involve applying moral principles and values to decisions and actions, ensuring they align with societal norms and beliefs. Values, on the other hand, are deeply held beliefs that guide individuals' behavior and judgments, reflecting their sense of right and wrong. Ethical considerations and values education in the classroom focus on developing good character in students by incorporating ethical discussions and promoting values like responsibility, empathy, and compassion. This involves fostering critical thinking, ethical reflection, and the ability to make responsible moral judgments. Ethics and values education is crucial for developing well-rounded individuals who can contribute positively to society. It involves fostering critical thinking, promoting key values, and addressing ethical issues that arise in the classroom and beyond. In essence, ethical considerations are the practical application of values in specific situations, ensuring that our actions are both morally justifiable and aligned with our core beliefs. Ethical considerations and values education are crucial when applying AI, especially in education. As AI systems become more autonomous, it is essential to ensure they are used responsibly, ethically, and equitably. This involves addressing concerns like data privacy, algorithmic bias, and maintaining student agency. Educating students and educators about these issues is paramount to fostering a responsible and informed approach to AI in education. (Du, X. & Wang, X. 2023)

Importance Of Ethics And Values Education

The importance of Ethics and Values Education include:

- Developing well-rounded individuals;
- Preparing students for future success;
- Creating a positive and inclusive learning environment;
- Contributing to a more just and equitable society.

Ethics and values education is crucial for developing well-rounded individuals who can contribute positively to society. (Bogina, V., Hartman, A., Kuflik, T., & Shulner-Tal, A. 2021).

Ethical principles / Guidelines for Artificial Intelligence in Education (AIED)

There are continued calls for substantial ethical guidelines and open communications with beneficiaries: educators, students, parents, AI developers, and policymakers. Berendt, B., Littlejohn, A., & Blakemore, M. (2020), stated that more emphasis is necessary to enforce ethical guidelines or principles for AI systems to better align with societal values. Safeguard measures and human oversight are required to oversee how AI systems are designed, how they function and evolve. The knowledge of behavioral science, equipped with self-awareness and empathy at the fore, is argued to intrinsically motivate AI developers to develop more trustworthy and responsible AI.

Ethical Principles for Artificial Intelligence in Education (AIED)

There are continued calls for substantial ethical guidelines and open communications with beneficiaries: educators, students, parents, AI developers, and policymakers which stated that more emphasis is necessary to enforce ethical guidelines for AI systems to better align with societal values (Berendt et al., 2020). Safeguard measures and human oversight are required to oversee how these AI systems are designed, how they function and evolve. These principles include:

Principle of Accountability: The regulation of AIED should explicitly address acknowledgment and responsibility for each stakeholder's actions involved in the design and use of AIED, including auditability, minimization, and reporting of negative side effects, trade-offs, and compensation. The accountability of AIED relates to the concept of —responsible AI that features the ethical practice of designing, developing, and implementing AI with good intentions to empower relevant stakeholders and society fairly. Though responsible AI has become increasingly popular, the terms accountability and responsibility are rarely defined. Nevertheless, it is commonly referred to as acting with integrity and clearly determining the attribution of responsibility and legal liability with careful consideration of potentially harmful factors. AI has been questioned over whether it should be held accountable in a human-like manner, or whether humans should always be the sole actors responsible for AI as technological artifacts. (Jobin, A., Ienca, M., & Vayena, E. 2019).

Principle of Sustainability and Proportionality: AIED must be designed, developed, and used in a justifiable way that they would not disrupt the environment, world economy, and society, such as the labor market, culture, and politics. For instance, regulation of AIED should consider ensuring policies supporting accountability of potential job losses and to leverage challenges as an opportunity for innovation (UNESCO, 2019). Careful deliberations of sustainability and proportionality will make AIED more approachable and beneficial to all.

Principle of Privacy: AIED must ensure well-informed consent from the user and maintain the confidentiality of the users' information, both when they provide information and when the system collects information about them.

In most cases, when AIED tools are used to engage users in a particular learning activity, users are assumed to give consent, by which they would agree on terms of use of technology and how their personal data is collected, managed, and processed. Aligned with the principle of transparency and accountability, consent must be well informed as a pragmatic approach to building trust among students since the consent demonstrates their ease with the use of data by teachers to enhance their own learning performance also highlighted the significance of this consent to show respect towards students and reinforce their autonomy and freedom of choice. Once data is garnered, questions arise about how data management works, where and how long their personal information should be stored and to whom the rights of accessibility should be granted, (Li, W., Sun, K., Schaub, F., & Brooks, C. 2021).

Principle of Security and Safety

One of the main functions of educational learning systems is to collect data of users, from which predictions about the learning behaviors and performance of users will be made. However, it is inevitable to envisage a scenario when the data is probably manipulated or corrupted by another party, or even worse, by cybercriminals. AIED should be designed and implemented in a manner that ensures the solution is robust enough to safeguard and protect data effectively from cybercrimes, data breaches and corruption threats, ensuring the privacy and security of sensitive information. The concept of incorruptibility in AIED traces its root from incorruptibility in AI, or robustness against malicious manipulation by external factors. Bostrom & Yudkowsky (2014) pointed out that AI systems must be —robust against human adversaries deliberately searching for exploitable flaws in the algorithm. Therefore, it can be stated that the incorruptible nature and integrity of the data go hand in hand with data security. It is essential to protect the personal data of stakeholders, including students, teachers, and schools, to prevent any misuse or violation. The protection of data privacy and security is even more essential in the current context of normalizing virtual learning, and it requires concerted effort and the self-awareness of all the stakeholders. Whereas learning analytics are governed by data ethics, many AIs are forms of intelligence expressed by some artifact that interacts with humans at various levels, such as robots and self-driving cars (Manoharan, S. 2019). AIED systems should be designed, developed, and deployed in a risk-management approach so that users are protected from unintended and unexpected harm, and fatalities are mitigated. As a result, it is pivotal that AIED developers take great care to design, train, pilot test, and validate the safety of AI systems (Leslie, D. 2019). Multi-stakeholder groups, including product developers, educators, and public authorities, should establish appropriate oversight, assessment, and due diligence mechanisms to ensure accountability and robustness throughout the AI lifecycle. This group should produce detailed guidelines and ensure that AI users (educators and learners) receive adequate training to operate the system safely within the defined environment.

Principle of Inclusiveness in Accessibility

AIED design, development, and deployment must take into account the infrastructure, equipment, skills, and societal acceptance that will accommodate a wide range of individuals in the intended region, allowing equitable access and use of AIED. The current digital gap evidently widens after COVID-19, where countries with poor infrastructure hamper their aspirations of thriving in digitalization (Palomares, I., Martínez-Cámara, E., Montes, R., García-Moral, P., Chiachio, M., Chiachio, J., & Herrera, F. 2021).

Principle of Human-Centered AIED

In recognition of autonomy as a modern moral and political value the development and regulation of AIED need to adopt a human-centric approach that safeguards and empowers human autonomy. This principle emphasizes the important of learners' interaction with others and their ability to cultivate individual resourcefulness, metacognition, self-regulation, and independent

thought. One of AIED's main ethical concerns is the possibility of undermining learner agency pertaining to breaching autonomy of action. To ensure a human-centric AIED that emphasizes the learner agency, researchers, developers, and practitioners must adopt an interdisciplinary approach to developing negotiation-based adaptive learning systems that emphasize but are not limited to transversal competencies (European Parliament, 2021). AIED should allow learners the power to negotiate the type and frequency of received support, scaffolding of not only knowledge but also metacognition and self-regulation skills. Governments and educators should be aware of the AI literacy skills crucial for effective human-machine collaboration to develop and integrate the appropriate curriculum into education practices. As a result, not only will students and teachers remain in control and at the center of AI implementation but humans and machines will also collaborate for improved educational outcomes rather than using AI to usurp humans (Daradoumis, T., & Arguedas, M. 2020).

Challenges And Opportunity In Ethical Consideration And Values Education In The Application Of Artificial Intelligence

There are many challenges when addressing ethical consideration and values education in the application of Artificial Intelligence such challenges among others are:

Data Privacy Concerns: The collection and use of student data by AI systems raise concerns about privacy and security.

Algorithmic Bias: AI systems can perpetuate biases present in their training data, leading to unfair or discriminatory outcomes.

Loss of Human Agency: Excessive reliance on AI can undermine human autonomy and agency, particularly in education.

Opportunities for Personalized Learning: AI can provide personalized learning experiences, catering to individual student needs and learning styles.

Enhanced Feedback and Assessment: AI can provide timely and personalized feedback to students, supporting their learning and development.

Facilitating Collaborative Learning: AI can facilitate collaboration between students, teachers, and experts, fostering a more dynamic and engaging learning environment.

Addressing the challenges:

Develop Ethical Frameworks: Create clear ethical guidelines for the development and use of AI in education.

Promote Transparency and Explainability: Ensure that AI systems are transparent and explainable, allowing users to understand how they work.

Address Algorithmic Bias: Implement measures to identify and mitigate bias in AI systems.

Prioritize Data Privacy: Protect student data and ensure that it is used responsibly.

Maintain Human Agency: Balance AI with human involvement in education, ensuring that students and educators retain control over their learning experiences.

Provide Training and Education: Equip educators and students with the knowledge and skills to navigate the ethical implications of AI.

Final Remarks And Future Directions

The complexity and —intelligence of this technology have led to potentially extensive ethical threats that trigger a pressing need for risk-intensive procedures to ensure the quality of delivery. Indeed, a sense of flexibility that acknowledges human values within the developing momentum of AI is vital to fostering sustainable innovations. The education system faces a paradox of artificial intelligence. Though regarded as vital for AI generation of high-quality educational outcomes. This paper contributes to the discussions of the ethical consideration and values education of application of AI in education, and at the same time, raises concerns for the adverse impacts on fundamental issues surrounding human rights. The intricacy of AI necessitates a holistic and applicable set of ethical principles for AI in the educational context. By systematically analyzing some general AI principles, proposed of a set of ethical tenets for AIED was made as a starting point to engage and spark further debates on the robustness of these principles. The proposed set of ethical principles should be considered when developing and implementing ethical and trustworthy AI systems for education. Nevertheless, while educational practitioners and AI developers have the best intentions of developing and implementing AI to improve education, the guiding ethical principles for AIED are yet to be workable. Furthermore, the education system has been confronting a paradox of applications of artificial intelligence

Technology across teaching and learning contexts. Despite existing theoretical frameworks investigating ethics of AI in general, no universal consensus has been reached on the best ethical theory in general, with moderate attention given to a practical set of ethical standards in the field of education in particular.

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BRIDGING THE DIGITAL DIVIDE AND INFUSION OF VALUES AND ETHICAL EDUCATION IN RURAL SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE: A PATH TO SUSTAINABLE NATIONAL DEVELOPMENT.



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Abstract

This study investigated how bridging the digital divide and the introduction of values and ethical education in secondary schools in rural communities could promote sustainable national development. The survey research design was adopted for the study. Three research questions were raised to guide the study. The population of the study was 58 principles in the rural public secondary schools in Calabar education zone. The study sample was determined through the adoption of the census procedure. Instrument for data collection was an 18 item structured questionnaire. Mean and standard deviation was used to answer the research questions. The results showed the various digital technology resources needed to bridge the digital gap in secondary schools in rural communities. Results also revealed that the provision of digital technology and the infusion of values and ethical education in rural secondary schools could to a great extent promote sustainable national development. It was recommended that digital technology resources should be provided and values and ethical education infused into secondary school curriculum in order to nurture youths that will drive sustainable national development.

Keywords: Digital divide, values, ethics, sustainable national development.

Introduction

The upsurge of unethical behaviours among youths in various societies across the world is becoming very alarming. Considering that most of the youths who engage in these unethical behaviours are students or ex-students of various schools seem to complicate the situation. Trying to unwittingly analyze the situation may also raise questions about the quality of education offered to those group of youths.

Scholars (Udakagi, 2022, Marua 2024, Nnaji and Unamba, 2024) agree that education is the tool for economic development, human capital development and knowledge advancement. This implies that for any education system to worth the reputation of being a tool for economic development and

human capital development, it must have the capacity to inculcate worthwhile skills, knowledge and values in the learner.

Winog (2022) noted that the 21st century technology driven society is threatened by youths whose behaviour can best be described as unethical and lacking in moral values. Inah (2023) opined that a different kind of education is needed in schools in order to nurture the mind of the learners and prepare them for survival in a world bedeviled with problems and so much reliance on technology. In the words of Akan and Ajikor (2023), values and ethical education is the way forward for societies that want to harness the great potentials of their growing population of youths especially in rural communities.

Values and contribute positively to the development of the society (Modi, 2023). Ethical and values education inculcate discipline, respect, honesty, empathy, hard work, social intelligence and other desirable qualities in the learner (Mudu, 2021). Those qualities reflect the yearnings of stakeholders for the youths of the preset day Nigeria. However, there seem to be a wide gap between students and youths in rural communities and their urban counterparts. This gap manifests in their awareness of and usage of modern technological tools, relationship with others, approach to problem solving, career choice and value system. Students and youths in rural communities are still far backwards in the aforementioned areas.

In terms of awareness of modern technological tools, youths in urban areas demonstrate more awareness and usage of these tools than those in rural communities. Idege (2023) found in a study that most students in various rural communities in Cross River State still lack awareness of and usage of computers, email, whatsapp, facebook messenger, xender and other modern technologies while their counterparts in urban schools demonstrated relatively high degree of awareness and moderate proficiency in use of modern technologies. In terms of relationship with others, students in rural secondary schools seem not to always recognize and respect personal limits in their communications or dealings with others. Respect, commitment, obedience and empathy which characterized rural life has nose-dived in recent times among youths and students in rural communities as teachers and school administrators complain of students engaging in depraved life styles both in and outside the school environment. Udah (2024) stated that youths in rural communities are no longer resilient, honest, humble and committed to living morally and ethically. Additionally, these youths in rural communities do not also have great visions for future careers beyond what they see around them or the personalities around them in their environments.

Consequently, the moral and ethical ineptness of rural students has direct negative impact on national development. When students lack system of values and ethical principles that is supposed to guide their conduct, the human capital needed for the sustainable development of the nation may lack what it takes to keep the economy progressive.

Gred (2024) noted that the presence of the crop of youths with imbued moral values and ethical principles, is a blessing to a nation. This may be why Marua (2023) advocates for the express infusion of values and ethical education in all schools across the federation. Akintayo (2022) opined that the answer to the moral laxity and seeming ignorance of students in rural areas lies in bridging digital technology close to them.

Abba (2022) stated that the major hindrance to the enlightenment and exposure of youths in the rural communities to modern skills and etiquettes is lack of information and communications technology. The wide gap in technology resources between rural and urban communities is a remarkable setback to students in rural communities. This implies that bridging the digital divide between urban and rural schools may catalyze the values and ethical education in Calabar education zone.

Digital divide is the gap between people and communities with access to digital technology resources and those without or with limited access to these technologies. In the context of this study, digital divide describes the unequal access to technologies between rural community dwellers and their counterparts in urban cities. Digital divide exists when students in rural communities lack physical access to ICT resources such as computers, smartphones, tablets, internet and the ability to understand

and use these technologies while their counterparts in urban schools have physical access to these technologies and also possess the knowledge and ability to use them. Studies conducted by Mark (2022), Umai (2022) and Bassey (2024) indicate that there is glaring digital divide between rural and urban secondary schools in south-south zone of Nigeria. While majority of the urban schools are equipped with computers, laptops and desktops, printers, projectors, scanners, software installed in the computers and moderns for internet connectivity, school in rural areas lack these resources. Moreso, teachers and students in urban schools do possess smartphones and have the ability to operate these technologies while few teachers and students in rural schools possess smartphones or have the ability to operate the aforementioned technologies.

Studies (Umai, 2023, Nnaji and Unamba 2024) also indicates that a relationship exists between the availability of ICT tools for learning and students' academic performance and social behaviour. This implies that the availability and use of digital technology resources in schools may influence teaching, learning and students' social behavior, while the lack and non-usage of digital technologies in schools may pose barrier to learning. Ubaji (2023) advocates that bridging the digital divide is a major panacea for uprooting the learning barrier and inequalities in education and learning. Bridging the digital divide in the context of education delivery refers to equal provision of physical digital technologies and digital skills to all students, schools and teachers at both rural and urban schools. Udogu (2022) noted that in an era of decline of moral values and academic excellence, schools should embrace technologies for teaching and learning. Udei (2023) noted that ICT gadgets and digital literacy are required necessities by all schools regardless of ownership, location are required necessities by all school regardless of location and ownership of school.

Mbagana (2023) stated that the use of technology helps teachers to engage students in learning at any location and at any time. Umam (2023) revealed in a study that with the use of digital technology in schools, a variety of subjects and topics are effectively taught to the understanding of students. With digital technologies made available and accessible to students and teachers in schools, a variety of contents can easily be incorporated into the curriculum (Humara, 2021). This implies that teachers can reach their students from anywhere and anytime to teach them moral values using technology. Teachers can use technological tools to engage students in activities that will help them build better character and become responsible citizens. Ovio (2024) emphasize that students should be helped to learn and mold good character by consuming good online contents. Teachers can easily illustrate certain concepts to students using technology and also teach them how to stream, listen or watch digital contents and podcasts in a variety of relevant subjects and topics (Abasen, 2022). Teachers can therefore, easily teach topics on values and ethical education using computers, projects and other tools. These topics can easily be illustrated to the full view of all learners in the classroom. The teacher can also guide them on how to search and stream contents that teaches valuable moral lessons and desirable characters. Tifus (2022) emphasized that guiding students to search and consume only valuable online contents should be the priority of schools and teachers who want to promote good values and morals in their students. Samure (2023) affirmed that schools of the modern era need to be well equipped with modern information and communications technologies such as; computers, internet connection, electronic boards and other digital technologies.

Through the use of smartphones and applicants such as WhatsApp, email and messenger teachers can keep tabs on their student either directly or through contacting their parents. The provision of information and communication technology tools in schools has the potential of enhancing capabilities of teachers and students and transforming the entire education system (Nnaji et al.,2024). This implies that teachers can advise, counsel and emotionally support students outside the classroom using digital technologies. as a component of values education, teachers are to build the character and behaviour of students to become responsible citizens through counseling, teaching and advising (Udoh, 2022).

Udogu (2020) noted that it is only through the value and ethical education in schools that a country can raise responsible citizens that will drive the economy with patriotism and moral conscience. Students in rural communities are already shot of both ICT tools, values and ethical education, which

has placed limitations on their ability to make meaningful contributions to sustainable national development. As learning organization, schools should be at the forefront of innovation (Nnaji and Unamba, 2024). The infusion of values and ethical education in secondary schools and integration of digital technologies in schools may be a step towards sustainable national development. The use of technology tools in schools can help students acquire modern relevant skills in cyber security, business analytics, data analysis and various digital skills needed in today world (Chuba, 2023). Integration of technologies in education also aids teachers to update their knowledge of concepts which they transfer to the students to empower them with useful skills and competences to transform the various sectors the economy.

Statement of the problem

The rate of moral decadence among students in rural communities in Calabar education zone has become an issue of concern to stakeholders in education. Disobedience, disloyalty, impatience, drug abuse, stealing and other negative social behaviour has become very common in this area. The type of education given to these students has therefore come under scrutiny.

Although past governments had added subjects such as civic education and security education to the curriculum, it has not made any significant positive impact on the behaviour of the student in rural communities. School teachers and students in rural communities also lack access to digital technologies as compared to their counterparts in urban areas of the zone. This has placed limitations on the school teachers in the inculcation of ethical values in their students. Rural students are also hindered from online learning of these values under their teacher's guidance. The consequence of this is the prevalence of undesirable unethical and immoral behaviour among students and youth of these rural communities. Tackling these problems requires the incorporation of values and ethical education in schools. However, integrating technology in schools may be of great boost in the delivery of ethical and values education in schools. It is against the backdrop this study intends to investigate how bridging the digital divide and infusion of values and ethical education in secondary schools in rural communities could promote sustainable national development.

Research questions

1. What digital technology resources are required in secondary schools in rural communities in Calabar education zone.
2. In what ways can the provision of digital technologies in rural secondary schools in Calabar education zone promote sustainable national development.
3. In what ways can the infusion of values and ethical education in rural secondary schools promote sustainable national development.

Methodology

The study adopted survey research design. The population of the study comprised all principals in the 58 public secondary schools in rural communities in Calabar education zone of Cross River State. These rural schools were carefully selected from across the seven local government areas that make up Calabar zone. Census sampling procedure was used to involve the 58 principals in the study. The instrument for data collection is a researcher developed questionnaire titled —Bridging the digital divide and infusion of values and ethical education for sustainable national development questionnaire (BDDIVEESNDQ) and structured in 31 item 4-point Likert-type scale. The instrument was validated by two experts in the department of educational foundations in University of Calabar. The reliability of the instrument was established using Cronbach Alpha analysis and the reliability coefficient value yielded $r = 0.86$ which was considered adequate for the study. A total of 58 copies of the questionnaire were distributed to the respondents by the researcher and a research assistant. One week was chosen for the administration of the questionnaires. This was to ensure proper coverage of the schools. The filled questionnaire were collected on the spot. At the end of the exercise, all the 58 copies of the questionnaire distributed were returned. The data collected were analyzed using mean rating and

standard deviation for the research questions. Any mean score equal to or higher than 2.50 represents acceptance while any mean score lower than 2.50 represents rejection. 2.50 is therefore the decision rule.

Results and findings

Research question 1:

1. What digital technology resources are required to bridge the digital gap in secondary schools in rural communities in Cross River State?.

Table 1: Mean rating on the perception of principal on digital technology resources required to bridge the digital divide in secondary schools in rural communities

S/N	ITEM	$\bar{X}$	SD	DECISION
1.	Desktop computers	3.05	1.28	Accepted
2.	Laptop	3.27	1.92	Accepted
3.	Tablets	3.01	0.89	Accepted
4.	Smartphones	3.25	1.25	Accepted
5.	High spaced internet	3.22	1.22	Accepted
6.	Interactive while boards	3.02	0.88	Accepted
7.	Projectors	3.00	0.86	Accepted
8.	Digital cameras	2.99	0.84	Accepted
9.	Learning management systems	2.99	0.88	Accepted
10.	Virtual reality tools	3.12	0.95	Accepted
11.	Augmented reality tools	3.04	1.18	Accepted
12.	Printers	3.08	0.99	Accepted
13.	Scanners	3.08	0.69	Accepted
14.	ICT skill training	3.21	1.15	Accepted
15.	Application software programme	3.20	0.66	Accepted

The data presented in table 1 shows that the respondents agreed to all the items with mean scores above 2.50. Reflecting on the above results, the overall mean score for perception of principals on the digital technology resources required to bridge the digital divide in secondary schools in rural communities was higher than the critical mean value of 2.50. It was thus concluded that; desktop computers, laptops, tablets, smartphones, high speed internet, interactive white boards, projectors, digital cameras, learning management systems, virtual reality tools, augmented reality tools, printers, scanners, ICT skills training and application software programme are digital technology resources required to bridge the digital divide in secondary school in rural communities.

Table 2: Mean ratings on the perception of principals on the extent to which digital technologies in rural secondary schools could promote provision of sustainable national development

S/N	ITEM	$\bar{X}$	SD	DECISION
1.	Equipping students with digital skills to enhance their employability	3.08	1.21	High extent
2.	Equipping students with innovative skills	2.99	0.51	High extent
3.	Promotion of inclusivity and	2.98	0.51	High extent

	reduction of inequalities in education			
4.	Promotion of sustainability practices in schools	3.00	0.47	High extent
5.	Giving students access to global opportunities	2.91	0.45	High extent
6.	Providing students access to diverse information useful for informed decision making	3.36	0.53	High extent
7.	Enhancing teacher effectiveness for quality education	3.45	0.55	High extent
8.	Enhancing school administrator's data driven decision making for quality education.	3.23	0.51	High extent

The data presented in table 2 showed that the respondents agreed to all the items with mean scores above 2.50. Reflecting on the above results, the overall mean score for principals perception on the extent to which provision of digital technologies in rural secondary schools could promote sustainable national development was higher than the critical mean value of 2.50. It was thus concluded that the extent to which provision of digital technologies in rural secondary schools could promote sustainable national development is to a high extent.

Research question three

To what extent can the infusion of values and ethical education promote sustainable national development?

Table 3: Mean ratings on the perception of principals on the extent to which introduction of values and ethical education could promote sustainable national development

S/N	ITEM	$\bar{X}$	SD	DECISION
1.	Inculcating strong moral and ethical character in the students	3.05	1.21	High extent
2.	Developing in the students, tolerance and respect for diverse groups	3.08	1.30	High extent
3.	Instilling the love for hard work in the students	3.08	1.30	High extent
4.	Equipping students with ethical decision making skills.	2.98	1.18	High extent
5.	Developing students to become patriotic citizens	3.00	1.23	High extent
6.	Instilling honesty and transparency in students	3.01	0.85	Very High Extent
7.	Developing empathy in students	2.87	0.72	High extent
8.	Developing resilience and adaptability in students	3.61	1.36	High extent

The data presented in table 3 showed that the respondents agree to all the items with mean scores above 2.50. Reflecting on the above result, the overall mean score for perception of principals on the extent to which infusion of values and ethical education in rural secondary schools could promote

sustainable national development was higher than the critical mean value of 2.50. It was thus concluded that the extent to which infusion of values and ethical education could promote sustainable national development is to a high extent.

Discussion of findings

The result in table 1 indicated that principals accepted that desktop computers, laptops, tablets, smartphones, high speed internet, interactive white boards, projectors, digital cameras, learning management systems, virtual reality tools, augmented reality tools, printers, scanners, ICT skills training and application software programme are digital technology resources required to bridge the digital divide in secondary schools in rural communities. This result was confirmed in table 1 by the high mean scores obtained in items 1-15. This result is in agreement with Samure (2023) who remarked that schools of the modern era needs to be well equipped with modern information and communication technologies such as computers, internet connectivity, electronic boards and other digital gadgets. This finding also aligns with Udei (2023) who noted that ICT gadgets and digital literacy are required necessities by all schools regardless of ownership and location. The availability of these digital technologies in rural schools will no doubt bridge the digital divide experienced in rural secondary schools.

The results in table two revealed that the extent to which provision of digital technologies in rural schools could promote sustainable national development is to a high extent. The results obtained showed that all principals accepted that provision of digital technologies in rural schools will help in equipping students with digital and innovative skills to enhance their employability, promoting inclusivity and equality in education, provision of sustainability practices, giving students access to global opportunities, providing students access to diverse information, enhancing teacher's effectiveness, and enhancing administrators data driven decision making. This finding is in line with Ubaji (2023) who advocates that bridging the digital divide is a major panacea for uprooting the learning barriers and inequalities in education and learning. This finding is also supported by that of Nnaji et al. (2024) whose findings showed that the provision of information and communication technology tools in schools has the potential of enhancing capabilities of teachers and students and transforming the entire education system. When the education system is transformed and capability of students and teachers are enhanced, then these individuals can contribute meaningfully to sustainable national development.

The results in table three revealed that principal all agreed that the extent to which introduction of values and ethical education in rural schools could promote sustainable national development is to a high extent in terms of inculcating strong moral and ethical character in the students, developing tolerance and respectful attitude in students, instilling love for hard work in students, equipping students with ethical decision making skills, developing students to become patriotic citizens, instilling honesty and transparency in students and developing empathy resilience and adaptability in students. These are virtues that individuals need to imbibe in order to contribute very meaningfully to the development of their society. This finding is in tandem with Udogu (2020) who noted that it is only through values and ethical education that a country can raise responsible citizens that will drive the economy with patriotism and moral conscience. This finding also agrees with Udoh (2022) who stated that as a component of values and ethical education, teachers build the character and behaviour of students to become responsible through counseling, teaching and advising. This results are an indication that when individuals have good value system acquired through values and ethical education, they are motivated to engage in worthwhile endeavors that will contribute to sustainable national development.

Conclusion

The study has established that various unsustainability practices exist in rural communities especially among youths. This study therefore concludes that provision of digital technologies and introduction of ethical and values education in secondary school in rural communities would equip

youths in rural communities with requisite skills, ethical values and strong character needed for them to contribute to sustainable national development.

Recommendations

The following recommendations were made based on the findings of the study. They are;

1. Government should ensure the adequate provision of digital technology tools to rural secondary schools for use in teaching and learning.
2. Ethical and values education should be included as a subject in the curriculum of secondary schools.
3. Teachers in rural schools should be provided with digital skills training to enable them engage well with students.

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EXTRACURRICULAR PROGRAMMES FOR ENHANCED GRADUATES" EMPLOYABILITY SKILLS IN TERTIARY INSTITUTIONS IN RIVERS STATE.



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Abstract

The paper investigated the benefit of active participations in extra-curricular activities. the paper discussed a practical straightforward strategies applicable in enhancing the employability skills of graduates in the four walls of school which will position them to be successful in their choice of career. The paper presented a conceptual clarification that discussed different concepts which further explained the inclusion of these engaging topics to exposes the importance of extra-curriculum activities that improve the needed skills in the labour market by employers such as the benefits of extra-curriculum activities, a relevant and authentic students' experience, knowledgeable leadership role. The approach adopted was a model developed from existing research and the experience of other researchers. The paper discussed the leading role of extra-curriculum activities that it helps in developing skills, it improves self-confidence, It provides adequate information about the labour market and employers' expectations. Furthermore, the paper highlighted some employers' expectations skills such as, problem-solving skills, interpersonal skills, team working, exposure to new technology, and many more. The study revealed some extra-curricular activities programmes that also enhance, develop and improve the employability skills of graduates like industrial training, teaching practice, workshops, placement, sports, internships, clubs The paper presented the need for revalidating and revisiting to update the content of the curriculum by the tertiary institutions and curriculum planners. The study concluded that extra-curriculum activities that related to their discipline, helps graduates to develop new skills, knowledge and experience to enhance their employability skills that will make them employable. The paper suggested that work-based learning experience and internship should be incorporated into degree courses or academic curriculum.

Introduction

In addition to preparing its beneficiaries or learners to succeed in a competitive global economy, education also fosters personal growth and self-actualization. This helps individuals to achieve total development, equip with adequate competencies and attitudes required by corporate world. Hence, to combat the high unemployment rate and improve graduates' chances of finding work in their field of study, there are variety of obstacles that higher education institutions must overcome in order to provide their students with the skills and values valued by employers. Extra-curricular activity programmes enhancement in higher institutions will position graduates for success in their chosen fields of work, this should be one of the most important aims of schools and universities in preparing graduates for workforce. Extra-curricular activity programmes are vital instruments in capacity building for employability in terms of skills, and knowledge.

The purpose of this paper is to share learning process and ideas with the tertiary institutions about the concepts, approaches, tools, techniques required to develop graduates with employable skills and the needs for national policy makers to review the national curricular to include extra-curricular activities with academic programmes to enhance employability skills of graduates within the four walls

of schools that will make them fit in the demands of employers in the labour market. One strategy to boost graduates' employability in accordance with industry requirement is to emphasize work-life competences and the vital skills needed for advancement of the company can only be acquired through extra-curricular activity programmes (Saleh and Rosli, 2019).

There is need for greater research on employability to guarantee that university curricular and graduates' employability are sufficient to satisfy the demand of employers in the corporate world despite the fact that much has been published on this issue. This is because measures to improve students' employability in higher education could be seen as reactions to policies mandating that students acquire skills in line with market demand.

The Role of Extra-curricular activities in enhancing the employability skills of graduates

It has been proven by many scholars that academic skills with students' active participations in extracurricular activities are important to employability there enhancing their cognitive, intellectual and psychomotor skills. Researchers have highlighted the role of extra-curriculum activities to improve skills and competencies as predictors of employability (Pool & Sewell, 2007). A new employee upon graduation is usually stressful because they lack job experience. However, understanding the role and active participation in extra-curriculum activities plays the following roles in enhancing the employability of students:

- It helps in developing skills
- It helps to improve employers' perceptions
- It improves self-efficacy
- It improves students' confidence in finding suitable job
- It keeps the students informed about the corporate world and employers' expectations
- It provides valid information on job strategies
- It facilitates the development of self-knowledge that are critical to a successful career journey, ie knowing how, why and whom

Improving Graduates' Employability

This study's would help tertiary institutions learn about strategies they'd used to boost their graduates' employability skills through extra-curricular activity programmes. Graduates with the diverse mix of talents and willingness to take risk typical of an entrepreneurial mindset are more likely to gain employment as stated by the Pedagogy for Employability Group (2004), as referenced by (Pool & Sewell, 2007). As demanded by employers, the following skills were identified as crucial in performing successful daily tasks and also improve productivity in the workplace. However, these skills can only be enhanced through extra-curricular activity programmes in the tertiary institutions.

- Problem-solving skills
- Goal setting skills
- Interpersonal skills
- Team working skills
- Time management
- Ability to use new technology
- Creative thinking and imagination
- Ability to work independently
- Planning, coordination and organizing ability
- Ability to manage others
- Attention to details
- Ability to work under pressure
- Assumption of responsibility
- Entrepreneurial skills

To prepare students for success in the labour market that is constantly shifting, businesses and educational institutions must work together to raise students' awareness on the importance of developing employability skills and equip them with the resources they need to actively pursue their acquisition and development. (Succi & Canovi, 2020).

Graduates' Employability with Extra-curricular Activities

What makes college graduate employable is the skills and work ethics acquired and developed while studying in school. Students are likely to be employable if the universities engaged their students with extra-curricular activities programmes to help them develop the needed skills, attitudes, and character trait that will make them successful in their workplace (Hinchliffe & Jolly, 2011).

Bunting (2020) opined that tertiary institutions should be restructured to be practical-oriented, functional, viable and dynamic and all these can only be achieved via full implementation of extra-curricular activity programmes. The course contents of the

Improving Extra-curricular Activity Programmes

This study confirmed that the core of developing employability is developing self. This supports claims that many students enter higher institutions with little or no knowledge on how the industry works, others guided by unrealistic ideas about how the industry works (Arum & Roska, 2011).

In designing the curriculum, the curriculum developers should ask themselves if the content of the curriculum will achieve the educational goal and also meet the demands of the Employers Requirement Approach (ERA). It is important to assess the curriculum if the content is adequately developing the students' possible industry-based skills such as

- Leadership roles in community group
- How to write an application letter for work
- How to access employers and job listing
- Creating press releases and short social media posts

In an era of globalization, the need for increasing and expanding skills is seen as global competencies' this is an emergent area for future career and employability provision. Gaining experience in a relevant require skills is a great way to boost graduates' employability because of how important it is to put knowledge into action. Work-based learning and internships are incorporated into degree courses as part of this plan. The only way to create what Ferns (2014) calls 'A relevant and authentic student experience' is for institutions of higher education to work with local companies and organizations. Having shown that training in skills increases students' chances of finding work, Smith et al. (2014) argued that greater opportunities for industrial training should be included into academic curriculum, some of the potential benefits of including industrial trainings as a central employability strategy including a more competent and skilled work-force, better industry-education partnerships, and more knowledgeable leadership roles.

Industrial Training

Participating in industrial trainings enhances a graduates' employability, experience, and the capacity to manage their job. This is a fantastic opportunity for them to get experience in their profession while also advancing their careers by increasing the number of available part-time jobs in the area and making sure undergraduates have access to a variety of industrial trainings opportunity in research and other professional areas. We can better serve the need of graduate student community. Higher institutions think they can improve graduates' employability skills by facilitating the acquisition of marketable skills via a variety of internship, externship, placement, teaching practice and other experiential learning opportunities (Ferns, 2014). The tertiary institutions should provide an extensive set of undergraduate industrial trainings opportunities to address the needs of the postgraduate community to explore employment opportunity available. This will also promote part-time job

opportunities locally. Industrial training programmes helps in strengthening the employability skills of future graduates.

Ferns, (2014), opined that Industry-learning experience is another way of improving graduates' employability, by initiating work placement and work integrated learning within school programmes thereby enhancing their confidence in techniques and skills that would be required for future work this is because it is more important to practice what they learn.

Furthermore, partnership between tertiary institutions, industry and community are crucial to ensuring a relevant and authentic student experience, having demonstrated the impact of industrial training on graduates' work-readiness, Smith et al., (2014) suggested that industrial training opportunities be built in the curricula. The potential benefits of including industrial training as key employability strategy, include improving work-force capability, skills and individual prospect alongside stronger industry-education partnerships and informed leadership role as stated earlier.

Leadership, Curriculum Evaluation and Building School Capacities

Schools and universities are always under pressure to maintain their curricula with shifting employers' expectations current trends. Most organization have set a very high expectations for their workers in terms of skills, knowledge and practical abilities this is because practical abilities and competencies have grown increasingly in the eyes of recruiters, whereas cognitive and intellectual have become secondary (Bondarouk & Dorst, 2015).

The study also took into account the important part that school administration plays in determining what is taught and how it is taught. School administrator should care about how a given intervention or modification in the classroom affects students' and alumni's long-term success, as argued by Robinson (2011). And be able to see how far their alums have come and if they're on track to achieve their career goal which leads graduate self-efficacy, competence growth, and productivity in the work-force are all easily measurable outcomes of pedagogical or curricular changes. If, as academics, we are unclear as to what exactly we are aiming at, then it seems reasonable to expect that students will be even less as to what they should be learning then employers and the society at large will be unsure of what they are getting in as graduates (Barrie, 2005). However, this can also lead to high rate of unemployed graduates due to their inability to meet the required skills by the employers as a result, the society have wondered at the following questions;

- Are the academic courses meeting the declared goals of the curriculum?
- Is the curriculum geared towards developing skills and knowledge that will increase graduates' chances of finding work?
- Are coursework components being correctly implemented and supported?
- Do learning activities provide opportunities for the development of the desired skills and learners attributes?
- Do lessons include topics and programmes of national relevance in structuring and delivery content in local context?
- Do all educators make use of appropriate, extra-curricular chances to grow as professionals?
- What evidence do you have that the professional development programme is positively influencing school practice or learners achievement without the full implementation of the extra-curricular activity programmes?

According to Agi and Adiele (2015), capacity development planning involves the continuous adjustment, and modification of educational programmes to meet the current needs and trends in the society. This helps to ensure that educational programmes remain relevant all the time. The various reforms in the National education system are the direct result of capacity development planning activities

Employable Skills through Extra-curricular programmes

Extra-curricular activity programmes engages students with different activities such as field trips, industrial trainings, sports activities, entrepreneurial education, art and craft, competitions etc all these and many more are extra-curricular activities that enhances graduates' employability whereby developing their skills. Industries and employers are looking for skilled individuals who can hit ground running in this regard, The National Association of College and Employers (NACE) which is a professional association that connect career to potential employers, has compile a list of the top 20 skills requested by employers when hiring candidates.

Communication

Problem-solving

Teamwork

Analytical

Initiative

Technical skills

Computer skills

Organizational skills

Creativity skills

Risk-Taking skills

Strategic planning skills

Tactfulness

Detailed-Oriented

Leadership abilities

Strong ethic

Fluency in foreign language

Adaptability

Source: Job Outlook, 2014, National Association of College and Employer (NACE)

Communication

An excellent communication skill gives an edge over us others in a competitive labour market. In the context of this study, communication is a premium requirement by employers' globally in candidates, hence students need to develop their communication skill as part of their academic curriculum in order to be successful in the institutions and beyond.

Excellent communication skills make you more employable hence, it enhanced companies productivity and efficiency and help improve your competence. Non-technical abilities like problem-solving and self management rely heavily on effective communication.

Many experts, each with their own definition of 'communication' have attempted to pin down its precise meaning. It's often thought of as the process of imparting knowledge to others. Communication is not a one-time event but rather an ongoing process that is neither static nor unchanging. There are necessary components for any kind of interaction to take place. All forms of communication-verbal, nonverbal, and written require these three elements: a communicator, a message, and an audience. According to the oxford dictionary defined communication as the act of conveying information or ideals from one person to another. Based on the findings of the study, it is clear that teaching students how to communicate effectively through a variety of channels through extra-curricular activity such as; the internet, computers, and other electronic device-is an important step towards making graduates more marketable in the job market as well as verbal and interpersonal communication and initiative which are all highly valued by employers.

Skills

A skill development is a learning process, it is an expertise, competence, and talent needed in order to perform operational tasks. A skill is an initiative that emanate in bringing new ideas to reality, skills are developed through life and work experience. Most jobs requires multiple skills, however,

some skills are important and useful than the other to perform different tasks and in different professions, Indeed (2020) as referenced by (Nwiyi, 2021). Skill acquisition is the ability of an individual or a graduate to develop capacity in order to be gainfully employed. It is the effort made by tertiary institutions to improve the capacity of graduates in terms of innovations and technology.

Entrepreneurial Skills

Many researchers and psychologist including businessmen and educators have investigated the key role of entrepreneurial skills in every organization, the important of entrepreneurial skills which can be acquire in the tertiary institutions through extra-curricular activities programmes cannot be over emphasized. Over time entrepreneurial skills has proven to make individual attained successful career pursue. However, Entrepreneurial skills is the ability of individuals to be able to discover their personal traits such as mental ability, drive or personal motivation, communication ability, ability to learn, networking, innovation and techniques. These skills are needed by employers any organization for activities to boost their activities and perform organizational tasks.

Conclusion

The study has established the important, role of extra-curricular activities programmes such as industrial trainings, placement, clubs, sports, workshops, internships, entrepreneurship programmes. However, the involvement of employers in planning the curriculum to create relevant skills, build strong and genuine relationship with industry thereby enhancing the employability skills of graduates of tertiary institutions in order to improve their job readiness in the labour market.

Suggestions

1. Tertiary institutions should engage students with extra-curricular activities that expose them to new technologies, facilities, and equipment so as to enhance their work experience with knowledge about skills, attributes through internships, workshops, placements, industrial trainings, and entrepreneurship programmes.
2. Work-based learning and internship should be incorporated into degree courses or academic programmes.
3. Tertiary institutions should incorporate partnership with industries in ensuring that the relevant skills needed by the industry are been implemented into the curriculum.

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PRINCIPALS' ETHICAL ADMINISTRATION AND TEACHERS' JOB COMMITMENT: EMPIRICAL INVESTIGATION OF PUBLIC SECONDARY SCHOOLS IN ABI LOCAL GOVERNMENT AREA, CROSS RIVER STATE, NIGERIA



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Abstract

*This study investigated principals' ethical administration and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State, Nigeria. Specifically, it examined the relationship between ethical people-orientation, ethical power-sharing, and teachers' job commitment. Two research questions and two corresponding hypotheses guided the study. A correlational research design was adopted. The study population consisted of all 133 teachers across the 13 public secondary schools in Abi Local Government Area. A census approach was employed, involving the entire population. Data were collected using a researcher-developed instrument titled *Principals' Ethical Administration and Teachers' Job Commitment Questionnaire (PEATJCQ)*. The instrument underwent face and content validation by experts from the Department of Educational Management and the Department of Measurement and Evaluation, Faculty of Educational Foundation Studies, University of Calabar. Reliability was established using the Cronbach Alpha technique, yielding indices of 0.81 and 0.79 for the respective subscales. Data analysis was conducted using Pearson's Product Moment Correlation Coefficient (r) to answer the research questions and test the null hypotheses, all at the 0.05 level of significance. The findings revealed a statistically significant positive relationship between principals' ethical people-orientation, ethical power-sharing, and teachers' job commitment. The study concluded that principals' ethical administration is significantly associated with teachers' job commitment in the study area. Based on these findings, it was recommended that the Ministry of Education should implement continuous leadership training programs for school principals, with a focus on ethical values such as fairness, transparency, respect, and open communication to enhance teacher commitment and performance.*

Keywords: Principal, Ethical Administration, Ethical People Orientation, Ethical Power-Sharing Teachers, Job Commitment

Introduction

In Nigeria, secondary school education is structured into two tiers namely: the Junior Secondary School and Senior Secondary School. It is the level of education students receive after primary school and serves as a pathway to tertiary education (Nwokonko et al., 2024). According to the *National Policy on Education* (Federal Republic of Nigeria, 2014), this level of education also serves as a critical preparatory stage for tertiary education and contributes significantly to national socio-economic advancement. Secondary education is established to maintain a high standard of quality to facilitate effective teaching and learning, promote the development of sustainable communities, and support the attainment of economic objectives that benefit individuals and society at large (Etor, Obeten, & Obona, 2019; Obona, Edim, & Edim, 2020). This level of education is expected to prepare students for adulthood by equipping them with the knowledge, skills, attitudes, and values essential for personal growth, responsible citizenship, lifelong learning, and meaningful living within society (Nwannunu et al., 2024; Obona, & Sampson, 2019; Madukwe et al., 2024).

Teachers are key resources and backbone of any education system (Olorunfemi, 2008; Difoni, et al., 2025). Hence, in this context, teachers represent the most vital human resource in the educational process as they play a central role in molding the future of the learners as well as driving sustainable economic and national development. It is the teachers that make use of the available resources to deliver instructions in classroom to achieve set objectives of secondary education (Dunu et al., 2025). Obona and Etete, (2019) described teachers as the cornerstone of secondary education system, the human resources needed for the smooth functioning of secondary education in Nigeria. The Australian Association for Research in Education (AARE, 2004) cited in Peretomode and Bello (2018) emphasized that the extent to which teachers dedicate themselves to their schools, students, instructional responsibilities, professional growth, collegial relationships, and societal obligations is a vital determinant of educational effectiveness (Karuki, et al., 2014). Thus, it will not be wrong to state that the full attainment of educational goals might be difficult without teachers' job commitment.

Contextually, teachers' job commitment is the emotional and psychological attachment teaching staff have toward their job and activities of the school. Dunu et al. (2025) defined teachers' job commitment as the emotional attachment, loyalty, dedication of teaching staff toward their duties and activities of schools to achieve set goals. According to Ekpoh and Eze as cited in Madukwe et al. (2024) it is the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. In the views of Abbas et al. (2023), Chime (2024, p.2) as cited in Dunu et al. (2025) teachers job commitment is how well and how quickly teaching staff fulfill their duties, as well as the emotional bond and attitude that members of teaching staff demonstrate toward their work. Chukwuemeka (2017) describes it as the attainment of expected outcomes or productivity within a given period by individuals or organizations.

Meyer and Allen (1991) introduced a three-component model of organizational commitment, grounded in empirical research across various organizational settings. This model identifies three distinct dimensions of commitment: affective, continuance, and normative. Affective commitment reflects an employee's emotional attachment to, identification with, and active involvement in the organization. Employees with high affective commitment stay because they *want to*. Continuance commitment refers to an individual's perception of the costs—both material and psychological—associated with leaving the organization. In this case, employees remain because they *need to*, due to potential losses or lack of alternatives. Normative commitment is characterized by a perceived moral obligation to remain with the organization. This sense of duty often stems from personal values, cultural norms, or organizational investments. For example, a teacher who has benefited from a government or institutional scholarship tied to a service agreement may feel ethically compelled to honor that commitment, thereby reinforcing normative commitment.

Teachers who are truly committed to their job demonstrate it through consistent and responsible actions. They make a conscious effort to arrive at school early each day, report to duty on time, take on responsibilities willingly, prepare lesson notes diligently, attend school events, and uphold the professional code of conduct for teachers. In the same vein, Ibezim (2024), as cited in Dunu et al. (2025), emphasized that committed teachers are not only punctual but also dedicated to planning their lessons, delivering instructions promptly, covering their schemes of work before the end of each term, conducting examinations, and processing students' results within the required timeframe. Job commitment among teachers is further reflected in their acceptance of the school's values, adherence to school rules, and active participation in co-curricular activities. As Ofojebe and Ezugoh (2019) observed, such commitment signifies a teacher's readiness to carry out their duties effectively, remain loyal to the school's mission, and make a meaningful contribution to students' academic growth and overall development.

Teachers' job commitment has become a source of deep concern to researchers (Madukwe et al., 2024; Obona & Etete, 2019; Difoni et al., 2025). Ibezim (2024) noted that some teachers exhibit undesirable organizational behaviours such as frequent absenteeism, disengagement from official duties. Obionu et al (2024) laments that some teachers come late to school, engage in irregular and

unauthorized movement from schools. Thompson and Ofojebe (2020) also report cases of absenteeism, persistent lateness and other forms of professional misconduct of some teachers.

Given the above indices, it seems that there are some laxities in job commitment of teachers in public secondary schools in Abi Local Government Area, Cross River State. The researcher observed that some teachers exhibit unprofessional attitude such as frequent absenteeism without valid reasons, late arrival and early departure. Lessons are poorly planned or not delivered at all, leaving students disengaged and struggling to grasp basic concepts. Assessments are either delayed or completely ignored, with feedback rarely provided. In some cases, teachers show little interest in professional development or adapting to modern teaching methods, resulting in outdated practices that fail to meet learners' needs. These deficiencies contribute to widening learning gaps and eroding public confidence in the education sector, underscoring the urgent need for interventions.

Teachers are very important to the school and several factors can influence their job commitment, one of such factors is principals' ethical administration. Ethical administration as used in this context, refers to the practice of managing a school organization in a manner that upholds moral principles and values like honesty, fairness, integrity, and respect for others. Ethical leadership according to Dunu et al. (2025) is the act of leading others by demonstrating integrity, uprightness, supportive and transparency in running the affairs of an organization. Şentürk (2011) mentioned adds that they also include equality, impartiality, responsibility, commitment to the organization, respect for human rights, compliance with the law, tolerance, and transparency. Similarly, Orunbon et al. (2022) mention traits such as honesty, fairness, a focus on people, shared decision-making, clear roles, ethical direction, and a commitment to sustainability. For Gikonyo (2020) it is crucial in guiding school managers toward value-driven leadership. Ethical school administration is vital as it promotes trust and accountability, which are key to effective leadership. Maimela (2024) further supports that ethical leadership in schools enhances accountability and trust, both vital for the institution's success and reputation.

Operationally, ethical administration involves influencing staff members to display good conduct and expected behavior in the discharge of their official duties with the aim of achieving set goals. Scholars outlined different ethical administrative practices to include: ethical people orientation, fairness, ethical power-sharing, ethical guidance and role clarification (Sabello & Oted, 2024; Vikaraman et al, 2021). However, the dimensions of ethical administration adopted in this study are ethical people orientation, and ethical power-sharing.

Ethical people orientation and teachers job commitment

Ethical people orientation involves showing genuine concern for the professional welfare and development needs of teachers. According to Arinze et al. (2024), staff orientation is a critical aspect of ethical leadership, whereby school administrators demonstrate a high level of sensitivity to the professional aspirations and needs of their staff. This ethical practice is reflected in administrators' attentiveness to staff issues, the respect and recognition they accord to teachers, and their demonstration of compassion and empathy. Shahab et al. (2021) emphasized that the people-oriented component of ethical leadership is characterized by sincere care, respect, and support for subordinates, ensuring their needs are adequately addressed.

Granjo et al. (2020) explored the relationship between ethical orientation and aspects of teacher identity, such as perceived competence, psychological need satisfaction, commitment, and self-esteem. Analyzing data from 643 Portuguese teachers through structural equation modeling (SEM), their findings revealed that ethical orientation had both direct and indirect significant effects on these variables, reinforcing its importance in shaping teacher commitment. Similarly, Sheikh et al. (2024) investigated the influence of teachers' personality traits on organizational commitment in universities in Lahore, Pakistan, with ethical orientation acting as a mediator. The study employed correlation and mediation analyses using SPSS and found that traits like extraversion and conscientiousness were positively associated with organizational commitment, with ethical constructs—particularly relativism—serving as mediating factors.

Zehra et al. (2022) conducted a survey in Karachi examining the predictive role of ethical leadership in shaping teachers' perceptions of their work environment and their organizational commitment. Based on data from 560 elementary and secondary school teachers analyzed using PLS-SEM and SPSS, the study found that ethical leadership was positively correlated with both a supportive work environment and higher organizational commitment. Li et al. (2020) also studied ethical leadership, focusing on its influence on young university teachers' work engagement. Utilizing SPSS, principal component analysis, and hierarchical regression, the researchers found that ethical leadership significantly predicted work engagement, with trust acting as a mediating variable.

Arisoy and Cömert (2021) investigated the relationship between school principals' ethical leadership behaviors and teacher motivation in Turkey. Using a relational survey approach with 298 teachers, and analyzing responses with tools such as the Kruskal-Wallis test, Mann-Whitney U test, and Pearson's correlation, the study identified a moderate positive correlation between ethical leadership and teacher motivation, further supporting the value of ethical practices in educational leadership. Mohamed and Hussein (2022) examined the impact of ethical leadership on teaching staff performance in public secondary schools. The findings indicated that ethical leadership practices, characterized by fairness and selflessness, positively influence teachers' job performance.

Ethical power-sharing and teachers job commitment

Ethical power-sharing is all about administrators genuinely caring for teachers' professional needs and well-being. When school leaders treat staff with empathy, respect, and fairness, it builds a supportive environment where teachers feel valued and motivated. This human-centered approach to leadership plays a powerful role in improving teachers' dedication and overall commitment to their work (Obona & Sampson, 2021; Arinze et al., 2024; Shahab et al., 2021). Numerous studies back up this idea. For example, Obona et al. (2024) found that modern leadership practices like digital communication and teacher empowerment positively influence job commitment in secondary schools in Calabar. Similarly, Likewise, Ngene (2025) investigated *Ethical Instructional Supervision and Teachers' Job Commitment*, using a survey design with a census of 118 public secondary school teachers in Akpabuyo, Nigeria. Data were collected via a structured questionnaire (reliability: $\alpha = .82$ and $.79$) and analyzed with descriptive statistics, simple linear regression ($R = .502$, $R^2 = .252$), ANOVA, and regression. The study found that ethical supervision by marked by fairness, transparency, respect, and integrity accounted predicted teachers' job commitment.

Across different countries and contexts, the evidence holds strong. Sabir (2021) in Pakistan and Zaki (2022) in Malaysia both found that ethical leadership improves teacher commitment and job satisfaction. A large-scale meta-analysis by Özdoğan & Sarier (2024) also confirmed that when principals lead ethically, it strengthens teachers' trust, motivation, and commitment. Abuzaid (2018) and Mitonga-Monga et al. (2023) found similar positive effects in banking and industrial settings, respectively. In Nigeria, Mbarawii & Amabibi (2024) showed that principals who model collaboration and accountability significantly improve teacher commitment.

Interestingly, studies in healthcare (Mishra & Tikoria, 2021) and cooperative societies (Bhandari & Subedi, 2024) also supports that ethical leadership fosters a healthy work culture and builds trust, which then strengthens commitment. In Colombia, Santiago Torner (2025) showed that ethical leadership enhances self-efficacy, which in turn boosts organizational loyalty. Obiekwe (2020) and Obiekwe & Ezeugbor (2024) highlighted strong links between ethical leadership dimensions—like open communication and fair decision-making—and teachers' dedication. Likewise, in Turkey, Önder & Gündoğdu (2024) found that ethical behavior from school leaders positively shapes teachers' organizational commitment. Neves et al. (2024/25) emphasized that ethical leadership boosts both motivation and commitment, while despotic leadership harms both.

Statement of the problem

In secondary schools, the ability of students to acquire knowledge and requisite skills for personal and societal development is largely dependent on the job commitment of teachers. As such,

parents and guardians expect teachers to be punctual, consistent in lesson planning and delivery, actively involved in school activities, prompt in assessing students, and dedicated to professional growth and moral mentoring. However, despite these expectations, it is worrisome that some teachers in public secondary schools in Abi Local Government Area, Cross River State, who the students depend on tend to exhibit unprofessional conduct such as lateness to school, and absenteeism. Many teachers habitually miss their lessons, and leave school before the end of school hours. Additionally, cases of inadequate lesson preparation, and delays in marking assessments have been noted. These lapses have led to declining student performance, poor discipline, and reduced confidence in public schools.

In response, the state government have implemented interventions such as timely salary payments, teacher training, monitoring and evaluation, attendance tracking, and disciplinary actions. Yet, the problem persists, suggesting that deeper issues. The researcher suspects that principals' ethical administration could be a key factor in enhancing teachers' commitment. As such, this study seeks to examine the relationship between principals' ethical administration and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State.

Purpose of the Study

This study investigated p principals' ethical administration and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State, Nigeria. Specifically, the study sought to:

3. Determine the relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State.
4. Ascertain the relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State.

Research questions

The following research questions guided the study:

1. What is the relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State?
2. What is the relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State?

Research hypotheses

The following hypotheses guided study:

3. There is no significant relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State.
4. There is no significant relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State.

Methodology

The study adopted a correlational research design. Barkha and Basnet (2023) defined correlational research design as the type that involves the examining the relationships between or among two or more variables in a single group, which can occur at several levels. Correlational design is appropriate for this study because the researcher collected data from the given sample of teachers to investigate principals' ethical administration and teachers' job commitment. The study was conducted in Abi Local Government Area (L.G. A), which is one of the 18 local government areas in Cross River State, Nigeria. The choice of Abi Local Government Area for the study was informed by observed poor job commitment of teachers probably due to some incompetence of some principals to control their activities. The population of the study comprised all 133 teachers (99 males and 33 females) in the 13 public secondary schools in Abi Local Government Area. Census method was used in this study due to the manageable size of the population.

The instrument used for data collection was a questionnaire titled —Principals' Ethical Administration and Teachers' Job Commitment Questionnaire (PEATJCQ).¹ The instruments have Sections 1, 2 and 3. Section 1 focused on the demographic data of the respondents such as gender and age. Section 2 of the instrument (PEAQ) measured ethical principals' administration in public secondary schools in Abi Local Government Area. The instrument contained 19 items spread in two clusters A and B. Cluster A which focuses on ethical orientation contained 9 items, Cluster B contained 9 items on ethical power-sharing. The items are designed on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. Section 3 of the instrument (TJC) was adapted by Meyer and Allen (1997) and structured to measure teachers job commitment in public secondary schools in Abi L.G. A. The instrument contains 9 items structured on a four-point Likert scale: Very High (VH), High (H), Low (L), Very Low (VL)., weighted 4, 3, 2 and 1 respectively.

The face and content validation of the instrument was determined by three experts from the Department of Educational Management and Measurement and Evaluation, Faculty of Educational Foundation Studies, University of Calabar. Based on their input, irrelevant items were either removed or modified. The suggestions and comments of the experts were effected and incorporated in the final copy of the instrument. The reliability of the instruments was established using Cronbach alpha method. The data used for computing the reliability indices were obtained from the copies of the three instruments administered and collected from 50 teachers in public secondary schools in Obubra L.G. A. The choice of Obubra Local Government Area was because school principals and teachers in Abi and Obubra L.G. A share similar characteristics and behaviour.

The data obtained were subjected to test for internal consistency using Cronbach alpha. It was considered appropriate in order to determine the level of homogeneity of the items in the clusters. This yielded co-efficient values of 0.81, and 0.79 for clusters A and B of PEAQ, while coefficient value of 0.83 was obtained for TJC. These values exceeded the 0.60 benchmark set by Ogbazi and Okpala (1994) who argued that an instrument yielding a reliability co-efficient of 0.60 and above should be considered strong enough for a study. Therefore, the researcher considered the instruments to be reliable for the study. Direct delivery method was used by the researcher and five trained research assistants for data collection. Prior to distribution, the respondents were briefed on the purpose of the study. They were assured that all information provided would be used strictly for research purposes and treated with confidentiality. The researchers and assistants distributed the questionnaires and later collected them. Out of the 133 questionnaires distributed, only 128 questionnaires were correctly completed and returned, representing a 90% response rate. As such, data analysis was based on the responses from 128 participants. They were then organized based on the variables they were designed to measure. Positively worded items were scored as follows: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. For negatively worded items, the scoring pattern was reversed. Respondents' scores on the sub-scales were summed and analyzed using appropriate statistical tools. Data analysis was conducted based on the null hypotheses that guided the study. Pearson's Product Moment Correlation Coefficient (r) was used to answer the research questions and test the null hypotheses. All hypotheses were tested at a 0.05 level of significance. For the research questions, the coefficient (r) and the size of the relationship was interpreted using the correlation coefficient recommended by Alsagr (2021), as follows:

Coefficient	Interpretation
.00 - .19	Weak Negative Relationship
.20 - .39	Fair Negative Relationship
.40 - .69	Moderate Positive Relationship
.70 - .89	Strong Positive Relationship
.90 - .99	Very Strong Positive Relationship
1	Perfect Relationship

In taking decisions on the null hypotheses, if the p-value is equal to or greater than significant value of 0.05, the null hypothesis was not rejected but if p-value is less than significant value of 0.05, the null hypotheses was rejected. All data collected were analyzed using Statistical Package for Social Sciences (SPSS) Version 27.

Results

Research question one

What is the relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State? Pearson Product Moment Correlation was used to answer the research question. The result is presented in table 1. Table 1 revealed that Pearson's correlation coefficient (r) of 0.75 was obtained. This showed that there is a strong relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State. This indicated that increase in ethical people orientation led to strong positive increase in teachers' job commitment.

Table 1: Pearson Product Moment Correlation on the relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State (N=133)

Variables	$\bar{X}$	S.D	R	Decision
Ethical people orientation	18.64	3.29		
Teachers' job commitment	19.05	3.22	.75*	Strong Positive Relationship

*Significant at $p < .05$ $df=131$

Research question two

What is the relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State? Pearson Product Moment Correlation was used to answer the research question. The result is presented in table 2. Table 2 revealed that Pearson's correlation coefficient (r) of 0.79 was obtained. This showed that there is a strong relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State. This indicated that increase in ethical power-sharing led to strong positive increase in teachers' job commitment.

Table 2: Pearson Product Moment Correlation on the relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State (N=133)

Variables	$\bar{X}$	S.D	R	Decision
Ethical power-sharing	17.43	3.79		
Teachers' job commitment	19.05	3.22	.79*	Strong Positive Relationship

*Significant at $p < .05$ $df=131$

Research Hypotheses

Hypothesis one

There is no significant relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State. The two variables in this hypothesis are ethical people orientation and teachers' job commitment. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 3. Table 3 showed the correlation coefficient between ethical people orientation and teachers'

job commitment. The correlation coefficient is statistically significant for teachers' job commitment ($r = .75$, $p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected. The result of the analysis implied that there is a statistically positive significant relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area of Cross River State.

Table 3: Summary of correlation between ethical people orientation and teachers' job commitment in public secondary schools in Abi. (N=133)

Variables	$\bar{X}$	S.D	R	Sig.	Decision
Ethical people orientation	18.64	3.29	3.22		
Teachers' job commitment	19.05		.75*	.000	Rejected

*Significant at $p < .05$ $df=131$

Hypothesis two

There is no significant relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State. The two variables in this hypothesis are ethical power-sharing and teachers' job commitment. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 4. Table 4 showed the correlation coefficient between ethical power-sharing and teachers' job commitment. The correlation coefficient is statistically significant for teachers' job commitment ($r = .79$, $p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis two is rejected. The result of the analysis implied that there is a statistically positive significant relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area of Cross River State.

Table 4: Summary of correlation between ethical power-sharing and teachers' job commitment in public secondary schools in Abi. (N=133)

Variables	$\bar{X}$	S.D	R	Sig.	Decision
Ethical power-sharing	17.43	3.79	3.22		
Teachers' job commitment	19.05		.79*	.000	Rejected

*Significant at $p < .05$ $df=131$

Discussion of findings

The result of hypothesis one revealed that, there is a statistically positive significant relationship between ethical people orientation and teachers' job commitment in public secondary schools in Abi Local Government Area of Cross River State. This result is possibly because principals demonstrated ethical concern for the well-being, dignity, and fair treatment of the teachers' staff—such as transparent communication, respect, empathy, and support as such it enhances teachers' commitment to their duties, schools, and professional responsibilities. The implication is that the stronger the ethical orientation toward people, the more likely teachers are to exhibit dedication, loyalty, and willingness to go beyond the minimum requirements of their roles.

The findings of this study align with the assertions of Shahab et al. (2021), who emphasized that the people-oriented dimension of ethical leadership is characterized by genuine care, respect, and support for subordinates, ensuring that their needs are effectively met. Similarly, this result supports the work of Granjo et al. (2020), who investigated the link between ethical orientation and various elements of teacher identity—such as perceived competence, satisfaction of psychological needs, commitment, and self-esteem. Using structural equation modeling (SEM) on data from 643 Portuguese teachers, their

study demonstrated that ethical orientation had both direct and indirect significant impacts on these variables, underscoring its critical role in fostering teacher commitment.

In a related study, Zehra et al. (2022) examined how ethical leadership influences teachers' perceptions of their work environment and their organizational commitment. Drawing on survey data from 560 elementary and secondary school teachers in Karachi and analyzing it through PLS-SEM and SPSS, they found a positive association between ethical leadership and both a supportive work environment and elevated organizational commitment. Furthermore, Li et al. (2020) explored the impact of ethical leadership on the work engagement of young university teachers. Through the use of SPSS, principal component analysis, and hierarchical regression analysis, the study revealed that ethical leadership was a significant predictor of work engagement, with trust serving as a mediating factor in the relationship.

The result of hypothesis two revealed that, there is a statistically positive significant relationship between ethical power-sharing and teachers' job commitment in public secondary schools in Abi Local Government Area of Cross River State. This result means that when secondary school administrators ethically share power by involving teachers in decision-making, respecting their professional autonomy, and fostering a participatory leadership environment, it will definitely enhance the teachers' sense of belonging, responsibility, and dedication to their work. This implies that the more teachers feel empowered and valued the more likely they are to remain committed to their roles and actively contribute to the success of the school.

The findings of this study are consistent with those of Obona et al. (2024), who reported that modern leadership practices—such as digital communication and teacher empowerment—positively influence job commitment among secondary school teachers in Calabar. Similarly, Ngene (2025), in a survey-based study involving a census of 118 public secondary school teachers in Akpabuyo, Nigeria, examined the role of ethical instructional supervision on teachers' job commitment. The results revealed that supervision characterized by fairness, transparency, respect, and integrity significantly predicted teachers' commitment to their work.

Likewise, Sabir (2021) and Zaki (2022) found that ethical leadership enhances both teacher commitment and job satisfaction. In a related study, Mbarawii and Amabibi (2024) demonstrated that principals who exemplify collaborative leadership and accountability significantly boost teacher commitment. Additionally, the works of Mishra and Tikoria (2021), as well as Bhandari and Subedi (2024), affirmed that ethical leadership promotes a healthy work culture and builds trust—factors that are crucial in strengthening employee commitment. Santiago and Torner (2025) further emphasized that ethical leadership enhances teachers' self-efficacy, which in turn reinforces organizational loyalty. Moreover, Obiekwe (2020) and Obiekwe and Ezeugbor (2024) identified strong correlations between key dimensions of ethical leadership—such as open communication and equitable decision-making—and increased teacher dedication. Similarly, in the Turkish context, Önder and Gündoğdu (2024) found that ethical behaviors demonstrated by school leaders positively influenced teachers' organizational commitment.

Conclusion

This study investigated the relationship between principals' ethical administration and teachers' job commitment in public secondary schools in Abi Local Government Area, Cross River State, Nigeria. The findings revealed a statistically significant positive relationship between principals' ethical people orientation, ethical power-sharing and teachers' job commitment. The study concluded that principals' ethical administration significantly relates to teachers' job commitment in the study area.

Recommendations

Based on the findings of the study, the following recommendations are made:

3. To boost teachers' commitment, the ministry of education should organize ongoing leadership training that emphasizes ethical values like fairness, transparency, and open communication among school leaders.
4. School principals should embrace digital tools and inclusive decision-making to create a more collaborative work environment that will strengthen teachers' engagement and commitment.

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ETHICAL PRACTICES IN UNIVERSITY PROCUREMENT PROCESSES AS CORRELATES OF SUSTAINABLE DEVELOPMENT OF PUBLIC UNIVERSITIES IN BENUE STATE, NIGERIA



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Abstract

*This study investigated ethical practices in university procurement processes as correlates of sustainable development of public universities in Benue State, Nigeria. The purpose of the study was to investigate ethical practices in university procurement processes as correlates of sustainable development of public universities. The design adopted for this study was the correlational research design. The population comprised all 208 personnel involved in procurement-related activities across the three public universities in Benue State, Nigeria. The entire population was sampled using census sampling technique. Data were collected questionnaires titled —Ethical Practices in University Procurement Processes Questionnaire (EPUPPQ) and —Public Universities Sustainable Development Questionnaire (PUSDQ). The instruments were structured on a four-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The instruments were validated by three experts in the Faculty of Education Rev. Fr. Moses Orshio Adasu University, Makurdi. Cronbach Alpha was to determine the reliability of the instruments and the result yielded 0.87. The data collected were analyzed using the Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypotheses at 0.05 level of significance. The findings of the study showed that there is a **very strong positive significant correlation** between accountability of procurement officers and fairness in vendor selection with sustainable development of public universities in Benue State. The study concludes that ethical practices in university procurement processes have potential to enhance sustainable development of public universities. The study recommends among others that university management and governing councils should establish and enforce strict accountability frameworks for procurement officers, including routine audits, transparent documentation systems, and mandatory reporting procedures.*

Keywords: *Ethical practices, procurement process, accountability, fairness, vendor selection, sustainable development*

Introduction

The growing global demand for sustainable development of public universities has gained momentum in recent times, driven by the pressing need to produce competent graduates who can actively contribute to reversing the declining socio-economic conditions of nations, particularly in the face of recurring global economic recessions that threaten development efforts worldwide (UNESCO, 2021). However, in many developing countries, including Nigeria, public universities remain underdeveloped due to poor governance, inadequate funding and weak adherence to ethical standards in institutional processes (Adebayo & Ibrahim, 2020). This underdevelopment has manifested in dilapidated infrastructure, low staff morale and a decline in the quality of education, ultimately undermining the employability and productivity of graduates (Okebukola, 2018). According to Ezekwesili and Danjuma (2019), ensuring sustainable development in the public sector, including public universities, requires deliberate actions such as transparent leadership, effective accountability mechanisms and importantly, the enforcement of ethical practices in university procurement processes. These measures promote institutional integrity and efficient use of resources, thereby advancing the sustainable development of public universities in Nigeria.

Sustainable development of public universities refers to the steady advancement of university systems in ways that ensure present and future educational needs are met through efficient resource use, institutional accountability, and academic excellence (UNESCO, 2021). It is considered essential for producing graduates capable of addressing national development challenges. However, ensuring sustainable development in public universities across Nigeria remains a significant challenge. Musa and Alabi (2019) argue that Nigerian universities continue to retrogress in quality due to the high cost of contract execution, poor project delivery, procurement fraud and the diversion of funds. These problems appear to weaken infrastructural development and hinder long-term institutional growth. Ezekwesili and Danjuma (2019) posit that such setbacks persist due to the failure of university administrators to comply with established ethical procurement practices, thereby fostering corruption, resource wastage, and a lack of transparency, all of which obstruct sustainable development efforts in public universities.

Procurement processes refer to the systematic procedures through which organizations acquire goods, services, and works from external sources to achieve their operational goals. In public universities, procurement involves activities such as tendering, evaluation, contract award, and project supervision for infrastructure, instructional materials, and services (Musa & Alabi, 2019). For these processes to contribute meaningfully to institutional growth, university administrators must ensure strict compliance with ethical practices such as transparency, accountability, fairness, and value for money. Ezekwesili and Danjuma (2019) posit that compliance with ethical practices in procurement processes is critical for minimizing corruption, promoting efficient resource use, and ultimately supporting the sustainable development of public universities.

Ethical practices in procurement refer to the application of moral principles and professional standards that guide the conduct of procurement officers and ensure fairness, transparency, and integrity in the acquisition of goods, services and works. These practices include accountability, fairness in vendor selection, transparency in tendering processes, avoidance of conflict of interest, and strict adherence to due process (Okoro & Adeyemi, 2021). When university procurement processes are ethically driven, they promote trust, ensure value for money, and enhance the timely delivery of quality infrastructure and services. Nwankwo and Salisu (2020) suggest that compliance with these ethical standards reduces financial mismanagement, curbs corruption and fosters effective resource utilization all of which are essential for the sustainable development of public universities. Ezekwesili and Danjuma (2019) aver that the accountability of procurement officers serves as the foundation for transparency in procurement processes, which in turn strengthens institutional integrity and supports the sustainable development of public universities.

Accountability in procurement refers to the obligation of procurement officers to answer for their actions, decisions and use of resources in accordance with established rules and ethical standards. It entails maintaining proper records, adhering to due process, providing justifications for procurement choices, and being answerable to oversight bodies (Ishola & Ezeani, 2020). In public universities, accountability of procurement officers helps ensure that funds allocated for infrastructure, instructional materials and services are used judiciously and transparently, leading to improved service delivery and sustainable institutional development (Ajayi & Musa, 2021). When procurement officers are held accountable, the risks of contract inflation, procurement fraud and project abandonment are reduced, thereby promoting effective resource utilization and institutional credibility. Findings by Ajayi and Musa (2021) revealed that universities with stronger accountability frameworks in procurement recorded higher levels of infrastructural growth and operational efficiency. Similarly, Ishola and Ezeani (2020) found that procurement accountability correlates positively with transparency and long-term development outcomes in Nigerian public universities. As accountability strengthens oversight and discourages unethical practices, it also creates an enabling environment for fairness in vendor selection, another key driver of sustainable development in public universities.

Fairness in vendor selection refers to the impartial and equitable process of identifying and awarding contracts to suppliers based strictly on merit, competence, and compliance with procurement criteria (Ibrahim & Ogundele, 2020). This principle requires that all prospective vendors be given equal opportunities to compete without bias or favoritism, ensuring that procurement outcomes are based on value rather than personal or political influence. In public universities, adherence to fairness in vendor selection enhances competition, promotes efficiency, and increases the likelihood of engaging qualified vendors who deliver timely and high-quality services. Studies have shown that fairness in vendor selection contributes significantly to institutional performance and credibility. Ibrahim and Ogundele (2020) found that universities that implement fair vendor selection processes experience fewer procurement disputes and benefit from improved project delivery and institutional growth. Similarly, Abah and Danladi (2021) observed that fairness promotes cost-effectiveness and accountability, which are critical drivers of sustainable development in tertiary institutions. These findings suggest that fairness in vendor selection not only ensures ethical compliance but also reinforces institutional integrity and supports optimal resource utilization for the sustainable development of public universities, particularly in Benue State, Nigeria.

Public universities in Benue State, Nigeria, require strengthened accountability among procurement officers and enhanced fairness in vendor selection to achieve sustainable institutional growth. These ethical practices are fundamental to effective resource management, transparency, and institutional credibility (Ishola & Ezeani, 2020). However, there are indications that such practices are not consistently upheld across procurement processes, which may be contributing to the slow pace of development in the university system within the state. In comparison with their counterparts across Nigeria, public universities in Benue often lag behind in infrastructural development and service delivery. As ethical lapses continue to hinder effective procurement outcomes, the need to explore the relationship between ethical practices and sustainable development becomes increasingly relevant. It is based on this background that the researcher was inspired to investigate *ethical practices in university procurement processes as correlates of sustainable development of Public Universities in Benue State*.

Statement of the Problem

Public universities in Nigeria are expected to serve as centres of innovation, manpower development and national transformation. However, the development of these institutions, particularly in Benue State, appears to have stalled in recent years. Many public universities in the State continue to face persistent challenges such as poor infrastructure, delayed service delivery, mismanagement of funds, persistent delays in executing capital projects and substandard project execution ultimately leading to declining educational standards, poor learning environments and loss of public confidence. These challenges appear to stem from unethical practices in university procurement processes, particularly lack of accountability among procurement officers and unfair vendor selection, which

seems to continually undermine the pace and sustainability of development in public universities across Benue State.

The researcher observe that in many public universities in Benue State, procurement officers are often not held accountable for their decisions, leading to issues such as contract inflation, project abandonment and poor resource utilization. Furthermore, vendor selection processes in some universities in most cases are marred by nepotism and favoritism, which undermine transparency and limit competition. These unethical practices not only waste public funds but also slow down institutional growth and development in public universities in Benue State. It is against these backdrops that the researcher was motivated to investigate ethical practices in university procurement processes as correlates of sustainable development of public universities in Benue State, Nigeria

Purpose of the Study

The purpose of the study was to investigate ethical practices in university procurement processes as correlates of sustainable development of public universities in Benue State, Nigeria. Specifically, the study sought to:

3. determine the correlation between accountability of procurement officers and sustainable development of public universities in Benue State, Nigeria.
4. assess the correlation between fairness in vendor selection and sustainable development of public universities in Benue State, Nigeria.

Research Questions

The following research questions guided the study:

3. What is the correlation between accountability of procurement officers and sustainable development of public universities in Benue State, Nigeria?
4. What is the correlation between fairness in vendor selection and sustainable development of public universities in Benue State, Nigeria.?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

3. There is no significant correlation between accountability of procurement officers and sustainable development of public universities in Benue State, Nigeria.
4. There is no significant correlation between fairness in vendor selection and sustainable development of public universities in Benue State, Nigeria.

Methodology

The design adopted for this study was the correlational survey research design. The population comprised all 208 personnel involved in procurement-related activities across the three public universities in Benue State, Nigeria. The entire population was selected using census sampling technique, which was adopted because the population was relatively small and manageable, and it was necessary to gather comprehensive and representative data from all stakeholders directly involved in the procurement processes of the universities. Data were collected using two researcher-developed questionnaires titled —Ethical Practices in University Procurement Processes Questionnaire (EPUPPQ) and —Public Universities Sustainable Development Questionnaire (PUSDQ). The EPUPPQ was structured in two clusters: Cluster A (Items 1–5) focused on accountability of procurement officers, while Cluster B (Items 6–10) focused on fairness in vendor selection. The PUSDQ consisted of 10 items that elicited responses on the sustainable development of public universities. Both instruments used a four-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1, chosen to provide respondents with a range of options to express their level of agreement. The instruments were validated by three experts: two in educational management from the Department of Educational Foundations, and one in measurement and evaluation from the Department of Mathematics and Science Education, all from the Faculty of Education, Rev. Fr. Moses

Orshio Adasu University, Makurdi. A reliability test was conducted for the instruments using Cronbach Alpha and reliability coefficients of 0.89 and 0.91 were found for PUSDQ and EPUPPQ respectively with a grand index of 0.90. The data collected from the study were analyzed using the Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypotheses at 0.05 level of significance. The decision rule in answering the research questions was that the closer the calculated correlation coefficient (r) is to +1 or -1, the stronger the relationship between the variables; a positive value indicates a direct relationship while a negative value indicates an inverse relationship. The strength of the correlation was interpreted using the guideline by Nworgu (2015): 0.00 – 0.19 = Very weak correlation, 0.20 – 0.39 = Weak correlation, 0.40 – 0.59 = Moderate correlation, 0.60 – 0.79 = Strong correlation, 0.80 – 1.00 = Very strong correlation. In testing the hypotheses, the decision rule was that if the calculated p-value is less than or equal to 0.05 level of significance, the null hypothesis was rejected; otherwise, it was not rejected. PPMC was adopted because it is suitable for determining the strength and direction of the linear relationship between two continuous variables, making it appropriate for assessing the relationship between ethical procurement practices and the sustainable development of public universities in Benue State, Nigeria.

Results

Research Question 1: What is the correlation between accountability of procurement officers and sustainable development of public universities in Benue State, Nigeria?

Table 1:

Correlation of Accountability of Procurement Officers and Sustainable Development of Public Universities in Benue State, Nigeria

Variables		$\bar{X}$	SD	Accountability of Procurement Officers	Sustainable Development of Public Universities
Accountability of Procurement Officers	Pearson Correlation	2.97	0.85	1	.82**
	Sig. (2-tailed)				.000
	N			208	208
Sustainable Development of Public Universities	Pearson Correlation	2.96	0.87	.82**	1
	Sig. (2-tailed)			.000	
	N			208	208

Source: Field Survey Results (2025).

The result in Table 1 shows that the Pearson Product Moment Correlation coefficient (r) between accountability of procurement officers and sustainable development of public universities is 0.82. Since the value of $r = 0.82$ falls within the range of **0.80–1.00**, it indicates a very **strong positive correlation**. This implies that an increase in the level of accountability among procurement officers is associated with a corresponding improvement in the sustainable development of public universities in Benue State.

Research Question 2: What is the correlation between Fairness in Vendor Selection and sustainable development of public universities in Benue State, Nigeria?

Table 2:

Correlation of Fairness in Vendor Selection and Sustainable Development of Public Universities in Benue State, Nigeria

Variables		$\bar{X}$	SD	Fairness in Vendor Selection	Sustainable Development of Public Universities
Fairness in Vendor Selection	Pearson Correlation	2.87	0.86	1	.76**
	Sig. (2-tailed)				.000
	N			208	208
Sustainable Development of Public Universities	Pearson Correlation	2.85	0.87	.76**	1
	Sig. (2-tailed)			.000	
	N			208	208

Source: Field Survey Results (2025).

The result in Table 2 shows that the Pearson Product Moment Correlation coefficient (r) between fairness in vendor selection and sustainable development of public universities is 0.76. Since the value of $r = 0.76$ falls within the range of **0.60–0.79**, it indicates a **strong positive correlation**. This implies that **as fairness in the selection of vendors increases, the sustainable development of public universities in Benue State is also likely to improve**. In essence, the more transparent and equitable the vendor selection process is, the greater the likelihood of advancing sustainable development within these institutions.

Test of Hypotheses

Hypothesis 1:

There is no significant correlation between accountability of procurement officers and **sustainable development of public universities in Benue State, Nigeria**

Table 3:

Significant Correlation of Accountability of Procurement Officers and Sustainable Development of Public Universities in Benue State, Nigeria

Variables		Accountability of Procurement Officers	Sustainable Development of Public Universities
Accountability of Procurement Officers	Pearson Correlation	1	.82**
	Sig. (2-tailed)		.000
	N	208	208

Sustainable Development of Public Universities	Pearson	.82**	1
	Correlation Sig.	.000	
	(2-tailed)		
		208	208
	N		

* Correlation coefficient is significant at $p < 0.05$; **. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's Field Survey Results (2024)

The result in Table 3 shows that the Pearson Product Moment Correlation coefficient (r) between accountability of procurement officers and sustainable development of public universities is $r = 0.82$, with a significance value of $p = .000$. Since $p < 0.05$, the null hypothesis which stated that there is no significant relationship between accountability of procurement officers and sustainable development of public universities in Benue State was **rejected**. This implies that there is a **very strong positive significant correlation** between accountability of procurement officers and sustainable development of public universities in Benue State.

Hypothesis 1:

There is no significant correlation between fairness in vendor selection and **sustainable development of public universities in Benue State, Nigeria**

Table 4:

Significant Correlation of Fairness in Vendor Selection and Sustainable Development of Public Universities in Benue State, Nigeria

Variables			Fairness in Vendor Selection	Sustainable Development of Public Universities
Fairness in Vendor Selection	Pearson	1	.76**	
	Correlation Sig. (2-tailed)		.000	
		208	208	
	N			
Sustainable Development of Public Universities	Pearson	.76**	1	
	Correlation Sig. (2-tailed)	.000		
		208	208	
	N			

* Correlation coefficient is significant at $p < 0.05$; **. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey Results (2024)

The result in Table 3 shows that the Pearson Product Moment Correlation coefficient (r) between fairness in vendor selection and sustainable development of public universities is $r = 0.76$, with a significance value of $p = .000$. Since $p < 0.05$, the null hypothesis which stated that there is no significant relationship between fairness in vendor selection and sustainable development of public universities in Benue State was **rejected**. This implies that there is a **strong positive significant**

correlation between fairness in vendor selection and sustainable development of public universities in Benue State.

Discussion of Findings

This section presents discussion of findings as follows:

The first finding of the study showed that there is a **very strong positive significant correlation** between accountability of procurement officers and sustainable development of public universities in Benue State. This implies that as procurement officers become more accountable in their responsibilities through proper record-keeping, adherence to established procedures and transparent justification of procurement decisions, the likelihood of achieving sustainable development within public universities increases. This finding corroborates the work of Ajayi and Musa (2021), who reported that universities with stronger accountability frameworks in procurement recorded higher levels of infrastructural development and operational efficiency. It also aligns with the findings of Ishola and Ezeani (2020), whose study established that procurement accountability correlates positively with transparency and long-term development outcomes in Nigerian public universities. In essence, this study affirms that strengthening accountability mechanisms among procurement officers contributes meaningfully to the sustainable development of public universities in Benue State by fostering transparency, responsible spending, and improved service delivery.

The second finding of the study revealed that there is a strong positive significant correlation between fairness in vendor selection and sustainable development of public universities in Benue State. This implies that when public universities ensure fairness in the selection of vendors by adhering to transparent, competitive and merit-based processes, the likelihood of achieving sustainable development in universities increases. Fairness in vendor selection helps minimize procurement irregularities, encourages healthy competition and ensures that quality goods and services are delivered in a timely and cost-effective manner. This finding supports the study by Ibrahim and Ogundele (2020), who found that universities that implement fair vendor selection processes experience fewer procurement disputes and benefit from improved project delivery and institutional growth. The finding also aligns with the work of Abah and Danladi (2021), who observed that fairness in vendor selection promotes cost-effectiveness and accountability, both of which are critical drivers of sustainable development in tertiary institutions. Therefore, this finding affirms that ensuring fairness in vendor selection enhances procurement efficiency and contributes significantly to the sustainable development of public universities in Benue State

Conclusion

Based on the findings of the study, it was concluded that ethical practices in university procurement, particularly accountability of procurement officers and fairness in vendor selection have a strong positive and significant relationship with the sustainable development of public universities in Benue State, Nigeria. This underscores the importance of transparent and responsible procurement processes as key drivers of institutional growth and long-term development in public universities in Benue State, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made.

3. University management and governing councils should establish and enforce strict accountability frameworks for procurement officers, including routine audits, transparent documentation systems, and mandatory reporting procedures.
4. Public universities should adopt and strictly adhere to fair and competitive vendor selection processes by using open bidding systems, objective evaluation criteria, and third-party oversight.

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TEACHERS TRAINING PROGRAMMES RE-ENGINEERING FOR VALUES-CENTERED EDUCATION IN CROSS RIVER STATE, NIGERIA.



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Abstract

This study examined teachers' training programmes re-engineering for values-centered Education in Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. A correlational research design was adopted for the study. The study population comprised two thousand and four hundred and thirty-seven (2437) teachers from the Calabar Education zone in Cross River State. A total sample of three hundred (300) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire titled: Teachers Training Programmes Re-engineering for Values Centered Education (TTPRVCEQ), which was developed by the researchers and was validated by experts in administration in higher education, Department of Educational Management, University of Calabar and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational foundation studies, University of Calabar, Calabar. Data collected were subjected to statistical analysis using simple linear regression analysis (r) of statistical package for social science (SPSS) version 25. The results revealed that teachers' training programmes re-engineering significantly relate to values-centered Education in Cross River State, Nigeria. It was recommended that teachers' training programmes should be re-engineering toward values-centered Education in Cross River State, Nigeria.

Keywords: Teachers training programmes re-engineering, values-centered Education, Cross River State, Nigeria.

Introduction

Successful teaching and learning at any level of school depend on teacher and their development is paramount because it will contribute to their professionalism and effectiveness in their job. Value education is defined as those educational practices that foster the development of student character. It is the set of psychological characteristics that motivate and enable the individual to function as a competent moral agent, that is, to do 'good' in the world. Also, Values education refers to that aspect of education deal alternatively with moral education, character education in an attempt, within schools, to craft pedagogies and supportive structures to foster the development of positive, ethical, pro-social inclinations and competencies in youth, including around strengthening their academic focus and achievement (Berkowitz, 2011). According to Marris (2020), a teacher training programme essentially is an ongoing process of education, training, learning, and support activities, and

is concerned with helping people to grow within the organizations in which they are employed. There is an emphasis on lifelong learning, personal growth, and fulfillment, which underlie the importance of sustained development. Teacher training has contributed in several ways that help teachers expand their awareness of the various tasks they must undertake to contribute to the effective education of their students and the accomplishment of the school's goals and objectives.

Teacher training programme refers to those processes and activities designed to enhance the professional knowledge, skills, and attitudes of the teacher so that they might, in turn, improve the learning of students. High-quality professional development is considered extremely crucial to educational improvement (Guskey & Huberman, 2019). Teachers need to engage in continuous learning throughout the entire span of their professional careers. Staff training and development are based on the need for staff skills to be improved for the organization to grow. Staff development is required for teachers to enable them to work towards taking the organization to its expected destination.

Opportunities for teachers' training have a huge impact on the quality of work within schools. Effective administrative systems that strengthen internal efficiency include opportunities for staff to grow professionally and enhance the specific skills they need to do their work well. In an attempt to accomplish the qualitative educational service, efficient and effective teachers are required in the educational system. The efficiency and effectiveness of the teacher can be attained through staff (teachers) development, which is paramount to ensure that teachers are capable of imparting the desired knowledge, ideas, skills, and values to the students. From this assertion, staff development opportunities in secondary schools help to enhance the teachers' effectiveness in discharging their legal responsibilities.

In-service training is a process of staff development to improve the performance of an incumbent holding a position with assigned job responsibilities. It promotes the professional growth of an individual (Malone, 2014). In-service training is a problem-centered, learner-oriented, and time-bound series of activities that provides the opportunity to develop a sense of purpose, brand perception of the clientele, and increase capacity to gain knowledge and mastery of techniques. It is an ongoing process that goes on continuously throughout the educational life of a teacher. As one does not finish learning with graduation, likewise, the teacher's training goes on improving with the passage of time by gaining experience and study throughout the life span of a teacher, Harris & Sass (2016). In-service education and training refers to all those activities that contribute to professional growth and qualifications of an employee e.g., reading educational generals, participating in workshops, seminars, conferences, and visits to educational institutions that give the employee a sense of security and a feeling of self-confidence while discharging his routine duties in the school. It is a continuing education of teachers and other educational workers leading to the improvement of their professional competence. With the rapid increase in human knowledge, new approaches, new methods of teaching, and new avenues for teachers are being introduced. If a teacher fails to keep himself in touch with these developments, he is proving himself as inefficient and ineffective. In order to achieve this end, it is necessary to create many opportunities for in-service training for teachers.

In-service training is directed toward the improvement of teachers, and the focus is on areas where skills are inadequate. It is also for the purpose of upgrading and bridging the gaps with much interest to provide the need for creativity and flexibility in academic activities. In other words, the ability is stimulated, thereby creating an environment in which it becomes easier to explore, become more proactive, and command changes in the organization. Louise (2008) describes in-service training as including all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services. It is a development opportunity given to staff for job enrichment and widening of knowledge, skills, and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of their profession, thereby making interaction proved more fertile field.

Igbineweka (2015) carried out a study to investigate teachers' training, retraining, and development education in Calabar Municipality public secondary schools in Cross River State. A survey research design was adopted for the study. A sample size of 320 respondents was selected from

a total population of 773 teachers, representing 41 %. The instrument used for data collection was a questionnaire titled: Teachers Training, Retraining for Development Education Questionnaire. (TTRDEQ). The reliability of the instrument was determined by using the split-half method, which involves 32 teachers outside the study sample. Pearson's Product-Moment Correlation Coefficient was used to analyze the data. The reliability estimates ranged between 'r'0.60 and 'r'0.70. The result of the analysis revealed a positive, significant relationship between teacher training, retraining, and development education when tested at $p < 0.05$ level of significance. The null hypotheses were rejected and the alternative hypotheses upheld. It was recommended that teachers' development education be encouraged/ well-funded by the Government

Similarly, Broadwell (2016) stresses that the focus of in-service is to bring about curriculum change, innovation in teaching methodologies, and provision of quality professional growth and development. Mostly the activities and programmes focus on developing and manifesting quality performance by the use of modern visual aids, increasing skills or knowledge in respect of the teaching subject. In-service training programme creates an avenue for individuals to work as a team in solving problems, which are of common concern to all staff, as well as contributing to the development of the educational objectives of the school system. So to encourage growth in performance, other forms of professional development such as workshops, refresher courses, exchanging teaching professional writings, and participation in the school programme must be practiced. These will help to complement the already acquired knowledge, especially when these processes are brought into reality through the role transition.

Furthermore, Abarikannda (2022) noted that the purpose of in-service training is based specially to upgrade and update the potential and competency of teachers to be more supportive, participative, and achievement-oriented. In other words, it is goal-directed activity focusing on changing individuals' values, orientation, and attitude towards the learning environment. In-service training enhances performance as it provides access to professional growth, which helps to reduce some deficiencies in skills and methodologies in teaching. This scholar assumes that if opportunities are created for teachers to persistently rise in their various transmissions of knowledge, there will be innovative change in curriculum, a high degree of participation in decision-making, as well as standard teaching.

Sufiana, Uzma, and Farkhanda (2015) conducted a study to assess the perceived effectiveness of professional development programs of teachers at higher educational levels. The objectives of the study were: to assess university level teachers' opinion about effectiveness of professional development training concerning quality teaching, to measure university level teachers' opinion about the effectiveness of the content applicability in classroom settings in taught professional development programs, to find out the effectiveness of professional development programs in leading to tackle with students related problems in classroom, to assess the effectiveness of professional development in introducing innovative teaching strategies. Data for the study was collected from teachers of the Public Sector University. Major findings of the study were that university teachers were not satisfied with the effectiveness of the content of professional development programs. The respondents were not satisfied with the professional development programs with reference to classroom-related problems of students, follow-up of training, innovative teaching strategies, and reflective practice aspects of professional development programs. Based on present study we recommended that the content of the professional development programs may be designed to address daily classroom problems of students, providing practical training in innovative teaching strategies, using innovative teaching strategies that are helpful in effective teaching and proper follow-up of every professional development program may be made mandatory through implementation of rules. In the current era, reflective practice is an important component of effective teaching. Therefore, it is suggested that special programs may be designed for the training of university teachers in doing reflective practice. The result of the study may lead to the redesign of professional development courses for teachers.

Ogunmakin, (2023) research on the impact of in-service training programmes on students' academic performance, examined the effect of part-time and full-time training programmes on teachers' teaching methods, determined the modes of training adopted by the various schools in training their

teachers and also examined the impact of in-service training programmes on teachers teaching methods in the classroom. This was with a view to finding out the impact of staff training and development programmes on teachers' effectiveness in secondary schools in the study area. Survey research design was employed for the study. The target population of the study was teachers working in the secondary schools of Ibadan South East Local Government Area of Oyo State, with a sample population of 150 teachers who were randomly picked from 393 teachers in the 49 secondary schools of the local government. The questionnaire was employed in the collection of the data, while the data collection was done personally in 14 secondary schools. The methods used in analysing the data were Chi-square, T-test, and ANOVA. The findings showed that in-service training programmes had contributed tremendously to students' academic achievement, with a significant value of 0.002, which is less than 0.05, the critical alpha value. The full-time and part-time training programmes had influenced positively the teaching methods of teachers with a significant value of 0.079 which is greater than 0.05, the critical value. It was also found that in-service training programmes had positive impact on teachers teaching methods in the classrooms with a significant value of 0.434 which is greater than 0.05 the critical value. It was therefore concluded from the findings that staff development programmes designed for the development of Nigerian teachers are fundamental and germane because of the impact on students' academic performance, and teachers' teaching methods in the classrooms.

According to Malone (2014), in-service training can be in the form of induction or orientation after employment in order to introduce the new staff members to their positions. Career or development training is designed to upgrade the knowledge, skills, and abilities of employees to help them assume greater responsibilities in higher positions. On-the-job training is the ad hoc or regularly scheduled training given by a superior or specialist to the staff while conducting day-to-day normal activities; maintenance or refresher training is given to update and maintain the specialized subject matter knowledge of the staff, and foundation. Training is given to newly recruited personnel or employees to strengthen the foundation of their service career.

Etuk (2023) opined that in-service training can be offered to the employees of the organization through programme such as seminars, conferences, and workshops. He considered this training from this medium as a short-term educational programme offered to employees to help them learn technical knowledge and skills for a given job. That is, the school administrators, as well as the government, can make the employed teachers more relevant to the changing educational system and the curriculum, therefore, by frequently organizing conferences, seminars, and workshops. Such programmes will facilitate teachers' new ideas, skills, and knowledge needed by the teachers to effective in performing their teaching tasks.

Also, the objective of the teacher in-service professional development programme is to improve the overall quality of teaching and learning at the classroom level. It is critical for teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more.

A conference has been seen as a meeting place of people who confer about a particular topic. Participation in a conference plays an important role in workers' job performance. It helps them to gain new ideas, develop new ideas, and develop more work/manipulative skills, and boosts their ability to work effectively. A conference is a meeting for discussion or exchange of views. Usually, the conference of teachers, principals, supervisors, and administrators can broaden their professional horizons and cultivate in the participant members a professional team spirit. Louise (2018) describes a conference as including all professional development activities in which one engages after initial certification and employment. It is a development opportunity given to staff for job enrichment and widening of knowledge, skills, and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of their profession, thereby making interaction proved more fertile field.

According to Robson (2014), attendance at the conference is a professionally rewarding experience. It reveals to workers somehow their weakness and strengths in job performance and, in one

way or another, encourage them to put more positive effort into their job performance. Effective professional development strongly links teachers and student learning, and conferences that lead to no significant change in practice when teachers turn context the realities of the day-to-day work of teachers.

Udida, Okpa, and Wonah (2015) conducted a study on staff development opportunities and teachers' effectiveness in nursery schools in Cross River State, Nigeria. A survey design was adopted for the study. A sample of 200 teachers was sampled from a population of 1,258 secondary schools in the study area. Three research questions and three research hypotheses were used for the study, with 20 items constructed questionnaires in a 4-point Likert scale used to elicit information from the respondents. Mean and standard deviation, and Pearson Product-Moment Correlation Statistics were used for data analysis. The result of the analysis revealed a significant positive relationship between workshop attendance and teachers' effectiveness in the study area. It was generally concluded that workshop participation enhances teachers' effectiveness. It was recommended among others that the government, as well as the state education board, should organize regular workshops/seminars for teachers to improve their performance.

Fazalur, Jumani, Saeedul, and Muhammad (2021) carried out a study to examine the ways in which conference was related to effective teaching in terms of student achievement. The purpose of the study was to assess the relationship between conference and effective teaching. A sample of teachers comprised 80 female teachers with 180 girl students of grade X. The instrument of the study was a questionnaire for both the target groups. Examination score of grades IX was taken as student achievement. It was found that teachers had a positive attitude towards conference and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. It was concluded that conference was positively related to effective teaching. The results of the study also indicated that there is a significant co-relation between conference and student test result. It was recommended that quality conference training programs should be organized by the government and principal for teachers may be introduced as it has significant co-relation with student performance.

Ekpoh, Edet, and Nkama, (2013) they conducted a study to investigate staff development programmes act as a catalyst for teachers' effectiveness. It is a potent means of updating teachers' skills and knowledge for improving instruction and learning. This study was carried out to investigate the influence of staff development programmes on secondary school teachers' job performance in Uyo Metropolis, Nigeria. A single hypothesis guided the study. Data were collected using two sets of questionnaires titled "Staff Development Programme Questionnaire" (SDPQ) and "Teachers' Job Performance Questionnaire" (TJPQ). SDPQ was administered on 450 teachers while TJPQ was administered on 1800 students to assess teachers' job performance. Data collected were analyzed using an independent t-test statistic at a 0.05 level of significance. Findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods, and evaluation of students' work. It was recommended among others that the Ministry of Education and the State Secondary Education Board in Akwa Ibom State should, on a regular basis, organize training programmes such as conferences and seminars for teachers. Such programmes should relate to subject contents, use of teaching aids, lesson preparation and delivery, classroom management, and students' evaluation.

Oluwole, John, Yaro, and Joseph (2017) carried out an investigation on the influence of teachers' professional development through conference/seminar on students' academic achievement in secondary schools in Benue and Nasarawa States. Two research questions and two hypotheses guided the study. A descriptive survey research design was adopted for the study. The population of the study comprised 8,335 teachers from 709 secondary schools in Benue and Nasarawa States of Nigeria. A sample of 417 teachers was used for the study. A 10-item structured questionnaire developed by the researcher titled —Influence of Teachers' Professional Development through Conference/Seminar Questionnaire (ITPDCSQ) was used for data collection. Descriptive statistics of mean and standard

deviation were used to answer the research questions, while the chi-square (χ^2) test of goodness of fit was used to test the hypotheses at the .05 level of significance. The findings indicated that teachers' attendance at conferences and seminars has a significant influence on students' academic achievement in secondary schools in Benue and Nasarawa States. It was recommended among others that the government should endeavour to provide adequate funds for the sponsorship of teachers to conferences and seminars so as to enhance students' academic achievement in schools.

Teachers' training is a conscious process of improving oneself in various aspects of the job. It's a constant pursuit of growth by developing skills, competencies, and knowledge. The ultimate goal for self-development is to be a self-fulfilled person. Personal development can also be perceived as the process of learning new things and building new skills that help us increase our chances of success, achieving our goals, and manifesting our dreams. Therefore, teachers' personal development consists of activities that develop a teacher's capabilities and potential, build human capital, facilitate effectiveness, and enhance the quality of teaching and the realization of objectives and goals of education. Regrettably, many secondary school teachers do not have or seek opportunities for personal development due to a lack of encouragement, motivation, poor salary, time, and laziness. Therefore, some teachers are disconnected from the new and modern methods of instructional delivery, which have adversely affected the students' academic performance. This could be avoided if teachers embark on personal development through conferences, seminars, workshops, and mentorship. It is against this backdrop that the researcher intends to investigate the relationship between teachers' training programmes and re-engineering for values-centered Education in Cross River State, Nigeria.

Statement of the Problem

The resurgence of interest in secondary education by parents and the government in recent times is a welcome development in view of its critical place in preparing pupils for the secondary level of education. The need for teachers' preparation and production to meet the needs of this level of education is very critical. Regrettably, most principals and teachers are complacent and unaware of the professional development opportunities, like in-service training, conferences, and workshops, which affect the system of education. Also, the inability of school principals to adequately build the capacity of staff by providing adequate staff training programmes has been of great concern to parents and researchers.

This seems to affect values-centered Education, which has manifested in students' poor academic performance in secondary school. For instance, Students were reported to have poor performance in terminal and promotion to new classes examinations and their public examinations, for example, WAEC, NECO, GCE, and so on. Hence, it has been discovered that the lack of teachers' training opportunities and so on has been the reason behind this sordid performance. It is against this backdrop that the researcher intends to investigate whether teachers' training programmes relate to re-engineering for values-centered Education in Cross River State, Nigeria.

Purpose of the Study

The study intends to determine the relationship between teachers' training programmes and re-engineering for values-centered Education in Cross River State. Specifically, the study seeks to determine whether:

1. In-service training has any relationship with values-centered Education in Cross River State.
2. Conference attendance has any relationship with values-centered Education in Cross River State.

Research questions

In order to achieve the stated objective of the study, the following research questions were posed:

1. In what way does in-service training relate to values-centered Education in Cross River State?
2. How does conference attendance relate to values-centered Education in Cross River State?

Research hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between in-service training and values-centered Education in Cross River State
2. There is no significant relationship between conference attendance and values-centered Education in Cross River State

Methodology

The study adopted the correlational research design. The study population comprised two thousand and four hundred and thirty-seven (2437) teachers from the Calabar Education zone in Cross River State. A total sample of three hundred (300) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire titled: Teachers Training Programmes Re-engineering for Values Centered Education (TTPRVCEQ), was developed by the researchers and was validated by experts in administration in Higher Education, Department of Educational Management and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational Foundation Studies, University of Calabar, Calabar. The instrument was divided into two Sections. A and B. Section A sought respondents' demographic data, such as the name of the school and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from Strongly Agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and Strongly Disagree (SD) 1 point. Data collected were subjected to statistical analysis, using simple linear regression analysis of Statistical Package for Social Science (SPSS) version 25 was used for data analysis, and the results are presented as follows.

Results

Hypothesis 1:

In-service training has any relationship with values-centered Education in Cross River State. The calculated result is presented in Table 1.

Table .1

Summary of correlation analysis of the relationship between teacher in-service training and values-centered Education(n=300)

Variables	Mean	Std. Dev.	t cal.	p-value
In-service training	17.06	3.050	.880*	.000
Values-centered Education	16.35	2.462		

*Significant at .05 level; df= 298 critical- r= .113

The result in Table 2 reveals that the calculated r-value of .880* was found greater than the critical value of .113 when tested at the .05 level of significance with 298 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypotheses were accepted. This implies that there is a significant relationship between in-service training and values-centered Education.

Hypothesis 2

There is no significant relationship between conference attendance and values-centered Education in Cross River State. The calculated result is presented in Table 2.

Table 2

Summary of Correlation analysis of the relationship between conference attendance and values-centered Education (n=300)

Variables	Mean	Std. Dev.	t cal.	p-value
Conference attendance	17.86	2.556	.865*	.000
Values-centered Education	16.35	2.462		

*Significant at .05 level; df= 298 critical- r= .113

The result in Table 3 reveals that the calculated r-value of .865* was found greater than the critical value of .113 when tested at the .05 level of significance with 298 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypotheses were accepted. This implies that there is a significant relationship between conference attendance and values-centered Education.

Discussion of findings

The calculations of the results of the statistical analysis for three hypotheses were made as follows:

The result of hypothesis one showed that there is a significant relationship between in-service training and values-centered Education. The result agrees with the views of Malone (2014) that in-service training improves teachers' overall quality of teaching and learning at the classroom level. It keeps teachers up-to-date on new research on how students learn, emerging technology tools for the classroom, and new curriculum resources. Also, the result agrees with Louise (2018), who describes conferences as a way of professional development activities in which one engages after initial certification and employment. It is a development opportunity given to staff for job enrichment and widening of knowledge, skills, and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of its professions, thereby making interaction proved more fertile field.

The result of the hypothesis two showed that there is a significant relationship between conference attendance and values-centered Education. The result agrees with the findings of Robson (2014) that attendance at conference is a professional rewarding experience which can help to strengthen job performance and encourage positive effort towards jobs performance.

Conclusion

Based on the findings of the study, the following conclusions were drawn.

Workshop attendance is significantly related to teachers' job performance in secondary schools in terms of lesson preparation, lesson presentation and classroom management. It is also observed that there exists a significant relationship between conference attendance and teachers' job performance. The findings revealed that there is a significant relationship between in-service training and teachers' job performance.

Recommendations

Based on the findings and the conclusions derived, the following recommendations were made.

1. The government should provide in-service training for its staff.
2. The school principal should encourage teachers' participation in conferences.

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APPLICATION OF ARTIFICIAL INTELLIGENCE IN THE CONSIDERATION OF ETHICS AND VALUES IN EDUCATION



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Abstract

The speedy engagement of Artificial Intelligence (AI) has come up with so many significant benefits, while it raises important ethical concerns that should be addressed. This is because the relevance of artificial Intelligence is being seen in education through different applications. But the concern that forms the basis for this contribution is on the place of ethics in education as well as the impact of it on the values expected of education. This article herein explores the basic considerations in AI application on the ethics that include bias and fairness, data privacy and protection, place of accountability and responsibility, as well as transparency and reasonability. The article further highlights the important role of values in education towards promoting impactful AI development and its use, emphasizing critical thinking, empathy, and responsibility. In prioritizing ethics and values, it is then ensured that AI is developed and integrated in ways that are of impactful benefit to the society, further promoting sustainable national development. This article is also of the opinion that the involvement of ethics and values into AI education and training programs is of optimal relevance in promoting a culture of responsible AI practices. It also gives recommendations towards human-centered principles, responsibility, transparency, and accountability in AI system design, with clear lines for AI development and use. It further emphasizes the need for ongoing research and dialogue on AI inclusion to address the complex and evolving challenges associated with it. By doing so, we may eventually achieve the potential of AI unto actualizing positive change, thereby promoting a more equitable and just society.

Keywords: Artificial Intelligence, Ethics, Values, Education

Introduction

The emergence of Artificial Intelligence (AI) has generated a paradigm shift in different areas of modern life, from security to entertainment, from healthcare to agriculture, from religion to sports, from governance to fashion, as well as finance, transportation and education. In education, it features in curriculum development, guidance and counseling, educational research, educational planning and policy formulations as well as in management. To this, every sphere of education is expected to be in tandem with the relevance of AI and crave for its inclusion for a maximum output of educational

activities. According to Nnaji and Unamba(2024), there is need for educational institutions to engage necessary machineries in order to ‘effectively deliver on their mandates’.

Just as AI has the potential of driving significant benefits and improvements, it also hosts important concerns inethics that need to be addressed in education. While AI becomes increasingly integrated into human lives, which according to Ategwu and Unamba (2024), aids in students employability, it is also important to consider its ethical implications so as to ensure that the values in education are of optimal consideration.

In this article there is concise exploration of the basic ethical considerations in AIapplication. With its role in the values of education, promoting responsible AI development and utilization can be achieved.

The integration of artificial intelligence (AI) in education raises significant ethical concerns on the AI systems ability to perpetuate existing biases and inequalities if not designed with fairness and equity in mind as well as being opaque, making it difficult to understand how ethical decisions are made. It also assumes more responsibility in educational settings, which gives rise to questions about accountability for AI-driven decisions in addition to not aligning with the values and ethics of the educational institution or society, that may be leading to conflicts and negative consequences.This study therefore seeks to address these concerns by exploring the application of AI in consideration of ethics and values education, with the goal of promoting responsible AI use and fostering a more equitable and just educational environment.

Values Through Education

Values through education is a crucial aspect of personal development and societal growth. It talks about the process of imparting moral, social, and cultural values to students through educational systems, with the aim of influencing their character, behavior, and perspectives. It involves the teaching values that emphasize respect, human feelings, empathy, sincerity, accountability, responsibility, tolerance and the likes. Its goal is mainly to produce well-rounded individuals that can be of positive contribution to the society. This could be in terms of moral values, social values, cultural values, personal values, professional values, spiritual values, environmental values and civic values in order to shape individuals' beliefs, attitudes, and behaviors, towards influencing their interactions and contributions to society.

In education, it enhances character building as students develop strong moral compass to guide their decisions and actions. It also helps students foster a sense of responsibility towards others, thereby promoting empathy, kindness, and community service. In addition, it promotes academic integrity via authenticity that is essential for academic success and personal growth.

These values can be imparted through education by influencing integration into curriculum, role modeling and experiential learning in forms of projects, and community services that are value-based. With the values education, students exhibit better behavior and decision-making. They enhance their relationships to be stronger and more positive. This culminated to them becoming better citizens who are responsible, engaging and contributory.

These values education battles the challenges of implementationinto existing curricula, assessment of measuring the impact on students' behavior or development as well as the problem of providing educators with the necessary skills and resources.

Artificial Intelligence

Artificial Intelligence (AI) is a technology that enables machines to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making.

Ethics Of Education

The ethics of education talks about the moral principles and values that guide the teaching and learning process. It involves the consideration of rights, dignity, and well-being of students, teachers, and the broader community. It emphasizes respect for students' autonomy, dignity, and individuality, (

Jobin, , Ienca, &Vayena, 2019). It advocates the provision of equal opportunities and, impartial treatments with no biases which help to uphold academic integrity and confidentiality in supportive teacher-student relationships. It further asserts inclusive education to cater for diverse needs, abilities, and backgrounds. Then the inclusion of educators being accountable for their actions and decisions, that further gives in for encouraging critical thinking, inquiry, and intellectual freedom. This in turn will keep protecting students' personal information and try maintaining confidentiality. In all, the ethics of education tries make available a positive, supportive, and inclusive learning atmosphere to foster students' intellectual, social, and emotional development.

The Place Of Artificial Intelligence In Education

Artificial intelligence (AI) is indeed bringing transformation in the education sector through different ways that offer opportunities for personalized learning, offer improved student outcomes, and enhance the teachers' efficiency. With the use of AI, there will be personalized learning, intelligent tutoring systems, automated grading and enhanced accessibility with powered tools can also assist students with disabilities. Integrating it has however raised ethical concerns that need to be addressed. In education, AI can be a game-changer by providing personalized learning experiences, automating administrative tasks, and enhancing student engagement, (Russell & Norvig, 2020).

It analyzes student's data to create tailored learning paths, helping students learn at their own pace. With its automated administrative tasks, the tools handle tasks like grading, attendance tracking, and data analysis, freeing up teachers to focus on teaching. It additionally enhances student engagement, thereby making learning interactive and fun, with the use of techniques like gamification and virtual reality.

In the case of students who need extra support, AI easily identifies that, enabling teachers to provide timely assistance. In addition, Zawacki-Richter, RECTin, etal (2018) opine that AI-powered tools like speech-to-text and language translation support students with disabilities or non-native speakers to be inclusive and participatory in the educational programs.

With AI in education, there can be Intelligent Tutoring Systems that host adaptive platforms like MATHia and Socratic to be providing personalized guidance and feedback. There is also the Virtual Reality (VR) and Augmented Reality (AR) with Immersive learning experiences that make complex concepts more engaging. Apart from the aforementioned, there is also the Chatbots and Virtual Assistants, which are AI-powered tools that answer students' questions, queries, and the likes in order to provide learning resources, and facilitate communication for them. The AI also has tools like Gradescope streamline grading processes, which in turn tends to reduce the teacher workload with the Automated Grading system. In language learning aspect in education, the AI-powered tools aid students' efforts to learn new languages and improve in their language skills.

For all these and more to be actualized in education, some AI Applications in Education may be integrated. These include but not limited to: Duolingo, which is a platform that adjusts lesson complexity based on student performance. Google Classroom that offers suggestions for learning materials and activities based on the history of the student learning.

Gradescope; a grading tool by AI that provides instant feedback on the students performance thereby taking some work demands off the teachers.

There are some other AI-powered tools or applications that can be used in education but for this study, we are using just a few of them.

Artificial Intelligence And The Considerations In Education

In as much as there is relevance of Artificial Intelligence in education, there are some ethical considerations that contribute to the outcome of its integration. In some cases, AI systems can perpetuate existing biases if trained on biased data. In line with Bostrom and Yudkowsky (2014), it also requires vast amounts of student data, which raise concerns about data protection. In decision-making processes too, AI can be opaque, thereby making it challenging. It further poses the possibility of displacing certain teaching roles or tasks. To this therefore, there is need to ensure ethical AI in

Education by designing AI systems with ethics in mind whereby the developers prioritize fairness, transparency, and accountability. Data should also be protected to enhance users' privacy by safeguarding students' information. Then the teachers are to be educated on AI's potential benefits and limitations with regular assessment of the AI systems in order to impact effectively on education.

Merging The Application Of Artificial Intelligence (Ai) With Ethics And Values Education

This involves the consideration of the moral implications that AI presents in educational setting. This is to make sure that the use of AI does not erode the place of ethics in education as well as the values that should be inculcated through education, (Hagendorff, 2020). As a result of the concern, there should be strict adherence to having only AI tools that are designed and used in ways that respect students' rights, privacy, dignity, emotions and general well-being. All AI systems are supposed to reflect and promote values that uphold fairness, empathy, and respect. In addition, students should be encouraged to critically evaluate AI's impact in education and society, (Mittelstadt, Allo, Taddeo, Wachter, & Floridi (2016)). This calls for students making informed, ethical decisions at any interaction with AI. And further discuss with ease, the AI's ethical implications.

These as well give rise to having informed citizens over the AI's impact on society as ethical AI development is promoted while students develop critical thinking ability. Ultimately, the responsible development and use of AI depend on a multifaceted approach that incorporates technical, social, and ethical considerations. By working together to prioritize these key considerations and values education, we can harness the potential of AI to drive positive change and promote a more equitable and just society.

Achieving this may demand the integration of ethics and values into AI education alongside its training programs. There should also be the development and implementation of robust regulations and guidelines for the development and use of the AI. Human-centered design principles should as well be encouraged in the AI development while in AI decision making, transparency and explainability are to be promoted. AI decision-making. Then the culture of responsibility and accountability in AI development and use is to be fostered. By taking these steps, we can ensure that AI is developed and applied in ways that benefit humanity and promote a brighter future for all.

In all, integrating AI with ethics and values education, demands fostering more responsible and informed approach to AI in education.

Summary/Conclusion

This study explored the application of artificial intelligence (AI) in ethics and values education. Using in-depth interviews with educators and students, the research offers both benefits and challenges associated with AI implementation. It can enhance student's engagement, personalize learning, as well as support ethics and values education. It however has the challenge of bias, transparency, accountability, and over-reliance although it can support ethics and values education, with due consideration on human judgment and oversight. The study therefore presents the need for careful consideration of AI's potential impact on ethics and values education, as well as the importance of educators training and student awareness.

The integration of AI into society requires careful consideration of ethical implications and values education. By prioritizing transparency, fairness, and accountability, and promoting critical thinking, empathy, and responsibility, we can ensure that AI is developed and applied in ways that benefit society and promote sustainable national development. Values education plays a critical role in promoting responsible AI development and use, and it is essential that we prioritize ethics and values in AI education and training programs. Considering bias and fairness, privacy and data protection, accountability and responsibility, transparency and explainability, critical thinking, empathy and compassion, responsibility and accountability, and human-centered design, we can ensure that AI is developed and applied in ways that benefit society and promote sustainable national development. Its development and use require careful consideration of key ethical implications and values education.

Implications

Educators need training to effectively integrate AI into ethics and values education.

Policymakers should consider the potential risks and benefits of AI in education.

Developers must prioritize transparency, accountability, and fairness in AI design.

Recommendations

Based on the study conducted on this, the following recommendations are made:

1. There should be the integration of Ethics and Values into AI Education so that AI education and training programs should prioritize ethics and values as much as in critical thinking, empathy, sincerity and responsibility.
2. There should be promotion of Transparency and Explainability as the AI systems are to be designed to prioritize enabling individuals to understand how AI systems arrive at their decisions.
3. Human-Centered Design should be encouraged; ensuring that AI systems are designed to meet human needs and promote human well-being.
4. Clear Lines of accountability and responsibility should be established for AI development and use, so that individuals and organizations are held accountable for their actions.
5. There should be provision of training for educators with resources to effectively integrate AI into ethics and values education.
6. AI systems used in education should be transparent, accountable, and fair.
7. There should be implementation of human oversight and review processes to ensure that AI-driven decisions align with ethics and values.
8. Students should be educated about the potential benefits of AI and the risks involved, alongside the importance of critical thinking and media literacy.
9. Policy should be developed and updated regularly to address the evolving landscape of AI in education.
10. Collaboration should be fostered between educators, policymakers, developers, and stakeholders so as to ensure AI being used responsibly and effectively. Thus, these recommendations can help guide the development of responsible AI practices in ethics and values education.

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ETHICAL CONSIDERATION IN THE MANAGEMENT OF DIGITAL LITERACY FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

Digital literacy, the ability to access, use, and critically evaluate digital technologies, is widely recognized as essential for sustainable development. It underpins economic growth, education, and social inclusion, especially in countries like Nigeria undergoing rapid digital transformation. However, implementing digital literacy programs raises significant ethical issues: ensuring equitable access, protecting users' privacy and rights, maintaining content integrity, and addressing environmental impacts. This paper reviews recent literature (2020–2025) on digital literacy and sustainable development, focusing on Nigeria and broader African/global contexts. It highlights key ethical challenges – such as the digital divide, data governance, misinformation, and e-waste – and discusses how policy and practice can manage these concerns. Incorporating principles from UNESCO and UN frameworks, Nigeria's national strategy, and case studies (e.g. UNESCO training, World Bank projects), we argue that ethical digital literacy management requires inclusive policies, robust digital rights protection, media-literacy education, and sustainable practices. Ultimately, aligning digital literacy initiatives with human rights and sustainability principles is crucial to —leave no one behind in the digital age.

Introduction

Digital literacy broadly defined as the ability to access, manage, understand, communicate and create information safely and appropriately through digital technologies is a 21st-century competency essential for development. UNESCO emphasizes that digital literacy encompasses computer, ICT, information and media literacy skills, empowering especially youth to navigate online information critically and resist disinformation and online harms (UNESCO, 2021). In an increasingly digital world, governments view universal digital skills as integral to economic diversification and social progress. For example, Nigeria's 10-year National Digital Economy Policy explicitly lists —Digital Literacy & Skills as one of eight strategic pillars to transform Nigeria into a leading digital economy (vision: —providing quality life and digital economies for all) (Federal Ministry of Communications and Digital Economy, 2020). Similarly, recent UNESCO reports stress digital inclusion as key to achieving the Sustainable Development Goals (SDGs) – including quality education (SDG4), gender equality (SDG5), and effective institutions (SDG16) (UNESCO, 2023a).

However, the rush to build digital skills also brings ethical and social justice challenges. Ensuring equitable access means avoiding new divides: urban vs. rural, wealthy vs. poor, men vs. women, able-bodied vs. physically challenged. Protecting privacy and rights means guarding personal data and preventing surveillance or exploitation of new users. Maintaining content integrity means

teaching media literacy so learners can discern misinformation, hate speech or scams. Finally, digital programs must consider sustainability – from energy use of devices to the e-waste they generate. These issues were underscored in global forums: for example, UNESCO and UN leaders at the 2023 Culture of Peace forum called for digital literacy promotion with attention to online hate speech, data rights, and gender inclusion (United Nations, 2023).

This paper explores these ethical considerations in the —management of digital literacy – i.e. how programs, policies and education can be organized responsibly for sustainable national development. It draws on recent research (2020+) and practice, with a focus on Nigeria (in the African and global context). After defining key concepts, we reviewed the literature on digital literacy and development, and then analyzed ethical dimensions under thematic headings (equity, privacy, content, environment, governance). In each area we cited current studies, policy reports, and international recommendations. By integrating this evidence, we offer recommendations for policymakers and educators to design digital literacy initiatives that advance development ethically and inclusively.

Problem Statement

Despite growing recognition of digital literacy's importance, the ethical considerations in its management for sustainable national development often remain underdeveloped or insufficiently integrated into policy and practice, particularly in developing countries. This oversight can lead to initiatives that inadvertently exacerbate the digital divide, compromise user privacy, facilitate the spread of misinformation, or fail to address the unique socio-cultural contexts of diverse populations. The core problem this paper addresses is the critical need to identify, analyze, and propose strategies for embedding ethical standards at every stage of digital literacy management to ensure it genuinely contributes to equitable and sustainable national progress.

Purpose of the Paper

This paper aims to:

18. Examine the key ethical considerations in the management of digital literacy for sustainable national development.
19. Analyze the challenges associated with upholding these ethical standards, especially in contexts like Nigeria.
20. Highlight the implications of ethical and unethical digital literacy management for national development outcomes.
21. Propose concrete recommendations for integrating ethical principles into policies and practices concerning digital literacy.

Significance of the Paper

This paper is significant for:

- **Policymakers:** Providing a comprehensive ethical lens through which to formulate and evaluate national digital literacy strategies and policies.
- **Educators and Trainers:** Guiding the design and delivery of digital literacy curricula that promote responsible digital citizenship.
- **Technology Developers and Providers:** Encouraging the creation of ethical and inclusive digital tools and platforms.
- **Citizens:** Raising awareness of their rights and responsibilities in the digital sphere.
- **Researchers:** Identifying critical areas for further empirical investigation into the ethical dimensions of digital transformation.

Conceptual Clarification

Digital Literacy

Digital literacy encompasses not only technical skills but also the cognitive and ethical abilities to navigate digital spaces critically and safely. It includes media literacy, information literacy, and cyber

hygiene (Livingstone & Helsper, 2020). It encompasses critical thinking, digital communication, online safety, information evaluation, and content creation (Ng, 2020).

Ethical Considerations

Ethics in digital literacy involve principles of justice, equity, responsibility, privacy, transparency, and inclusivity in how digital knowledge is imparted, accessed, and utilized (Floridi, 2021). Ethics in digital literacy management refers to the principles and standards governing acceptable use, policy formulation, and equitable implementation of digital learning systems and technologies (Floridi, 2020).

Sustainable National Development

Sustainable national development involves strategies that meet the needs of the present without compromising the ability of future generations to meet their own needs. It integrates economic growth, environmental preservation, and social inclusion (UNESCO, 2021). Sustainable development refers to growth that meets current needs without compromising future generations. In digital contexts, it means ensuring long-term, equitable access to digital tools and skills (Mhlanga, 2022).

Literature Review and Context

Digital literacy as an enabler of development: Numerous studies note that digital skills accelerate economic and social development. The World Bank reports that expanding internet access and skills in Africa led to measurable poverty reduction and job growth: for example, extended internet coverage in Nigeria and Tanzania was associated with a ~7% drop in extreme poverty and 8% increases in labor participation over several years (World Bank, 2021). Digital inclusion programs have similarly empowered disadvantaged groups: a 2021 pilot in Uganda quadrupled women's basic digital skills and gave 90% of participants device ownership and new income opportunities (World Bank, 2021). These findings underline that digital literacy can —serve as a catalyst for the rapid development of the economy| (NITDA, 2023a). At the policy level, the Nigerian government recognizes digital skills as foundational. UNESCO notes that Nigeria's National Digital Economy Policy (2020–2030) makes digital literacy a national priority, aimed at equipping citizens for a digital economy (UNESCO, 2022). NITDA (the Nigerian tech agency) has set targets like 70% digital literacy by 2027, emphasizing that —every Nigerian deserves the right to digital literacy and skills for the future of work| (NITDA, 2023a). These commitments are backed by training programs: in March 2025 UNESCO trained Nigerian civil servants on AI and digital governance, part of a broader effort to embed digital competencies across government (UNESCO, 2025).

Ethics in digital education and media literacy: The academic and policy literature increasingly stresses ethical dimensions of digital learning. UNESCO defines digital literacy education as not only a technical skill but a component of media and information literacy that builds critical thinking and resilience against disinformation (UNESCO, 2021). UNESCO's Media and Information Literacy (MIL) programs, for example, explicitly include training on tackling disinformation, online safety, privacy, equality and diversity (UNESCO, 2021). These initiatives reflect a broader consensus: in the COVID-19 era and beyond, digital education must integrate ethics, protecting learners from online harms while promoting peace and inclusion (UNESCO, 2020).

Digital rights and governance: The United Nations has framed digital access and skills within human rights and SDGs. For example, UNESCO's 2023 Global Education Monitoring report warned that —the right to education is increasingly synonymous with the right to meaningful connectivity|, and it calls for national benchmarks to connect all schools by 2030 (UNESCO, 2023b). Importantly, the report highlights stark gaps in digital rights: only 16% of countries globally legally guarantee data privacy in education, and many EdTech products intrude on children's privacy (UNESCO, 2023b). These findings point to ethical risks if unaddressed. Nigeria, like other nations, must develop policies that protect users (students, citizens) from data misuse and harm even as it expands digital learning.

Sustainable development perspective: In sustainability discourse, —no one left behind| is a guiding principle. UNESCO's 2024 education strategy reaffirms that technology should be —designed to serve

people in accordance with human rights and used as a —common good to support SDGs (UNESCO, 2024). This includes a strong focus on marginalized groups – women, the poor, people with disabilities, and linguistic minorities – to ensure digital inclusion. Similarly, the recent UN —Digital Compact discussions emphasize promoting digital skills for a culture of peace, countering online hate, and creating safe, accessible platforms for all (United Nations, 2023). These global frameworks reinforce that ethical management of digital literacy is integral to sustainable national development.

In summary, the literature shows broad agreement: digital literacy is crucial for development, but must be managed with attention to equity, rights, and sustainability. Next, we examine specific ethical challenges identified in research and policy, and how they are being addressed.

The Need for Ethical Management in Digital Literacy

The ethical management of digital literacy is pivotal for ensuring fairness and preventing abuse. The ethical management of digital literacy involves addressing issues like equitable access, data privacy, content integrity, environmental sustainability, and governance. Studies have highlighted the importance of integrating ethical considerations into digital literacy programs to ensure they contribute positively to sustainable development (UNESCO, 2023; UN, 2024):

Equitable Access and Inclusion: Ensuring all segments of society – including rural communities, the poor, and marginalized groups – have affordable, meaningful access to digital tools and learning. One of the most pressing ethical issues is the digital divide. Ethically managing digital literacy requires ensuring that rural populations, women, people with disabilities, and low-income communities are not excluded (Sambuli et al., 2020). Failure to provide accessible technologies is a violation of ethical and human rights standards (Ofori-Atta & Ansah, 2022). Governments must support universal design principles in digital infrastructure and literacy curricula. Unequal access to devices and the internet perpetuates social inequality and undermines national development goals.

Data Privacy and Digital Rights: Protecting personal information and user autonomy as digital tools collect more data. This includes legal safeguards, data literacy, and accountability in education technology. Teaching digital literacy without educating users about data privacy is ethically flawed. Many citizens are unaware of how their data is collected, stored, and used. Ethical management must include digital rights education, such as understanding consent and online surveillance (Ojedeji & Shava, 2021).

Content Integrity and Media Literacy: Teaching critical thinking to evaluate information and avoid harms like misinformation, hate speech, cyberbullying, and unethical content. With the proliferation of fake news, ethical digital literacy must train individuals to critically evaluate online information. This involves fostering civic responsibility and discouraging cyberbullying, hate speech, and manipulation (Ajibade & Mutula, 2021).

Environmental Sustainability: Addressing the ecological footprint of digital technologies – from energy use of devices and data centers to electronic waste disposal – within digital literacy programs.

Governance, Accountability and Cultural Sensitivity: Designing digital literacy initiatives in a participatory way, upholding human rights frameworks (including freedom of expression and cultural inclusion), and ensuring gender sensitivity. Ethical digital literacy promotes respect for cultural and religious diversity in content creation and consumption. Unregulated digital environments may expose users to harmful or culturally offensive content (Edewor & Alhassan, 2023).

Each of these themes is discussed below, with examples from recent studies and policies.

Equitable Access and Inclusion

A foundational ethical aim is that no one be left behind as Nigeria (and other nations) digitize. In practical terms, this means overcoming the —digital divide – the gap between those who can use digital technologies effectively and those who cannot. In Nigeria and across Africa, infrastructure and cost barriers persist. For instance, Sub-Saharan Africa lags in both coverage and usage: by 2021, only 22% of people used mobile internet despite 84% living in 3G areas (GSMA, 2022). The gender gap is also striking – women in Africa are approximately 37% less likely than men to use mobile internet

(GSMA, 2022). These disparities mean that without targeted efforts, digital literacy initiatives risk exacerbating existing inequalities.

Ethical management thus calls for inclusive policies and programs. Nigeria's policy makers acknowledge this: NITDA aims for a 70% digital literacy rate, explicitly stating that every Nigerian has a —right to digital literacy (NITDA, 2023a). This principle of inclusion aligns with UNESCO and UN guidance. For example, the UNESCO high-level forum on digital peace stressed —equal access to education and bridging the gender digital divide by creating —accessible and safe digital platforms for all (United Nations, 2023). In practice, inclusive digital literacy management might involve subsidized internet and devices for low-income students, free community training centers in rural areas, and programs specifically for women and persons with disabilities. The World Bank's projects illustrate this approach: a women's digital literacy pilot in Uganda (with refugee communities) reported a fourfold increase in women's digital skills and significantly improved economic opportunities (World Bank, 2021). Nigeria can emulate such models.

Cultural and linguistic relevance is another aspect of inclusion. Digital training content should be available in local languages and sensitive to community norms. UNESCO recommends tailoring media-literacy education to cultural contexts so that users —adopt a critical mindset without undermining cultural values (UNESCO, 2021). In summary, ethical access requires equitable distribution of resources and adaptation of programs to reach Nigeria's diverse population — urban and rural, majority and minority groups, men and women alike.

Data Privacy and Security

As more Nigerians come online and use digital learning tools, personal data protection becomes an urgent ethical issue. Educational apps, learning platforms and even basic digital services often collect user data. Without proper safeguards, this can lead to privacy violations or misuse. The UNESCO GEM Report (2023) issued an —urgent call on this matter: only 16% of countries legally guarantee data privacy in education by law, and an overwhelming 89% of EdTech products can surveil children (UNESCO, 2023b). In Nigeria, ensuring that digital literacy campaigns do not compromise data rights is paramount.

Ethical management means establishing clear data governance policies. For example, digital literacy programs should be transparent about what data they collect, why, and how it is used. Strong cybersecurity standards must be taught as part of the curriculum. UNESCO-trained Nigerian civil servants emphasized —data openness, data protection, and cybersecurity in their digital skills training (UNESCO, 2025). This implies that government-managed digital literacy initiatives should include modules on data rights, consent mechanisms, and legal literacy (e.g. Nigeria Data Protection Act, 2023).

Moreover, at the policy level, Nigeria has been aligning with international norms. In 2021 Nigeria adopted a National Digital Economy policy that, under its —digital society pillar, calls for strengthening cybersecurity and trust (Federal Ministry of Communications and Digital Economy, 2020). The Independent newspaper also highlights NITDA's goal to —strengthen policy implementation and legal framework for digital trust (NITDA, 2023b). Embedding digital ethics into teacher training and public sector capacity-building is also critical. UNESCO's training of Nigerian officials explicitly aimed to prepare them —to mitigate the ethical- and human rights-related risks of digital projects (UNESCO, 2025).

In education, ethical digital literacy means teaching students to protect their own privacy (e.g. strong passwords, recognizing phishing) and to respect others' data rights. For instance, Nigeria's National Library and other institutions could incorporate basic cyber-civics into library programs. Overall, guaranteeing data privacy and security is an ethical imperative if digital literacy is to empower citizens rather than expose them to harm.

Content Quality and Media Literacy

Digital platforms expose learners to a vast, unfiltered flow of information. An ethical digital literacy program must therefore go beyond technical skills and include media literacy – the ability to critically evaluate content. UNESCO defines this integration as key: digital literacy education should empower users to develop a —critical mindset against disinformation, hate speech, and extremism (UNESCO, 2021). Nigeria's education sector, as elsewhere, faces the challenge of teaching youth to navigate misinformation and cyberbullying online.

Practical steps include teaching critical evaluation and digital citizenship. UNESCO's Media and Information Literacy (MIL) curriculum does exactly this: for example, it covers —tackling disinformation and misinformation, do's and don'ts on social media, protecting online safety and privacy, equality and diversity (UNESCO, 2021). Nigeria's schools and libraries can adapt similar curricula. In fact, UNESCO's Digital Education initiative encourages member states to incorporate digital literacy into lifelong learning, emphasizing that digital skills must include social and ethical dimensions (UNESCO, 2022).

Ethically, content also relates to respecting cultural values and diversity. Digital literacy should promote positive values. UNESCO's 2023 Culture of Peace forum reiterated that educational content in the digital era should foster social cohesion and respect for vulnerable groups (United Nations, 2023). Therefore, digital literacy materials in Nigeria should include anti-bias education (e.g. countering online extremism) and highlight gender equality (building on SDG5). The Africa Code Week initiative (supported by UNESCO) shows how engaging women in STEM and digital literacy can advance equality (SAP, 2023).

Cyber-safety is another facet: teaching students about cyberbullying prevention and respectful online behavior falls under ethical digital literacy. Programmes like Common Sense Education's Digital Citizenship (well-known in some countries) exemplify how curriculum can embed ethics. While such curricula may not yet be widespread in Nigeria, the rapid expansion of smartphone use among youth makes this urgent. A 2024 report by the Nigerian Communications Commission (NCC) indicated that active mobile subscriptions in Nigeria reached over 227 million by the end of 2023, with a significant portion being smartphone users (Nigerian Communications Commission, 2024). Ultimately, ethical management of digital literacy means curriculum designers should not equate literacy merely with the ability to operate devices, but must also instill responsibility, critical thinking, and respect for human rights.

Environmental Sustainability

The ecological impact of digital technologies is an emerging ethical concern. From smartphones and computers to data centers, the digital sector consumes energy and materials, and generates e-waste. For sustainable development, Nigeria must consider these when scaling up digital literacy. A 2020 sustainability guide even suggests that digital literacy programs teach —responsible technology use and —environmental impact of digital devices (Global E-waste Monitor, 2020). While direct research on this in Nigeria is scarce, related initiatives highlight the issue. Notably, Nigeria has begun addressing e-waste through environmental regulations. In January 2023, UNEP reported that Nigeria amended its laws to implement Extended Producer Responsibility: manufacturers and importers are now legally accountable for the full lifecycle of electronic products (UNEP, 2023). This means tech companies must finance e-waste recycling, encouraging eco-friendly design. Such policies embody the principle that the digital revolution should not create an environmental burden. In an ethical digital literacy framework, these measures support teaching learners about recycling and energy efficiency (e.g. encouraging longer device use, choosing energy-saving settings).

Recommendations: Digital literacy initiatives should include modules on e-waste and environmental best practices. For example, schools could teach students how to repurpose old phones safely or to dispose of batteries properly. Government programs might partner with recycling startups (like West African E-waste Challenge participants) to integrate community clean-up events. By doing so, Nigeria

ensures that building digital skills also respects ecological limits, fulfilling its sustainable development mandate.

Governance, Policy and Stakeholder Engagement

Finally, ethical digital literacy management requires thoughtful governance. This means policies and programs should be transparent, accountable, and participatory. As Nigeria's National Digital Economy plan suggests, effective implementation relies on —stronger policy implementation and legal framework and broad partnerships (Federal Ministry of Communications and Digital Economy, 2020). Engaging local educators, civil society, and the private sector can improve relevance and fairness of initiatives.

UNESCO and UN documents emphasize multilateral and multi-stakeholder collaboration. For instance, the UN's High-level Advisory Body on AI (United Nations, 2024a) and the UN Code of Conduct for Information Integrity (United Nations, 2024b) involve many actors to guide digital ethics. Nigeria can similarly convene forums on digital education ethics, ensuring voices of teachers, parents, disabled persons, and youth are heard. Clear metrics and monitoring are also ethical issues: programs should be evaluated to ensure they reduce, not worsen, inequalities. Nigeria's DigitalForAll initiative includes —measurable impact and awards objectives — tracking such indicators helps hold stakeholders accountable to equity goals (NITDA, 2023).

Gender sensitivity is critical in governance. UNESCO's Gender Equality priority urges concrete measures (UNESCO, 2024). Nigeria's agencies could set quotas or special programs for female participation in tech clubs, drawing on UNESCO-supported models. Likewise, attention must be paid to rural communities, ethnic minorities, and people with disabilities — for example by recruiting local trainers or using radio-based digital lessons where internet is scarce. As of 2022, only 35% of Nigeria's rural population had internet access, compared to 54% in urban areas (NCC, 2023). Such disparities underscore the need for targeted and culturally sensitive approaches.

In summary, ethical management goes beyond curriculum to include policy design. It involves legally mandating inclusivity and privacy (data protection laws), building digital literacy competencies in teachers (only half of countries do so, according to UNESCO, 2023a), and coordinating among education, ICT, and finance ministries. When countries do this well, they build —effective, accountable and inclusive institutions (UN SDG16) that sustain digital literacy programs.

Policy and Institutional Responsibilities

Government Role: Governments have an ethical obligation to provide regulatory frameworks that promote digital equity, privacy, and access (ITU, 2023). Investment in digital infrastructure must be accompanied by policies that protect vulnerable populations.

Educational Institutions: Schools must integrate digital ethics into their ICT curriculum. Ethical awareness should not be left to chance but taught as a core competency, fostering critical thinking and responsible digital citizenship (Chigona, 2021).

Civil Society and Private Sector: Ethical partnerships with private sector actors can enhance outreach but must be monitored to avoid exploitative practices, such as data commodification or surveillance capitalism (Zuboff, 2020).

Challenges to Ethical Digital Literacy Management in Nigeria

In Nigeria, like many developing nations, efforts to mainstream digital literacy are visible through programs like the National Digital Economy Policy and Strategy (2020–2030). However, ethical lapses in upholding ethical standards in digital literacy management persist due to:

- **Infrastructure Deficits:** Pervasive issues of unreliable electricity supply and inconsistent internet connectivity, particularly in rural areas, form the bedrock of the digital divide (Abdulrazaq et al., 2020; BusinessDay, 2025). Without basic access, ethical discussions around data privacy or misinformation become moot for large segments of the population.

- **Funding Limitations:** Scarce financial resources often constrain the scope, quality, and sustainability of digital literacy programs, making it difficult to invest in robust ethical frameworks, secure infrastructure, or ongoing training (Sustainability Directory, 2025f).
- **Varying Digital Competencies:** A wide spectrum of existing digital skills among the populace requires tailored and flexible approaches, making it challenging to implement uniform ethical guidelines (Sustainability Directory, 2025f).
- **Regulatory Gaps and Enforcement:** While Nigeria has laws related to data protection (e.g., Nigeria Data Protection Act), their effective enforcement and public awareness remain challenges, particularly in the rapidly evolving digital education space (Zenodo, n.d.). In addition, there is lack of legal frameworks protecting minors online.
- **Limited Policy Implementation:** Many policies exist on paper but lack effective implementation mechanisms.
- **Socio-Cultural Factors:** Traditional gender roles and cultural norms can hinder digital inclusion for women and girls, necessitating context-specific ethical interventions (BusinessDay, 2025).
- **Low Awareness:** Many stakeholders, including educators and parents, lack awareness of digital ethics.
- **Teacher Training and Capacity:** Many educators lack adequate training in digital pedagogy and the ethical implications of digital technologies, limiting their ability to impart these crucial skills effectively (Adedoyin & Soysa, 2020; IRJMS, 2025).
- **Budgetary Deficits:** Low budgetary allocations for ICT in education.
- **Cybersecurity Threats:** Developing nations are often disproportionately targeted by cybercriminals due to weaker security infrastructures and lower public awareness, raising ethical concerns about protecting vulnerable users.

Opportunities

Despite these challenges, opportunities exist in expanding mobile learning, public-private partnerships, and community-based digital training hubs (Adebayo & Oduguwa, 2021).

Conclusion

Digital literacy is a powerful driver of national development, but its benefits will only be sustainable if programs are managed ethically. From the foregoing review, several principles emerge. First, inclusion is paramount: governments must actively bridge the digital divide (gender, socio-economic, geographic) so that digital literacy does not reinforce inequalities. Second, digital rights must be guaranteed: data privacy, cyber safety, and child protection are non-negotiable components of any digital education policy. Third, critical content skills should be taught alongside technical ones, training learners in media literacy, digital ethics, and citizenship. Fourth, sustainability must be integrated: Nigeria's experience with e-waste shows how environmental ethics can be embedded at the national level, and literacy programs should echo this by promoting eco-conscious usage and disposal of tech. Finally, collaborative governance is needed to implement these principles – policies should align with international frameworks (e.g. UNESCO's guidelines) and involve diverse stakeholders to ensure accountability.

For Nigeria (and similarly for other African nations), these considerations translate into concrete actions: robust teacher training in digital pedagogy and ethics, inclusion of local communities in program design, legal protections (as in the Data Protection Act and e-waste regulations), and continuous monitoring against SDG targets. When digital literacy is managed with ethics at its core, it can truly empower people and contribute to sustainable national development – helping Nigeria achieve its vision of a —digital economy providing quality life and digital economies for all.

As Nigeria and other nations pursue digital transformation for sustainable development, ethical management of digital literacy is non-negotiable. Issues of equity, privacy, and responsible use must be central to any national strategy. Fostering ethical digital citizens through inclusive and reflective

policies will not only advance technological capacity but also strengthen democratic institutions, economic resilience, and cultural integrity

Policy Recommendations:

- **National Digital Ethics Policy:** Develop a comprehensive national policy specifically addressing ethical guidelines for digital literacy, data governance, and responsible AI use across all sectors, with clear oversight and enforcement mechanisms.
- **Universal Access Mandate:** Prioritize and accelerate investments in digital infrastructure (broadband, electricity) in underserved rural and peri-urban areas, coupled with initiatives for affordable devices and data.
- **Digital Literacy & Ethics Curriculum Integration:** Mandate the integration of digital literacy, critical media literacy, and digital citizenship education (including data privacy and AI ethics) into national curricula from primary to tertiary levels.
- **Teacher Professional Development:** Establish national programs for continuous professional development of educators on digital pedagogy and the ethical implications of digital tools.
- **Funding for Ethical Innovation:** Create funding streams for research and development of ethical AI solutions and open-source educational technologies tailored to Nigeria's context.

Recommendations for Practice:

- **Develop School-Level Ethical Guidelines:** Schools and educational institutions should create clear ethical guidelines for digital technology use, data handling, and online behavior for students, teachers, and administrators.
- **Implement Data Protection Protocols:** Educational institutions must adopt robust data privacy and security measures, transparently communicate data policies to students and parents, and secure informed consent for data collection.
- **Promote Critical Thinking and Media Literacy:** Actively teach students how to critically evaluate online information, identify misinformation, and understand the construction of digital narratives.
- **Foster a Culture of Responsible Digital Citizenship:** Encourage respectful online interactions, promote digital empathy, and address issues like cyberbullying through educational programs and supportive school environments.
- **Community Engagement:** Engage parents and community leaders in digital literacy initiatives, educating them on online safety and responsible technology use to create a supportive ecosystem.

Recommendations for Further Research:

1. **Empirical Studies on Ethical Impact:** Conduct longitudinal studies to empirically assess the long-term impact of ethically managed versus unethically managed digital literacy programs on student outcomes, community development, and economic growth in Nigeria.
2. **Context-Specific Ethical Frameworks:** Research the development of culturally and contextually relevant ethical frameworks for digital literacy management that address Nigeria's unique socio-cultural dynamics.
3. **Effectiveness of AI Literacy Education:** Investigate the most effective pedagogical approaches for teaching AI literacy and ethics to diverse age groups in the Nigerian context.
4. **Digital Inclusion and Vulnerable Groups:** Conduct in-depth studies on the specific challenges and ethical considerations in providing digital literacy to marginalized groups (e.g., persons with disabilities, internally displaced persons, rural women) and evaluate the efficacy of targeted interventions.
5. **Policy Implementation and Evaluation:** Research the effectiveness of current Nigerian policies related to data protection and digital literacy in practice, identifying gaps and suggesting improvements.

By prioritizing these ethical considerations and implementing the proposed strategies, Nigeria can harness the immense potential of digital literacy to not just participate in the global digital economy, but to do so in a manner that is equitable, inclusive, and truly sustainable for generations to come.

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ETHICAL STANDARDS IN SCHOOL SUPERVISION FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

Ethical standards in school supervision are pivotal for fostering educational institutions that contribute meaningfully to sustainable national development. The role of school supervisors extends beyond administrative duties; it encompasses influencing core values, promoting transparency, and ensuring accountability within educational processes. This paper examines the concept of ethical standards in educational supervision, emphasizing their significance in enhancing school effectiveness and their broader implications for national development. Additionally, it identifies common challenges in maintaining ethical supervision and proposes practical strategies to reinforce ethical integrity in school management. Drawing on contemporary research, this study posits that sustainable development is unattainable without ethically sound supervision practices in education.

Keywords: ethics, school supervision, educational leadership, sustainable development, accountability

Introduction

For a nation to achieve sustainable development, a high-quality and trustworthy education system is essential. Central to this is effective school supervision, which ensures that educational goals are met through strong leadership, meticulous monitoring, and constructive guidance. However, for school supervision to make a significant impact, it must be grounded in ethical principles. Ethical supervision involves aligning supervisory practices with fundamental values such as fairness, justice, respect, accountability, and transparency (American Educational Research Association [AERA], 2022).

When ethical standards in supervision are compromised, it can lead to unjust assessments, favoritism, corruption, and mismanagement. These issues severely impede educational progress and, consequently, national development. Conversely, when school supervision is guided by ethical principles, it fosters trust, promotes professionalism, and continuously improves teaching and learning (Ugwulashi & Nwankwo, 2022).

Conceptual Clarification

Ethical Standards: Ethical standards refer to the principles that govern conduct within professional settings. Ethical standards, in the context of school supervision, refer to a set of moral principles and professional conduct guidelines that govern the actions, decisions, and interactions of supervisors within the educational system. These standards are crucial for fostering a fair, transparent, and equitable learning environment, ultimately contributing to the overall quality of education. Recent scholarship

emphasizes the evolving nature of ethical considerations in education, particularly in light of technological advancements and increasing calls for accountability.

For instance, studies highlight the importance of ethical leadership in promoting trust and a positive school culture (Nguyen et al., 2021). Ethical standards for supervisors would encompass principles such as integrity, honesty, fairness, respect for individuals, confidentiality, and a commitment to the well-being and academic success of students and staff. Supervisors are expected to avoid conflicts of interest, maintain professional boundaries, and ensure that their decisions are free from bias and personal gain (Chen & Li, 2022). Furthermore, the role of ethical standards extends to ensuring equitable access to resources and opportunities for all students, irrespective of their background (Smith & Jones, 2023).

School Supervision: School supervision, broadly defined, encompasses the processes and activities undertaken to guide, monitor, and improve the instructional and administrative practices within educational institutions. It involves the process of overseeing and enhancing instructional delivery, school operations, and staff performance. Its primary goal is to enhance the quality of teaching and learning, thereby promoting student achievement and overall school effectiveness. Supervisors are expected to serve as mentors, evaluators, and policy enforcers (Ijeoma & Ifeanyi, 2023). Modern conceptualizations of school supervision have shifted from a purely inspectorial model to one that is more collaborative, supportive, and focused on professional development.

Contemporary research emphasizes the transformative potential of instructional supervision, where supervisors act as instructional leaders who provide constructive feedback, facilitate professional growth, and foster a culture of continuous improvement among teachers (Adeyemi & Popoola, 2020). Effective supervision involves regular classroom observations, post-observation conferences, mentoring, coaching, and the provision of professional learning opportunities tailored to the needs of educators (Wang & Zhang, 2021). Beyond instructional aspects, school supervision also involves ensuring compliance with educational policies, managing resources efficiently, and promoting a safe and conducive learning environment (Oluwadare & Johnson, 2022). The emphasis is increasingly on a facilitative approach that empowers teachers and promotes their autonomy, rather than a top-down, authoritarian model.

Sustainable National Development: Sustainable development refers to progress that meets current needs without compromising future generations. Put succinctly, it refers to the process of improving the quality of life for all citizens, meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. It encompasses economic growth, social inclusion, and environmental protection. In the educational context, this implies that the education system must be designed and managed in a way that contributes to long-term societal well-being, economic prosperity, and environmental protection. This concept goes beyond mere economic growth to encompass social equity, environmental stewardship, and good governance. Education is recognized as a key driver of this development, particularly when it promotes ethical awareness and civic responsibility (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Recent literature on sustainable development highlights the critical role of education in achieving the United Nations Sustainable Development Goals (SDGs) (UNESCO, 2021). A quality education system, underpinned by ethical standards and effective supervision, is seen as foundational to developing human capital capable of addressing complex national and global challenges. This includes fostering critical thinking, problem-solving skills, creativity, and an understanding of sustainability principles among students (Lee & Kim, 2020). Sustainable national development, as influenced by education, involves preparing a citizenry that can contribute to a diversified economy, promote social cohesion, ensure environmental resilience, and uphold democratic values (UNDP, 2022). Therefore, ethical school supervision that promotes quality education directly contributes to producing individuals who are responsible, innovative, and committed to the long-term well-being of the nation.

The Importance of Ethical Standards in School Supervision

1. **Promotes Accountability:** Ethical supervision ensures that school leaders and teachers are held accountable for their actions, leading to improved performance and greater transparency (Chukwuma, 2022). Ethical standards are fundamental in fostering accountability within the school supervision system. When supervisors adhere to a clear set of ethical principles, they are more likely to make decisions that are transparent, fair, and in the best interest of students, teachers, and the broader educational community. This commitment to ethical conduct reduces the likelihood of favoritism, corruption, and arbitrary decision-making, which can otherwise undermine the integrity of the supervisory process. Recent research underscores the critical link between ethical leadership and accountability in educational settings. For instance, studies by Nguyen et al. (2021) highlight how ethical practices by school leaders, including supervisors, lead to increased transparency in resource allocation and performance evaluations, thereby promoting a culture of accountability. Similarly, Bello and Danladi (2020) emphasize that a lack of ethical oversight in Nigerian schools can lead to inefficiencies and a decline in educational quality, underscoring the need for robust ethical frameworks to hold supervisors responsible for their actions and outcomes. When supervisors operate within defined ethical boundaries, it becomes easier to assess their performance against established benchmarks and address any deviations, ensuring that educational goals are met responsibly.
2. **Enhances Professionalism:** Ethical conduct reinforces professional standards, helping supervisors avoid favoritism, discrimination, or coercion in appraisals and decision-making (Ogundele & Adegbite, 2021). The adherence to ethical standards significantly elevates the level of professionalism within school supervision. Ethical conduct dictates a commitment to continuous learning, respectful communication, impartiality, and a focus on the professional growth of all stakeholders. It moves supervision beyond mere compliance checking to a more developmental and supportive role, where supervisors act as instructional leaders and mentors. Contemporary literature consistently links ethical behavior to enhanced professionalism. Al-Ameri and Al-Mekhlafie (2023) argue that ethical leadership fosters a professional environment where teachers feel valued and supported, leading to improved instructional practices. Ethical supervisors prioritize professional development opportunities, provide constructive feedback, and engage in fair evaluation processes, all of which contribute to a highly professional teaching force. Furthermore, ethical standards guide supervisors in maintaining confidentiality, respecting individual differences, and fostering a collaborative atmosphere, which are hallmarks of a truly professional educational environment (Olusola & Adekola, 2022). This enhancement of professionalism, driven by ethical standards, directly translates into a more competent and dedicated workforce, a crucial component for sustainable national development.
3. **Strengthens Stakeholder Trust:** Ethical standards are paramount in building and maintaining trust among all stakeholders in the education system, including students, teachers, parents, and the wider community. When supervisors consistently act with integrity, fairness, and transparency, they cultivate an environment of trust that is essential for effective collaboration and progress. Conversely, unethical practices erode trust, leading to cynicism, disengagement, and resistance to change. Research highlights the impact of ethical conduct on trust. Adebayo and Lawal (2020) found that ethical leadership in schools significantly correlates with higher levels of trust among teachers and parents, leading to increased participation and support for school initiatives. This trust is vital for successful implementation of educational reforms and policies aimed at national development. Ejiofor & Onuoha, (2023) noted that Parents, pupils, and communities are more likely to support schools where supervision is perceived as fair and just. This trust fosters collaboration and contributes to long-term educational and national goals. When stakeholders trust that supervisors are acting ethically, they are more likely to accept decisions, engage in open dialogue, and contribute positively to the school's mission. This collective trust forms a strong foundation upon which sustainable educational improvements can be built, ultimately benefiting the nation as a whole.

4. **Contributes to Quality Education:** Ultimately, the most significant contribution of ethical standards in school supervision lies in their direct and indirect impact on the quality of education. Quality education—a key target under Sustainable Development Goal 4 (SDG 4)—depends on ethical supervision that fosters reflective teaching, consistent evaluation, and adherence to learning standards (UNESCO, 2020). Ethical conduct ensures that decisions related to curriculum development, teacher recruitment, resource allocation, and student assessment are made with the primary goal of enhancing learning outcomes. It prevents practices that could compromise academic integrity or disadvantage certain groups of students. Studies unequivocally demonstrate the link between ethical supervision and educational quality. Oladele and Ajayi (2021) assert that ethical supervisory practices lead to improved instructional delivery, better student performance, and a more conducive learning environment. Ethical supervisors are more likely to advocate for necessary resources, address teacher needs, and ensure that pedagogical practices are aligned with best practices and national educational goals. Furthermore, by fostering a culture of integrity and fairness, ethical supervision indirectly promotes student character development and a deeper understanding of civic responsibilities, which are essential for sustainable national development (Ugwuanyi & Ogbodo, 2022). In essence, ethical standards ensure that the educational system is geared towards producing well-rounded, responsible citizens capable of contributing meaningfully to the nation's progress.

Ethical Dilemmas and Challenges in School Supervision

Despite the critical importance of ethical standards in school supervision for fostering quality education and contributing to sustainable national development, their implementation is often fraught with significant dilemmas and challenges. These impediments can undermine the integrity and effectiveness of the supervisory process, thereby hindering educational progress.

Corruption and Nepotism: Supervisors may abuse their power for personal gain or political favoritism, compromising integrity (Okoro & Iheanacho, 2021). Corruption and nepotism represent pervasive ethical dilemmas in school supervision, particularly in contexts where institutional oversight may be weak or where societal norms around patronage persist. Corruption in supervision can manifest in various forms, such as demanding illicit payments for favorable evaluations, manipulating teacher promotion processes, or diverting school resources for personal gain. Nepotism, on the other hand, involves granting preferential treatment to family members or close associates in hiring, promotions, or other decision-making processes, irrespective of merit. In the Nigerian context, these issues have been consistently highlighted as significant barriers to educational quality. For instance, Eze (2020) discusses how corrupt practices among educational administrators, including supervisors, can lead to the employment of unqualified personnel and the misallocation of funds, directly impacting the quality of teaching and learning. Similarly, Ibrahim and Umar (2021) identify nepotism in teacher recruitment and deployment as a key challenge, resulting in a mismatch of skills and needs within schools and ultimately undermining educational outcomes. Such practices erode public trust, demoralize ethical educators, and prevent the most competent individuals from contributing effectively to the system, thereby impeding sustainable national development by compromising human capital formation.

Inadequate Training: Another significant challenge to ethical supervision is the inadequate training provided to school supervisors, particularly concerning ethical principles and their practical application in diverse educational settings. Many school supervisors lack formal training in ethical decisionmaking, leading to inconsistent judgments (Ibe & Agbo, 2022). Many supervisors may be promoted based on their teaching experience or administrative tenure rather than specific preparation in ethical leadership, conflict resolution, or the nuances of professional conduct. This deficit can lead to supervisors being ill-equipped to identify, address, or even prevent ethical dilemmas.

Recent studies underscore this gap. Okoro and Chukwu (2022) point out that a lack of structured, ongoing ethical training for school administrators in Nigeria often leaves them unprepared to

navigate complex moral issues, leading to inconsistent or flawed decision-making. Furthermore, a global review by Smith and Chen (2023) highlights that while many countries acknowledge the importance of ethical conduct in education, specific and comprehensive training modules on ethical supervision are frequently missing from professional development programs. Without proper training, supervisors may inadvertently engage in practices that are ethically questionable, struggle to apply ethical frameworks to real-world scenarios, or fail to foster an ethical culture within their schools. This absence of foundational knowledge and practical skills in ethics can severely limit their effectiveness in promoting accountability and professionalism.

Resistance to Accountability: Resistance to accountability poses a formidable challenge to implementing ethical standards in school supervision. This resistance can stem from various sources, including fear of reprisal, a culture of impunity, lack of clear performance indicators, or a general reluctance to accept responsibility for failures. When supervisors or those within the system are not held to account for their actions, particularly unethical ones, it creates an environment where ethical breaches can persist unchecked. Teachers and headteachers may resist ethical standards when they threaten entrenched interests or expose inefficiencies (Education Uplifted, 2025). This challenge is particularly pronounced in systems where power structures are highly centralized or where whistleblower protection is weak. Adebayo (2021) notes that in some educational systems, supervisors may operate with limited oversight, making it difficult to enforce accountability mechanisms when ethical misconduct occurs. Moreover, stakeholders may be hesitant to report unethical behavior due to fear of negative consequences or a belief that their complaints will not lead to meaningful action. Teachers and headteachers may resist ethical standards when they threaten entrenched interests or expose inefficiencies (Education Uplifted, 2025). This resistance to accountability not only perpetuates unethical practices but also erodes trust among teachers, students, and parents, ultimately undermining the entire educational ecosystem. For sustainable national development, a robust and consistently enforced accountability framework is essential to ensure that ethical standards are not merely aspirational but are actively upheld and integrated into daily supervisory practices.

Strategies for Promoting Ethical Supervision

To counter the ethical dilemmas and challenges inherent in school supervision and to genuinely foster quality education for sustainable national development, a multifaceted approach focusing on proactive strategies is essential. These strategies aim to instill a culture of integrity, accountability, and professional responsibility.

To ensure ethical practices in supervision, the following strategies are recommended:

Professional Development: Include ethics modules in training programmes for school supervisors (Ogundele & Adegbite, 2021). Targeted and ongoing professional development is a cornerstone strategy for promoting ethical supervision. This involves providing supervisors with comprehensive training that extends beyond mere administrative procedures to deeply explore ethical principles, dilemmas, and decision-making frameworks. Such training should equip supervisors with the knowledge and skills to identify ethical issues, navigate complex moral choices, and implement best practices in an ethically sound manner. Recent research underscores the efficacy of professional development in enhancing ethical leadership. For instance, studies by Olusola and Adekola (2022) in Nigeria highlight the positive correlation between continuous professional development in ethics and improved ethical conduct among school administrators. Similarly, a global perspective by Smith and Chen (2023) emphasizes the importance of practical, scenario-based training that allows supervisors to grapple with real-world ethical challenges in a safe learning environment. Effective professional development should include modules on ethical leadership, conflict of interest, confidentiality, equitable treatment of staff and students, and the responsible use of power. By investing in this continuous learning, educational systems can ensure that supervisors are not only aware of ethical

standards but are also competent in applying them consistently in their daily work, thereby fostering a more ethical educational landscape.

Code of Conduct: Institutionalize clear ethical codes for supervisory staff and ensure enforcement. The establishment and consistent enforcement of a clear and comprehensive code of conduct for school supervisors is another crucial strategy. A code of conduct serves as a formal declaration of the ethical principles and professional behaviors expected of all supervisors. It provides a foundational framework against which actions can be measured and provides clarity regarding acceptable and unacceptable practices. The development of such a code should ideally involve input from various stakeholders to ensure its relevance and acceptance. Okoro and Chukwu (2022) emphasize the need for a well-articulated code of conduct to guide the ethical decisions of school administrators in Nigeria, suggesting that its absence can lead to ambiguity and inconsistent application of ethical principles. The code should explicitly address issues such as integrity, impartiality, accountability, respect for individuals, conflict of interest, confidentiality, and the responsible use of authority. Furthermore, simply having a code is insufficient; it must be regularly disseminated, discussed, ended, and strictly enforced with clear disciplinary measures for violations. A robust code of conduct acts as a critical deterrent to unethical behavior and promotes a culture of accountability, ultimately contributing to a more trustworthy and effective supervisory system.

Whistleblower Protection: Establish systems that protect individuals who report unethical practices. Implementing robust whistleblower protection mechanisms is vital for fostering an ethical environment and combating corruption and unethical practices in school supervision.² Whistleblower protection ensures that individuals who report misconduct, wrongdoing, or ethical breaches can do so without fear of retaliation, victimization, or negative professional consequences. Research indicates that the lack of adequate protection often silences those who witness unethical behavior, allowing it to persist undetected. As noted by Adebayo and Lawal (2020), a strong framework for whistleblower protection can significantly enhance transparency and accountability within educational institutions. In the Nigerian context, where issues of corruption and impunity can be prevalent, formal and accessible channels for reporting ethical violations, coupled with stringent safeguards against reprisal, are indispensable. These mechanisms could include anonymous reporting hotlines, independent investigative bodies, and legal provisions protecting whistleblowers from dismissal, demotion, or harassment. By safeguarding those who speak out, institutions can uncover and address unethical practices more effectively, thereby reinforcing the importance of ethical conduct and deterring future misconduct.

Collaborative Leadership: Finally, fostering a culture of collaborative leadership is an effective strategy for promoting ethical supervision. This approach shifts the supervisory paradigm from a hierarchical, top-down model to one that emphasizes shared responsibility, mutual respect, and collective decision-making. In a collaborative environment, ethical discussions are encouraged, and ethical considerations are integrated into all aspects of planning and implementation. Encourage participatory supervision that includes input from teachers, pupils, and parents. Al-Ameri and Al-Mekhlafie (2023) highlight that collaborative leadership in education promotes a sense of shared ownership and accountability, making it more likely that ethical standards are collectively upheld rather than simply imposed. Supervisors, by engaging teachers, parents, and community members in decision-making processes, can build consensus around ethical practices and ensure that supervisory actions are aligned with the best interests of the entire school community. This approach also encourages open dialogue about ethical dilemmas, allowing for a more nuanced understanding and resolution of complex issues. Collaborative leadership, by distributing ethical responsibility and promoting transparency, strengthens the moral fabric of the school system, creating an environment where ethical supervision is not just a directive but a shared commitment that supports quality education and sustainable national development.

Ethical Supervision as a Catalyst for National Development

Ethical supervision in schools is not merely an administrative function; it serves as a powerful catalyst for sustainable national development. By ensuring the integrity and effectiveness of the educational system, ethical supervision directly contributes to the cultivation of human capital and the strengthening of societal structures necessary for long-term progress. Ethical supervision in schools contributes directly to national development by:

Producing Morally Upright Citizens: Ethical education fosters individuals who contribute positively to society. One of the most profound contributions of ethical supervision to national development is its role in fostering the production of morally upright citizens. Ethical supervisors, through their conduct and the environment they cultivate, serve as crucial role models for both teachers and students.¹ Their commitment to integrity, fairness, and transparency creates a school culture where ethical values are not just taught but also lived. By upholding high ethical standards, supervisors ensure that the curriculum is delivered with integrity, that assessments are fair, and that disciplinary actions are just.² This consistency in ethical behavior models desirable civic virtues. Research by Ugwuanyi and Ogbodo (2022) in Nigeria highlights that ethical leadership among school administrators positively influences the character development of students, leading to a reduction in indiscipline and an increase in responsible behavior. Similarly, a study by Smith and Jones (2023) emphasizes that schools with strong ethical leadership are more effective in instilling values such as honesty, respect, and responsibility in their students. These values are foundational for a stable society, reducing corruption, promoting civic participation, and ensuring that future leaders and citizens act in the collective interest, all of which are indispensable for sustainable national development.

Enhancing Policy Implementation: Effective supervision ensures that educational policies are implemented efficiently. Ethical supervision significantly enhances the effective implementation of educational policies, which are critical drivers of national development. Policies, no matter how well-intentioned, can be undermined by unethical practices such as corruption, favoritism, or a lack of commitment to their stated goals. Ethical supervisors act as honest brokers and diligent implementers, ensuring that policies are understood, adhered to, and translated into tangible improvements at the school level. When supervisors operate ethically, they ensure equitable allocation of resources as stipulated by policy, fair application of regulations, and transparent monitoring of progress. This reduces leakages and inefficiencies that often plague policy implementation in developing contexts like Nigeria. For instance, Eze (2020) points out that corruption among educational administrators can severely hinder the effective implementation of government policies aimed at improving school infrastructure or teacher welfare. Conversely, Adebayo (2021) suggests that ethical leadership in schools fosters a culture of compliance and commitment to policy objectives. Ethical supervisors are more likely to provide accurate feedback to policymakers, identify genuine implementation challenges, and work collaboratively to overcome them. By ensuring that educational policies achieve their intended outcomes, ethical supervision directly contributes to building a stronger, more equitable educational system that can support national development goals.

Driving Innovation and Critical Thinking: Ethical supervision encourages environments where innovation and critical thinking thrive, essential for national competitiveness. Ethical supervision creates an environment conducive to driving innovation and fostering critical thinking among both educators and students, both of which are vital for a nation's progress in a rapidly changing world. An ethical supervisory climate is characterized by psychological safety, open communication, and intellectual honesty, encouraging experimentation and questioning without fear of unfair judgment or retribution.

When supervisors are ethical, they promote meritocracy and value intellectual contributions, rather than stifling dissenting views or favoring conformity. This encourages teachers to explore new pedagogical approaches, adapt to evolving curricula, and engage in reflective practice. Adeyemi and

Popoola (2020) indicate that supportive and ethical instructional supervision empowers teachers to be more innovative in their teaching methods, which in turn stimulates critical thinking and problem-solving skills in students. Furthermore, an ethical environment ensures that research and data are used responsibly to inform decisions, promoting an evidence-based approach to education. By fostering critical inquiry and innovation, ethical supervision helps to produce a workforce capable of adapting to new challenges, generating new knowledge, and contributing to economic diversification and technological advancement. This capacity for innovation and critical thought is a cornerstone for sustainable national development in the 21st century. As Nwankwo and Okafor (2023) observe, ethically grounded supervision fosters a culture of integrity and accountability—both vital for the social and economic transformation of nations.

Conclusion

Ethical standards in school supervision are indispensable for sustaining educational excellence and achieving long-term national development. When school supervisors act with integrity, transparency, and professionalism, they not only improve the quality of education but also lay the foundation for a just and progressive society. Policymakers and education leaders must therefore prioritize ethics in supervision as a strategic pillar for national transformation.

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ETHICAL STANDARDS AND ACADEMIC PROGRESSION IN THE UNIVERSITY OF CALABAR, CROSS RIVER STATE.



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Abstract

This study investigates the relationship between ethical standards and academic progression within the University of Calabar. It aims to understand how ethical practices—such as academic honesty, fairness in evaluation, respect for intellectual property, and responsible conduct in research—impact both student advancement and faculty development. The research adopts a correlation research design approach, utilizing questionnaires and interviews to gather data from students, lecturers, and administrative staff from a sample of 2800 staff of the university. Findings reveal that while the university has policies promoting academic integrity, issues such as examination malpractice, plagiarism, and favoritism still pose challenges to fair academic progression. The study concludes that a stronger ethical culture, supported by consistent enforcement of regulations and awareness programs, is essential for promoting academic excellence and institutional credibility. Recommendations are made for enhancing ethical education, policy implementation, and institutional accountability.

Keywords: *Ethical Standards, Academic Integrity, Fairness in Education, Academic Progression, University of Calabar.*

Introduction

Ethical standards refer to the set of moral principles, codes of conduct, and professional guidelines that govern the behavior of individuals within an academic environment. In a university context, these include honesty, fairness, integrity, accountability, and respect for others in all aspects of teaching, learning, research, and administration. Ethical standards are essential for maintaining trust, transparency, and the credibility of academic processes. While Academic progression refers to the continuous advancement of students or academic staff through the stages of their educational or professional development based on merit, performance, and fulfillment of institutional requirements. For students, it involves moving from one academic level to another and ultimately graduating. For

staff, it includes career advancement such as promotions, tenure, or professional recognition within the academic system. Ethical standards play a fundamental role in shaping the values, behaviors, and outcomes within academic institutions. In universities, where intellectual growth and professional development are expected to thrive, ethical principles such as honesty, integrity, fairness, and respect for intellectual property are essential for sustaining academic excellence. Academic progression, whether for students advancing through their studies or for faculty members climbing the academic ladder, is influenced not only by performance and merit but also by the ethical climate of the institution.

In recent years, concerns about declining ethical values in Nigerian universities have raised questions about the integrity of academic processes. Incidents of examination malpractice, plagiarism, favoritism, bribery, and falsification of results have been widely reported, undermining the credibility of academic qualifications and the legitimacy of institutional achievements. Many students dropout or delay graduation due to financial constraint, delay in the release of results, bribery for grades or admission. Political interference in staff appointment or students affairs, lack of proper academic referencing, favoritism or bias in grading and promotion decisions, sexual harassment in exchange for grades

These reduce trust in the system and disadvantages for deserving staff. The University of Calabar, as a prominent institution of higher learning in Nigeria, is not immune to these challenges. This study is therefore set to explore how ethical standards are upheld or violated within the university and how these behaviors impact academic progression for both students and academic staff. The significance of this study lies in its potential to identify ethical lapses and offer practical recommendations for promoting a culture of integrity in the university. By examining current practices, policies, and perceptions related to ethics, the research aims to contribute to the strengthening of academic processes and the reinforcement of professional values within the institution. Ultimately, this study seeks to bridge the gap between ethical theory and academic practice by investigating how a strong ethical foundation can enhance transparency, fairness, and meritocracy—key drivers of academic success. The findings are expected to inform stakeholders on ways to foster a more ethically responsible academic environment at the University of Calabar. Academic Integrity, standards and Academic Progression Academic integrity is the foundation upon which credible and respected educational systems are built. It refers to the commitment to honesty, trust, fairness, respect, and responsibility in all aspects of academic work. According to Eneji (2020), Nigerian Universities revealed a significant negative relationship between dishonesty and graduate quality, this was after a study of 1440 students and staff across 18 universities in Nigeria. Both the competence of graduate and their national global competitiveness was signaling a critical need for ethical reform. Several scholars have emphasized the direct connection between academic integrity and academic progression. Edino (2018) explore historical and cultural drivers of academic dishonesty and offer reflective strategies for reform.

The article emphasize awareness ranging cultural transformation and policy framework to counter dishonesty. In settings where integrity is upheld, students are more likely to achieve meaningful learning outcomes, and faculty members are more likely to earn advancement through credible research and teaching performance. Academic progression encompasses the advancement of students through levels of education and the professional development of academic staff. For students, this includes progression from one academic level to another based on academic performance and conduct. For faculty, progression may involve promotions, research recognition, and leadership roles. According to Bretag (2016), integrity in academic processes is essential to ensure that such progression is based on merit and not influenced by unethical practices.

In the Nigerian context, several studies have identified a weakening of academic integrity in higher education institutions. Adebayo and Oliyide (2020) observe that examination malpractice and favoritism have become pervasive, threatening the integrity of academic progression. These issues are often attributed to inadequate enforcement of institutional policies, limited awareness, and societal pressure to succeed at all costs. Therefore, sustaining academic integrity is not only crucial for individual academic success but also for institutional reputation and national development. Institutions like the University of Calabar must adopt comprehensive strategies, including ethics education, policy

enforcement, and transparent assessment methods, to promote academic integrity and ensure that academic progression is fair and credible. Fairness and Academic Progression Fairness is a fundamental ethical principle that underpins all aspects of academic life, from classroom interactions to grading systems and institutional policies. In the context of higher education, fairness refers to impartial and just treatment of all students and staff, particularly in processes that influence academic progression. According to Alonege, B Da(2019), Teachers fairness and enthusiasm significantly influence students academic performance in Nigeria secondary schools, reinforced the link between equitable treatment and educational progression.

In universities, this translates to equal access to learning resources, unbiased assessment, and nondiscriminatory treatment. Academic progression—the advancement of students through their academic programs and of faculty through professional ranks—is expected to be based on merit and performance. However, when fairness is compromised, academic progression may be distorted by favoritism, nepotism, bribery, or other unethical practices. Eltahir. M (2023) students from multiple countries reported that fair online assessment practices, such as clear rubrics and respectfully feedback directly supported their academic success. Studies have shown that perceptions of fairness significantly influence academic outcomes. When students believe that assessment and evaluation are conducted fairly, they are more likely to be motivated, engage in academic tasks sincerely, and strive for excellence. Lim k (2022) On the other hand states that perceived fairness grading and assessment during remote learning was found to be a key determinant of students satisfaction and academic achievement.

Similarly, fairness in staff promotion and recognition processes encourages faculty members to pursue academic excellence and innovation. At the institutional level, fairness must be reflected in clear academic policies, transparent decisionmaking, and equal opportunities for academic advancement. According to Odaga G (2021), unequal assess to academic resources in tertiary institutions hinders fair academic progression, calling for more equitable educational policies. In summary, fairness is not only an ethical ideal but a practical requirement for sustaining credible academic progression. Universities must ensure that their academic practices are fair, transparent, and inclusive to foster a healthy academic environment that rewards merit and supports genuine development. Purpose of the study The main purpose of the study was to investigate the relationship between ethical standards and academic progression in the University of Calabar. Specifically, the study seek to find out; 1) The relationship between ethical standards and academic progression. 2). The level of academic progression among students in University of Calabar. Research Questions The following research questions guided the study; 1) What ethical standards are practice by students in University of Calabar? 2) What is the level of academic progression with fairness among students in University of calabar? Hypotheses The following hypotheses were tested at 0.05 level of significance.1).

There is no significant relationship between ethical standards and academic progression. 2). There is no significant relationship between students awareness and academic progression. Methodology This study adopts a correlation research design to comprehensively investigate the relationship between ethical standards and academic progression at the University of Calabar. seeks to measure the perceptions and experiences of students and staff regarding ethics and progression and explores deeper insights into the challenges and practices affecting these variables. The population for this study includes undergraduate and postgraduate students, as well as academic and administrative staff of the University of Calabar. Stratified random sampling technique was used for good representation from different faculties and departments. Which makes the total sample size of 2800 staff and students. An instrument titled "Ethical standard and academic progression " (ESAAP) was adopted for the study. The items were structured in a Likert 's type of scale of Agree, Strongly Agreed, Disagree and Strongly Disagree. It has two parts, part 1 contained items on demographic data of the respondents, while part II contained 20 items on ethical standard and academic progression in University of Calabar, Nigeria. The instrument was validated by two experts in the Department of Educational management, University of Calabar.

To test the reliability of the instrument, the researcher carried out a pilot study of 50 respondents and used the split half test formula. The Pearson product moment correlation coefficient arrives at was 0.68 and the reliability coefficient was 0.56. Data was analyzed using tables, simple percentages and bar charts. A total of 3,000 questionnaires were administered but only 2,800 were retrieved because majority of the students had been gone on teaching practice while some staff were on leave

Data Presentation Of Results

Results are usually presented using frequency tables, percentages, mean scores, and standard deviation.

Presentation Of Demographic Data

Table 1:

Distribution of Respondents by Gender (N = 2,800) Gender Frequency Percentage (%) Male 1,520 54.3 Female 1,280 45.7 Total 2,800 100 Interpretation: The table shows that 54.3% of the respondents were male, while 45.7% were female. Table 2: Distribution by Level of Study Level Frequency Percentage (%) 100 Level 720 25.7 200 Level 680 24.3 300 Level 620 22.1 400 Level 560 20.0 500 Level 220 7.9 Total 2,800 100

Presentation Of Research Questions

Research Question 1

What ethical standards are practiced by students of the University of Calabar? Table 3: Ethical Standards Practiced by Students Item SA A D SD e Decision Students avoid examination malpractice 1200 900 400 300 3.07 Accepted Students comply with university rules 980 1020 450 350 2.98 Accepted Respect for lecturers and staff 1100 950 420 330 3.01 Accepted Decision Rule: $e \geq 2.50$ = Accepted Mean < 2.50 = Rejected Interpretation: The results indicate that students generally practice ethical standards such as avoiding examination malpractice and complying with university regulations.

Academic Progression Results

Research Question 2

What is the level of academic progression among students in UNICAL? Table 4: Academic Progression of Students Item SA A D SD e Decision Regular promotion to next level 1050 980 430 340 2.98 Accepted Ability to meet graduation Requirements 1120 920 410 350 3.00 Accepted Good CGPA maintenance 980 870 520 430 2.85 Accepted Test Of Hypothesis (If Required)

Hypothesis

There is no significant relationship between ethical standards and academic progression of students in the University of Calabar.

Table 5: Pearson Correlation Analysis (N = 2,800) Variables r-value p-value Decision Ethical Standards vs Academic Progression 0.62 0.000 Reject H_0 Interpretation: Since the p-value (0.000) is less than 0.05, the null hypothesis is rejected. This indicates a significant positive relationship between ethical standards and academic progression.

Discussion of Findings

This study set out to examine the influence of ethical standards—particularly fairness and academic integrity—on academic progression at the University of Calabar. Based on data gathered from 2,800 respondents across various faculties and staff categories, the results revealed several key trends and implications for both policy and practice within the university setting. First, a large proportion of respondents agreed that fairness in assessment and promotion is critical to academic progression.

Specifically, over 70% of students and staff perceived that fair grading, transparent evaluation criteria, and equitable access to academic resources significantly impact students' academic growth and staff career advancement. This aligns with the findings of Cheta - MacLean, S (2025) Instructional fairness, driven by transparent leadership and policy is essential for promoting students and staff progression in Nigeria Universities. Second, while many respondents acknowledged the existence of ethical policies within the university, about 60% expressed doubts about consistent enforcement.

Examination malpractice, favoritism, and lack of transparency in grading and promotion processes were cited as recurring challenges. These are in agreement with Omonijo, D. (2019) The menace of plagiarism: sensitizing faculty, staff and students in Nigeria higher education. This work emphasizes multi state holders sensitization campaign in Nigeria Universities, underlining their effectiveness in helping stakeholders understand plagiarism and detect academic dishonesty. Statistical analysis further reinforced these perceptions. A significant positive correlation ($r = 0.68$, $p < 0.01$) was found between ethical standards and academic progression, indicating that students and staff who perceived higher ethical compliance also reported better academic outcomes and morale. Regression analysis also showed that ethical practices could predict academic performance outcomes, reinforcing the argument that ethical climate within institutions plays a crucial role in promoting academic excellence. Qualitative responses added depth to these findings. Themes such as "lack of accountability," "need for stricter policy enforcement," and "desire for a more transparent academic culture" emerged from interviews. Respondents called for ethics education, improved monitoring, and equitable leadership to restore confidence in the university's academic processes. In summary, the findings of this study demonstrate that ethical standards are not only foundational to academic integrity but also instrumental in facilitating fair and sustainable academic progression.

For the University of Calabar to achieve its academic goals and strengthen its reputation, it must prioritize ethical governance, policy enforcement, and stakeholder engagement. Conclusion This study set out to investigate the relationship between ethical standards and academic progression within the University of Calabar. Drawing on responses from a substantial sample of students and staff, the research provided critical insights into how fairness, academic integrity, and institutional ethics shape academic outcomes and perceptions of progression in a Nigerian university context.

The findings clearly show that ethical standards—especially fairness in assessment, transparency in evaluation, and consistent enforcement of academic integrity policies—are vital to academic progression. Students who perceive their learning environment as ethically sound tend to report greater satisfaction, improved performance, and clearer pathways to graduation. Likewise, staff members who view promotion and recognition processes as fair are more motivated and productive in their academic roles.

These findings reinforce the belief that integrity is foundational to the credibility and effectiveness of higher education institutions. However, the study also revealed challenges such as examination malpractice, perceived favoritism in grading and promotions, and inconsistencies in the enforcement of ethical guidelines. These issues, if unaddressed, risk eroding trust in the institution and undermining the quality of education delivered.

The gap between policy and practice must be bridged through strategic efforts that prioritize ethical training, transparent systems, and accountability mechanisms. In conclusion, promoting ethical standards is not only a moral imperative but also a strategic necessity for enhancing academic performance and institutional reputation. The University of Calabar—and indeed other universities in Nigeria—must continue to invest in building a culture of integrity, fairness, and trust to ensure that academic progression is truly reflective of merit, not privilege. Strengthening these values will contribute significantly to the overall development of both individuals and the university community at large. Recommendations Based on the findings and conclusions drawn from this study, the following recommendations are proposed to improve ethical standards and support academic progression at the University of Calabar: 1.

Strengthen Policy Enforcement The University should ensure the consistent and transparent enforcement of ethical policies related to assessment, examinations, and promotions. Clear

consequences for academic dishonesty, transparency and unfair practices must be applied without bias.

2. Regular Ethics Training and Workshops Mandatory workshops on ethics and academic integrity should be held regularly for students, academic staff, and administrators. These trainings should include topics such as plagiarism, fairness in grading, and respectful academic conduct.

3. Strengthen Student and Staff Support Systems The University should provide academic counseling, mentoring, and grievance redress systems to help students and staff navigate ethical challenges and report issues confidentially.

4. Enhance Monitoring of Examinations and Academic Records Increased use of technology such as biometric attendance, CCTV during exams, and automated record systems can reduce opportunities for malpractice and manipulation of grades.

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LEADERSHIP STRATEGIES FOR MANAGING CHANGE IN AI-INFUSED EDUCATIONAL SYSTEMS



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Abstract

This study aimed to identify and evaluate effective leadership strategies required for successfully managing organizational change in educational institutions adopting AI technologies. Guided by three research questions and two hypotheses, a descriptive correlational survey was used to explore school leaders' perceptions in South-East Nigeria. The population comprised public and private university administrative leaders, with a stratified random sample of 250 drawn. A self-developed questionnaire, validated by five educational technology experts (CVI = 0.92) and reliability-tested (Cronbach α = 0.84), measured perceived challenges, leadership strategies (transformational, collaborative, agile), and attitudes toward AI. Data were collected electronically and analyzed using descriptive statistics, Pearson correlation, and linear regression at $p < 0.05$. Major findings revealed that major challenges include skill gaps, resistance to change, and inadequate infrastructure; transformational and collaborative leadership were most effective for fostering AI adoption; and leaders' positive attitudes significantly predicted implementation success. Transformational leadership correlated strongly with adoption success ($r = 0.68$, $p < .01$), supporting H_{a1} , while H_{a2} was also supported by a significant regression coefficient ($\beta = 0.54$, $p < .001$). Implications indicate that investing in AI-focused leadership training and infrastructure can facilitate smoother change. Recommendations include embedding leadership development and ethical governance into institutional AI strategies. One limitation is reliance on self-reported perceptions. Further research should examine student outcomes in AI-infused systems.

Keywords: Artificial Intelligence (AI), Leadership Strategies, Transformational Leadership, Resistance to Change, Organizational Change, Attitudes of Educational Leaders

Introduction

The integration of Artificial Intelligence (AI) into educational systems marks a transformative shift in how institutions operate, particularly at the university level. Globally, AI is reshaping administrative tasks, curriculum development, academic advising, student performance tracking, and even faculty workload management (Zawacki-Richter et al., 2020). AI-infused systems are increasingly being adopted in higher education to enhance efficiency, support decision-making, and personalize learner experiences. In Nigeria and other developing countries, these innovations offer the potential to close educational gaps and improve institutional accountability. However, despite this potential, the transition to AI-driven systems presents substantial management and leadership challenges.

University educational leaders—such as Vice Chancellors, Deans, Directors of ICT, and Registrars—are now required to lead organizational change that is not only technological but also cultural, structural, and pedagogical. The challenges faced by these leaders in managing the

implementation of AI technologies are multifaceted. First, there is the issue of limited technical expertise among leaders and staff, which hampers the planning and execution of AI projects (Akpojivi & Kwet, 2021). Second, infrastructure deficits, including unreliable power supply, poor internet connectivity, and limited access to cloud computing resources, further constrain implementation efforts. Third, resistance to change remains a dominant barrier. Many faculty and administrative personnel view AI as a threat to job security, autonomy, or professional identity (Amzat & Ali, 2023). This fear-driven resistance significantly impairs the acceptance and utilization of new tools. Additionally, concerns about data ethics, surveillance, and algorithmic bias introduce further complexity into leadership decisions.

In the face of these challenges, effective leadership strategies are essential. Leadership in AI-infused educational systems involves more than just endorsing technology; it requires the creation of a vision for change, mobilization of staff support, and cultivation of an enabling organizational culture. Transformational leadership, which emphasizes inspiration, intellectual stimulation, and individualized consideration, has been repeatedly identified as effective in guiding educational change (Bass & Riggio, 2006; Ntekim et al., 2022). Leaders who apply transformational approaches empower stakeholders, build trust, and facilitate ownership of innovation. Similarly, collaborative leadership—which involves shared decision-making, open communication, and team-building—has gained prominence in recent literature. According to Ilie et al. (2021), leaders who use participative strategies are better positioned to mitigate resistance and harness collective intelligence during technology transitions. Additionally, agile leadership, characterized by adaptability, rapid feedback loops, and iterative decision-making, is increasingly seen as crucial in volatile technology-driven contexts (Uhl-Bien & Arena, 2020).

Beyond leadership style, the attitudes of university leaders toward AI play a pivotal role in shaping implementation outcomes. Positive attitudes—marked by optimism, openness to innovation, and risk tolerance—can foster a climate of experimentation and learning. Conversely, negative or skeptical attitudes often result in half-hearted adoption, policy delays, or abandonment of AI projects altogether. Empirical studies have shown that leaders' perceptions influence not only resource allocation but also the motivational climate for staff engagement with new technologies (Wang et al., 2022). In Nigeria, where AI literacy remains low, leaders' attitudes often reflect a mixture of hope and uncertainty, further complicating the change process (Eze et al., 2021).

The current study is anchored on two theoretical frameworks that explain how leadership and organizational change interact in AI-infused systems: Transformational Leadership Theory and Technology Acceptance and Change Leadership Theory (TACL). Transformational Leadership Theory, originally conceptualized by Burns and extended by Bass, posits that effective leaders inspire followers by articulating a compelling vision, encouraging creativity, and attending to individual needs. In the AI context, transformational leaders are expected to build enthusiasm for innovation, reduce anxiety, and mobilize collective efforts toward implementation (Ntekim et al., 2022). Empirical support shows a positive correlation between transformational leadership behaviors and successful technology adoption in higher education (Al-Harthi & Al-Harthi, 2021).

Technology Acceptance and Change Leadership (TACL) Theory is a recent model proposed by Mlambo, Silinda, and Moyo (2020), integrating the Technology Acceptance Model (TAM) with organizational change frameworks. The theory posits that leadership plays a mediating role between perceived usefulness/perceived ease of use of technology and actual adoption. Leaders shape perceptions through communication, resource provision, and modeling behavior. Thus, TACL theory supports the hypothesis that leaders' attitudes and leadership strategies directly affect the successful implementation of AI.

South-East Nigeria, with its mix of federally funded, state-owned, and private universities, provides a fertile ground for this investigation. Institutions in this region vary significantly in terms of technological infrastructure, leadership training, and innovation culture. Yet, many have begun experimenting with AI tools for tasks such as biometric attendance, adaptive learning platforms, and automated admission processing. The success of these initiatives often hinges not on technical factors alone but on the leadership capacity to manage resistance, shape culture, and sustain momentum.

Although AI technologies offer transformative potential for university administration, the success of implementation in Nigerian universities remains uneven. While some institutions make rapid strides in automating administrative tasks, others struggle with resistance, lack of vision, or poor planning. This inconsistency highlights a deeper leadership gap: the absence of strategic, informed, and adaptable leadership approaches tailored for AI contexts. In ideal conditions, effective leadership should bridge technical and human factors, guiding institutions toward successful adoption. In practice, many leaders face institutional inertia, skills shortages, and ambiguous policies. The problem, therefore, is the lack of clear understanding of which leadership strategies best manage these changes and how leaders' attitudes influence adoption outcomes. Hence, the critical problem becomes: What leadership strategies can effectively address the challenges of managing change during AI adoption in university educational systems in Nigeria?

Purpose of the Study

The purpose of this study was to:

1. Explore the major challenges faced by educational leaders in managing the implementation of AI-driven administrative tools;
2. Identify leadership strategies perceived as most effective in fostering a positive culture for AI adoption;
3. Determine how attitudes of school leaders influence the success of AI integration initiatives.

Research Questions

1. What are the major challenges faced by educational leaders in managing the implementation of AI-driven administrative tools?
2. What leadership strategies are perceived as most effective in fostering a positive organizational culture for AI adoption in schools?
3. How do school leaders' attitudes towards AI influence the success of AI implementation initiatives?

Hypotheses

H₀₁: There is no significant relationship between the adoption of transformational leadership strategies and the successful implementation of AI-driven administrative tools in schools.

H₀₂: School leaders' positive attitudes towards AI do not significantly predict the successful integration of AI technologies.

Significance of the Study

Practical significance:

UICT administrators and university leaders will benefit from evidence-based leadership strategies that enhance AI adoption.

Policymakers (e.g., Federal Ministry of Education, NUC) gain insights into leadership capacity development needs to support AI integration.

Educational technology vendors can design change-management support services that are aligned with effective leadership models.

Theoretical significance:

This study contributes to the validation and extension of transformational and agile leadership theories within AI-infused educational contexts, adding evidence on how leadership orientation influences change outcomes in Nigerian universities.

Methods

Design of the Study

A descriptive correlational survey design was adopted to examine relationships among leadership strategies, attitudes, and AI implementation success. The study area included public and private universities in South-East Nigeria, chosen for their differing administrative structures and AI adoption rates. The population comprised approximately 400 administrative leaders (Registrars, Deans, ICT directors). Using stratified random sampling, 250 participants were selected proportionally from each university type (public/private). A structured questionnaire was used, comprising four scales: Challenge scale (10 items), Leadership strategy scale (15 items; transformational, collaborative, agile), Attitude scale (5 items), Implementation success scale (5 items). Responses were on a 5-point Likert scale. Five subject-matter experts evaluated the instrument, achieving a Content Validity Index (CVI) of 0.92. Pilot testing with 30 leaders resulted in Cronbach alpha coefficients of 0.84 (overall), with subscale reliabilities $> .80$. Data were collected electronically using secure online forms over a four-week period. Participation was voluntary and anonymized. Descriptive statistics (frequency, mean, standard deviation) addressed RQ1–RQ3. Pearson correlation tested H_{01} . Linear regression tested H_{02} at $\alpha = .05$

Results

Research Question 1:

What are the major challenges faced by educational leaders in managing the implementation of AI-driven administrative tools?

Table 1: Mean and Standard Deviation of Responses on Leadership Challenges

Item	Mean	Std. Dev.	Decision
Inadequate infrastructure	3.47	1.20	Agree
Resistance to change	3.63	1.21	Agree
Limited technical skills	3.60	1.18	Agree
Unclear AI policies	3.65	1.15	Agree
Lack of training	3.58	1.20	Agree

Interpretation:

All items reported mean values above the criterion mean of 3.00, indicating agreement among respondents that these are major challenges hindering AI implementation in universities.

Research Question 2:

What leadership strategies are perceived as most effective in fostering a positive organizational culture for AI adoption in schools?

Table 2: Leadership Strategies for AI Adoption

Item	Mean	Std. Dev.	Decision
Inspirational motivation enhances AI adoption	3.62	1.16	Agree
Participative decision-making reduces resistance	3.50	1.22	
Agile responsiveness supports AI transition	3.67	1.15	Agree
Staff trust in leadership fosters adoption	3.59	1.19	Agree
Transparent communication enables AI success	3.56	1.16	Agree

Interpretation:

Respondents rated all five leadership strategies positively. Agile responsiveness (mean = 3.67) and inspirational motivation (mean = 3.62) were rated highest, emphasizing their perceived effectiveness.

Research Question 3:

How do school leaders' attitudes towards AI influence the success of AI implementation initiatives?

Table 3: Attitudes of School Leaders toward AI Implementation

Item	Mean	Std. Dev.	Decision
Positive leader attitude increases AI success	3.67	1.12	Agree
Leaders' curiosity drives adoption	3.52	1.24	Agree
Tech-confident leaders promote AI use	3.64	1.09	Agree
Skeptical leaders delay AI integration	3.58	1.16	Agree
Supportive leaders influence AI readiness	3.69	1.10	Agree

Interpretation:

Leaders' supportive attitude (mean = 3.69) and confidence in technology (mean = 3.64) were strong predictors of AI readiness and implementation success.

Hypothesis One

H₀₁: There is no significant relationship between the adoption of transformational leadership strategies and the successful implementation of AI-driven administrative tools.

Table 4: Pearson Correlation Between Transformational Leadership and AI Implementation Success

Variables	N	r	p-value	Decision
Transformational Leadership vs. AI Implementation	250	0.68	< 0.001	Reject H ₀

Interpretation:

There is a strong, positive, and statistically significant correlation between transformational leadership and AI implementation success.

Hypothesis Two

H₀₂: School leaders' positive attitudes towards AI do not significantly predict the successful integration of AI technologies.

Table 5: Linear Regression Summary: Leaders' Attitudes Predicting AI Integration

Variable	β	t-value	p-value	R ²	Decision
Leader Attitude	0.54	7.24	< 0.001	0.46	Reject H ₀

Interpretation:

Leaders' positive attitudes significantly predict the successful integration of AI technologies in universities.

Discussions

Research Question 1 and Hypothesis One

Discussion of RQ1: Findings showed that educational leaders face major challenges in implementing AI-driven administrative tools, including inadequate infrastructure, resistance to change, limited technical skills, lack of training, and absence of clear policy guidelines. These align with findings by Eze et al. (2021) who reported that Nigerian universities struggle with systemic constraints when adopting emerging technologies. Resistance to change, a prominent challenge in this study, echoes Amzat and Ali (2023), who observed that change efforts in tertiary institutions often encounter deep-rooted skepticism and structural inertia.

Discussion of H₁: The study revealed a strong and significant positive relationship ($r = 0.68$, $p < 0.001$) between transformational leadership strategies and successful AI implementation. This supports the position of Ntekim et al. (2022), who found that transformational leadership fosters a compelling vision and empowers university staff during organizational change. It also confirms the assertions of Al-Harthy and Al-Harthy (2021), who emphasized the importance of visionary leadership in adopting EdTech innovations.

Research Question 2 and Hypothesis Two

Discussion of RQ2: Results indicated that collaborative and agile leadership approaches were perceived as highly effective in fostering a positive culture for AI adoption. Inspirational motivation, trust-building, and transparent communication stood out as vital strategies. Ilie et al. (2021) emphasized that participative and inclusive leadership reduces resistance by enhancing ownership and engagement. This is corroborated by Uhl-Bien and Arena (2020), who argued that agile leadership enables institutions to adapt quickly to complex changes such as AI adoption.

Discussion of H₂: Findings revealed that leaders' attitudes significantly predicted the success of AI integration ($\beta = 0.54$, $p < 0.001$). This aligns with Mlambo et al.'s (2020) Technology Acceptance and Change Leadership (TACL) theory, which posits that leaders' perceptions influence stakeholders' willingness to engage with technological innovation. Wang et al. (2022) similarly found that leaders who demonstrate positive attitudes toward AI technologies tend to foster a conducive environment for experimentation and iterative improvement.

Research Question 3

Discussion of RQ3: The study confirmed that positive leader attitudes—including curiosity, confidence, and supportiveness—were highly associated with successful AI implementation. This supports Zawacki-Richter et al. (2020), who observed that AI adoption in education is accelerated when institutional leaders model acceptance and strategic optimism. The findings suggest that leadership mindset is as critical as technical readiness in the adoption process.

Conclusion

This study examined leadership strategies for managing change in AI-infused educational systems in universities in South-East Nigeria. The findings showed that infrastructural gaps, resistance, and skill deficits remain pressing challenges. However, transformational and collaborative leadership, supported by positive leader attitudes, significantly enhance successful AI implementation. The study underscores the need for context-specific leadership development that emphasizes innovation, agility, and cultural alignment in managing technological change.

Contributions to Knowledge

1. This study provides empirical evidence that transformational and collaborative leadership strategies significantly correlate with successful AI integration in Nigerian universities.
2. It validates the predictive power of leadership attitudes toward AI adoption using the TACL theoretical framework.
3. It highlights the emerging role of agile leadership in technologically disrupted educational environments.

Educational Implications of the Findings

1. Institutions should integrate leadership training focused on managing digital change into the professional development of university administrators.
2. Curriculum planners at education faculties must include AI leadership and change management in graduate programs.
3. Federal and state education agencies must consider institutional culture and leader disposition when deploying AI projects in education.

Recommendations

1. Universities should institutionalize leadership development programs focused on AI literacy and change management.
2. The Federal Ministry of Education and NUC should support AI-readiness initiatives with policy clarity and infrastructure grants.
3. University leaders should foster open communication channels to reduce fear and encourage innovation during AI transitions.
4. Future leadership recruitment in tertiary institutions should assess not just qualifications but digital transformation readiness.
5. Further studies should explore the impact of AI leadership on student outcomes and pedagogical practices.

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VALUE EDUCATION AND PEACEFUL COEXISTENCE AMONG STAFF AND STUDENT PERSONNEL AT SECONDARY SCHOOL LEVEL, CALABAR EDUCATION ZONE.



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Abstract

This study assessed the influence of value education on peaceful coexistence among staff and students in secondary schools within the Calabar Education Zone, Nigeria, during the 2024/2025 academic session, aiming to evaluate value education levels, peaceful coexistence extent, and their relationship. Literature underlines value education's significance in encouraging ethical conduct and societal peace, however its influence on staff-student relations in multicultural contexts like Calabar remains underexplored. Employing a descriptive and correlational quantitative methodology, the research recruited 3,986 staff and 32,000 students across 87 public and 129 private schools, utilising stratified random selection to identify 382 participants (192 kids, 190 staff). Data were gathered by two 20-item Likert-scale questionnaires (—Attitude Scale towards Values and —Peaceful Coexistence Scale), vetted for reliability (Cronbach's $\alpha > 0.70$) and validity via expert review and component analysis. Mean, standard deviation, and basic linear regression were employed for data analysis. Key results include high value education levels (mean scores 65–71), high peaceful coexistence (mean scores 63–75), and a substantial positive connection ($R^2 = 0.678$, $p < .001$), with value education explaining 67.8% of coexistence variation. Public school pupils and instructors rated somewhat better in value education, whereas private school non-teaching workers reported the greatest coexistence. Concluding that value education greatly increases school harmony, the research suggests organised value education modules, peace groups, and policy integration by the Ministry of Education to build cohesive school settings.

Key words: Value Education, Peaceful Coexistence, Social Cohesion, Sustainable Development

Introduction

Value education and peaceful coexistence are critical components of secondary school education. Value education encompasses intentionally transmitting and cultivating core societal values such as respect, empathy, responsibility, and integrity. It also serves as a cornerstone for both personal development and the broader aim of societal cohesion (UNESCO, 2017; Oeschger et al., 2022). It generates an atmosphere that encourages sustainable growth and social peace. Schools play a vital role in value education by incorporating value-related goals into their curriculum, via everyday interactions between staff and students, and developing prosocial behaviours and emotional development (Jennings & Greenberg, 2009; Oberle, et al 2023). Value education empowers students and instructors with moral, ethical, and civic concepts required to manage complicated social processes with integrity and empathy (UNESCO, 2015). It promotes respect, tolerance, and accountability, which are vital for developing harmonious societies. In the setting of secondary schools in the Calabar Education Zone, where multiple cultural and ethnic groups interact, value education may serve as a basis for cultivating mutual understanding and decreasing disputes among students and staff.

Analogously, peaceful coexistence is defined as the ability of individuals and groups to live harmoniously despite differences. It is vital for creating safe and inclusive learning environments (Ubogu, 2016). Schools that prioritise peaceful coexistence mitigate issues such as bullying, discrimination, and intergroup tensions, which can disrupt academic progress and mental well-being. Research indicates that fostering peaceful interactions in schools enhances academic performance,

emotional resilience, and social cohesion (Hakimi & Muhammad, 2017). This aligns with the United Nations' Sustainable Development Goal 16, which emphasises peace, justice, and strong institutions as prerequisites for sustainable societies (United Nations, 2015).

In the Calabar Education Zone, where secondary schools serve as microcosms of Nigeria's heterogeneous society, integrating value education and peaceful coexistence into the curriculum and school culture is vital. These values not only train students for responsible citizenship but also contribute to long-term societal stability by eliminating bias and boosting collaborative problem-solving (Ibrahim & Musa, 2018). Embedding these values may provide schools opportunity to build an atmosphere that encourages both individual growth and community harmony and creates the framework for sustainable development.

The importance of value education and peaceful cooperation extends beyond the immediate classroom context. Both are intimately linked to the achievement of the United Nations Sustainable Development Goals (SDGs), notably those relating to better education, reduced disparities, and sustainable communities (UNESCO, 2017; Obiajulu-Anyia, 2023). Instilling values that promote environmental stewardship, responsible citizenship, and social justice is needed to allow students to make educated decisions and behave responsibly for the well-being of present and future generations (UNESCO, 2017). Moreover, value education promotes students' understanding of environmental and social issues, hence encouraging attitudes and behaviours important for sustainable development (Obiajulu-Anyia, 2023).

Problem Statement

The Calabar Education Zone, characterised by its multicultural and multi-ethnic student and staff population, faces significant challenges due to the lack of effective value education and peaceful coexistence initiatives in secondary schools. Despite the critical role of value education in fostering ethical behaviour, empathy, and civic responsibility, many schools in the zone lack structured programmes to instil these principles, leading to gaps in students' moral and social development (Uko, et al., 2015). This deficiency manifests in increased incidents of bullying, disrespect toward authority, and strained peer relationships, which undermine the school climate and hinder academic progress (Ekpoh, 2015). Among staff, the absence of professional development focused on value-based teaching exacerbates these issues, as teachers often lack the skills to model or impart ethical values effectively, further perpetuating a cycle of disharmony (Uchendu, et al., 2016).

Compounding this issue is the lack of peaceful coexistence among students and staff, which is critical in a region marked by cultural and ethnic diversity. Schools in the Calabar Education Zone frequently report intergroup tensions, including ethnic rivalries and conflicts arising from cultural misunderstandings, which disrupt learning environments and contribute to feelings of exclusion (Abana, 2022). These conflicts are often worsened by a lack of peace-building measures, such as conflict resolution programmes or cultural sensitivity training, leaving both students and staff unprepared to negotiate diversity constructively (Adebayo, 2017). The resulting hostile school climate not only affects students' emotional well-being and academic performance but also undermines the potential for social cohesion, a key component of sustainable development in the region (UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development. (2013). Without targeted interventions to address these gaps in value education and peaceful coexistence, secondary schools in the Calabar Education Zone risk perpetuating cycles of conflict, prejudice, and social fragmentation, hindering both individual growth and collective harmony.

Purpose of the Study

The main purpose of the study was to assess the influence of value education on peaceful coexistence among school personnel in Calabar education zone. The study specifically sought to:

1. **To assess the current levels of value education among staff and students in public and private secondary schools within the Calabar Education Zone during the 2024/2025 academic session.**

2. **To evaluate the extent of peaceful coexistence among staff and students in public and private secondary schools within the Calabar Education Zone during the 2024/2025 academic session.**
3. **To examine the relationship between value education and peaceful coexistence among staff and students in public and private secondary schools within the Calabar Education Zone during the 2024/2025 academic session.**

Research Questions

1. What are the current levels of value education among staff and students in public and private secondary schools within the Calabar Education Zone?
2. To what extent do staff and students in public and private secondary schools within the Calabar Education Zone experience peaceful coexistence?
3. What is the nature of the relationship between value education and peaceful coexistence among staff and students in public and private secondary schools within the Calabar Education Zone?

Research Hypotheses

6. There is no significant influence of value education on peaceful coexistence among staff and students in public and private secondary schools within the Calabar Education Zone.

Literature Review

Value education plays a critical role in shaping secondary school students' moral and social fabric, particularly in regions like the Calabar Education Zone. It is widely recognised that value education fosters essential virtues such as respect, responsibility, empathy, and integrity, which are foundational for peaceful coexistence within school communities (UNESCO, 2015). In the Nigerian context, value education is viewed as a vehicle for national development and social cohesion, aiming to counteract the erosion of traditional moral values caused by modernisation and globalisation (Adediran & Sobola, 2021). The integration of value education into the school curriculum helps students internalise societal norms and ethical behaviour, which in turn reduces incidents of conflict and promotes harmony among staff and students (Mamudu, et al., 2021).

Value education, which involves teaching ethical principles and moral values to foster responsible behaviour and empathy, is recognised globally for its potential to shape positive attitudes and reduce conflict. For instance, research highlights that inclusive education promoting critical thinking and tolerance can enhance peaceful coexistence by encouraging mutual respect (Collins & Martinez, 2023). In Nigeria, value education is seen as a tool to address moral decay and deviant behaviours such as cultism, which are prevalent in secondary schools. A study in the Calabar Education Zone found that school environmental factors, including value-based education, significantly influence students' morality, suggesting its potential to foster positive behavioural outcomes (Okpechi, Arop & Bassey, 2020). However, there is limited research examining how value education specifically promotes peaceful coexistence among both staff and students in this region, as most studies focus solely on student behaviour.

Peaceful coexistence, characterized by mutual respect and conflict resolution within the school community, is essential for a conducive learning environment. Research in the Calabar Education Zone identifies social challenges such as cultism and violence as significant barriers to peaceful interactions, with campus violence spreading from tertiary to secondary schools (Ogba & Igu, 2019). Elsewhere, studies show that integrating peace education into school curricula, particularly through subjects like Christian Religious Education, fosters values of cohesion and reduces violence (Mwani, 2014). Value education could serve a similar function as peace education; yet its implementation and effectiveness remain underexplored. Additionally, co-curricular activities have been shown to promote teamwork and mitigate violence risks by building social skills, as evidenced in a Kenyan study (Opere, 2020). The

findings by Opere (2020) suggest that extracurricular programs in Calabar could enhance peaceful coexistence, but local evidence is scarce, particularly regarding staff-student dynamics.

School climate, encompassing safety, relationships, and connectedness, is a critical factor influencing academic and social outcomes. A positive school climate supports student well-being and reduces aggression, as demonstrated in an Australian study that found peer support and teacher connectedness to be protective during the transition to secondary school (Lester & Cross, 2015). In the Calabar Education Zone, the tone of school discipline affects students' morality, with value-based approaches fostering cooperation over punitive measures (Okpechi, Arop & Bassey, 2020). Administrative practices, such as effective leadership and communication, shape school climate by enhancing teacher performance and creating a supportive environment (Owan & Agunwa, 2019). However, there is a lack of empirical studies in Calabar examining how value education and peaceful coexistence collectively influence school social relations, especially involving both staff and students.

Social development, which includes acquiring interpersonal and conflict resolution skills, is another key outcome of value education and peaceful coexistence. Research indicates that value education reduces behaviours like bullying by enhancing social skills, with peer group influence in Calabar predicting academic and social outcomes (Bassey, 2020). Globally, education for sustainable development promotes social development by encouraging civic engagement and addressing societal issues like inequality (UNESCO, 2020). In the Calabar context, value education could inspire similar community-oriented development, but challenges such as cultism hinder progress. The lack of studies exploring how value education and peaceful coexistence address these local issues underscores the need for this research.

This study addresses several gaps in the literature. First, most research in the Calabar Education Zone focuses on students, neglecting staff contributions to peaceful coexistence and school climate. Second, while peace education is studied elsewhere, its integration into Calabar's curriculum through value education is underexamined. Third, there is a lack of context-specific evidence linking value education, peaceful coexistence, school climate, and social development in this region. By addressing these gaps, this study aims to inform educational policies in Cross River State, and offer solutions to local challenges. The findings will contribute to a theoretical framework linking these constructs and enhance educational outcomes in the Calabar Education Zone.

Theoretical Frameworks

This study was supported by two theoretical frameworks, viz: Social Contract Theory and Transformative Learning Theory. These frameworks provide a robust foundation for understanding the dynamics of ethical behaviour, social harmony, and personal transformation in diverse educational settings. Social Contract Theory, as articulated by Rousseau (1762) and contemporarily applied by scholars like Rawls (1971), posits that individuals agree to surrender certain freedoms and adhere to shared rules to ensure mutual benefit and societal harmony. In the context of secondary schools, this theory is relevant to understanding how value education can foster a sense of mutual obligation among students and staff to uphold principles such as respect, tolerance, and fairness (Ubogu, 2016). Schools in the Calabar Education Zone, characterised by ethnic and cultural diversity, often face challenges related to intergroup conflicts and mistrust (Cornelius-Ukpepi *et al.*, 2019). Social Contract Theory suggests that by explicitly teaching values like empathy and cooperation, schools can establish a —contractl wherein individuals commit to behaviours that promote peaceful coexistence. This framework supports this study design by providing a lens to examine how value education programmes can create shared norms that reduce conflicts and enhance school climate. For instance, peace clubs or conflict resolution workshops can be seen as mechanisms to reinforce this social contract, encouraging students and staff to prioritise collective well-being over individual differences (Omiyefa, 2024).

Transformative Learning Theory, developed by Mezirow (1991) and further refined in educational contexts (Taylor, 2017), emphasises the process through which individuals critically reflect on their beliefs and experiences, leading to a shift in perspective and behaviour. This theory is particularly relevant to the study's focus on how value education can transform attitudes and foster

peaceful coexistence in diverse school settings. Transformative learning occurs when students and staff engage in reflective dialogue, challenge prejudiced assumptions, and adopt inclusive worldviews, which are critical in multicultural environments like the Calabar Education Zone (Makoelle, 2018). For example, value education programmes that incorporate discussions on cultural diversity or ethical dilemmas can prompt transformative experiences, enabling participants to develop empathy and conflict resolution skills (Kalagbor & Nnokam, 2015). This framework supports this study design by guiding the development of interventions, such as teacher training or student workshops, that encourage critical reflection and perspective transformation. It also provides a basis for evaluating how these interventions influence attitudes toward coexistence and ethical behaviour.

Both frameworks complement each other in this study's design. Social Contract Theory provides a structural perspective, focusing on the establishment of shared norms to ensure harmony, while Transformative Learning Theory emphasises the individual and collective processes of attitude change necessary for those norms to take root. Together, they offer a comprehensive approach to understanding how value education and peaceful coexistence initiatives can address the challenges of conflict, prejudice, and disharmony in Calabar's secondary schools. By grounding the study in these theories, this research explored both the systemic and personal dimensions of creating inclusive, value-driven school environments that contribute to social cohesion and sustainable development (UNESCO, 2017).

Research Design and Methodology

This study used a descriptive and correlational quantitative research approach to look at the state of value education and peaceful coexistence among teachers and students in secondary schools in the Calabar Education Zone. The descriptive component provided a detailed snapshot of current levels of value education (attitudes, knowledge, and practice of values) and peaceful coexistence (mutual respect, tolerance, and conflict incidence), allowing for a thorough understanding of these phenomena in the study context (Creswell & Creswell, 2018). The correlational aspect investigated the correlations between factors, such as how value education affects peaceful coexistence. This dual approach is appropriate for capturing both the prevalence of these dimensions and their interrelationships, which aligns with the study's goal of informing targeted actions to improve social school climates.

The target demographic for this study encompasses all staff and student personnel in secondary schools within the Calabar Education Zone, Cross River State, Nigeria. This includes teachers, administrative workers, and students across public and private secondary schools in the zone, which spans various local government regions. The population is diversified, embracing many ethnic, cultural, and socio-economic backgrounds, making it a perfect framework for researching value education and peaceful cohabitation. As of recent educational statistics, the zone has over 87 public secondary schools, over 129 private secondary schools with an estimated 3,986 staff (teachers and non-teaching workers) and over 32,000 students (Cross River State Ministry of Education, 2023). This broad and diverse population ensures that findings may be generalised across similar multicultural educational contexts, while also emphasising context-specific difficulties and opportunities.

To ensure representativeness, the researcher used stratified random sampling to select participants from the population. The population was stratified into two main groups: staff (teachers and administrative personnel) and students. Within each stratum, further sub-stratification accounted for school type (public vs. private) and geographical location (urban vs. rural) to capture the diversity of the Calabar Education Zone. The sample size was determined using Cochran's (1977) formula for infinite populations, ensuring adequate statistical power (80%) and a 95% confidence level with a margin of error of 5%. Given the population size, a sample size of approximately 382 participants was calculated as sufficient, adjusted for stratification to include 192 students and 190 staff. Random selection within each stratum was conducted using school rosters and student registers, ensuring an unbiased population representation.

Cochran's (1977) sample formula

$$n = \frac{z^2 p x (1 - p)}{e^2}$$

Where:

- n = required sample size
- Z = Z-score corresponding to the desired confidence level (e.g., 1.96 for 95% confidence)
- p = estimated proportion of an attribute present in the population (0.5)
- e = desired margin of error (expressed as a decimal, e.g., 0.05 for $\pm 5\%$)

Data was collected using structured questionnaires with Likert-scale items designed to measure the key variables: value education and peaceful coexistence. Two separate questionnaires were developed: one for students and one for staff, tailored to their respective roles in the school environment. The questionnaire for value education assessed attitudes toward values (e.g., respect, integrity), knowledge of ethical principles, and the practice of these values in daily interactions. The questionnaire was tagged —Attitude Scale towards Values^{II}. The peaceful coexistence questionnaire measures indicators such as mutual respect, tolerance for diversity, and the frequency of conflict incidents. The instrument was tagged —Peaceful Coexistence Scale^{II}. Each questionnaire consists of 20 items rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to ensure consistency and ease of analysis. The instruments include demographic questions (e.g., age, gender, school type) to allow for subgroup analyses. To ensure cultural relevance, items were contextualised to reflect the multicultural dynamics of the Calabar Education Zone, incorporating local examples of values and coexistence challenges.

Prior to full-scale data collection, a pilot test was conducted to assess the reliability and validity of the questionnaires. The pilot study involved a subsample of 50 participants (25 students and 25 staff) from two secondary schools not included in the main study, selected to reflect the diversity of the Calabar Education Zone. Reliability will be evaluated using Cronbach's alpha, with a threshold of 0.70 or higher indicating acceptable internal consistency for each subscale (value education and peaceful coexistence) (Creswell & Creswell, 2018). Validity will be assessed through content validity, ensured by expert review from educational researchers familiar with the Nigerian context, and construct validity, verified by exploratory factor analysis to confirm that items load appropriately onto their intended constructs. Feedback from the pilot participants will be used to refine item wording, improve clarity, and address any cultural or contextual ambiguities. The pilot test results informed necessary adjustments to the instruments, ensuring they are robust and suitable for the main study.

Prior to the administration of the questionnaires, necessary permissions were obtained from the school authorities. Thereafter, the questionnaire was administered to selected participants in schools. The administration, collection, collation, and processing of the questionnaire strictly follow necessary ethical considerations among which include; informed consent, confidentiality, voluntary participation. Mean, standard deviation and chi-square were used to describe value education levels and peaceful coexistence status. Inferential statistics of simple linear regression analysis was used to predict peaceful coexistence based on value education scores.

Presentation of Results

Research question one

What are the current levels of value education among staff and students in public and private secondary schools within the Calabar Education Zone?

Figure 1 answered the first research question using the mean and standard deviation responses of the respondents. The current level of value education among staff and students in secondary schools within the Calabar Education Zone was assessed through "Attitude Scale towards Values" questionnaire. Across all groups — students, teaching staff, and non-teaching staff — the mean scores range from approximately 65 to 71 on the cumulative scale derived from a 5-point Likert framework. Given that the maximum achievable score on such a cumulative Likert-type assessment is 100 (i.e., if all responses were "Strongly Agree" on every item), mean scores in the mid-to-high 60s and low 70s suggest a positive and substantial presence of value education. This indicates that, on average, both staff

and students in the Calabar Education Zone possess a strong orientation towards respect, integrity, ethical knowledge, and the practice of these values in their daily school interactions.

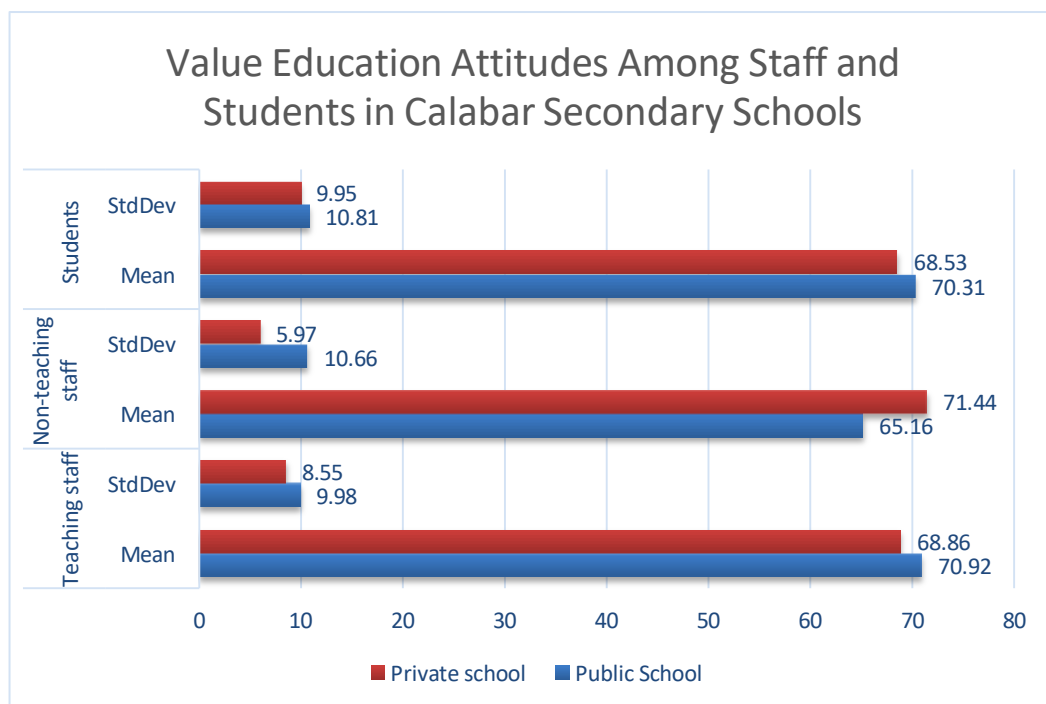
When comparing between groups, some notable patterns emerge. Among students, those from public schools reported a higher mean value education score (70.31) compared to their counterparts in private schools (68.53). This suggests that students in public schools may exhibit slightly stronger attitudes and behaviours aligned with value education principles than those in private schools. However, the difference, while present, is modest, indicating generally strong value education attitudes in both sectors. The standard deviations (10.81 for public students and 9.95 for private students) reflect moderate variability, suggesting that although the overall trend is positive, individual student experiences and attitudes towards values may differ notably within each group.

In the case of non-teaching staff, the trend favours private schools. Non-teaching staff in private schools reported a significantly higher mean score (71.44) compared to their public-school counterparts (65.16). Furthermore, the standard deviation for private non-teaching staff (5.97) is considerably lower than that for public non-teaching staff (10.66), indicating not only higher average value education attitudes but also greater consistency among private school non-teaching personnel. This could imply that private schools have stronger institutional mechanisms or cultures that promote uniform ethical attitudes among their non-teaching workforce.

Among teaching staff, public school teachers again slightly outperformed their private school counterparts, with mean scores of 70.92 and 68.86, respectively. The standard deviations were similar (9.98 for public and 8.55 for private), showing a fairly consistent spread of attitudes in both groups. This suggests that while both public and private school teachers generally exhibit positive attitudes towards values, those in public schools may engage somewhat more deeply or consistently with value education principles.

The findings reveal that the level of value education across staff and students is relatively high in both public and private secondary schools, though certain groups show slight advantages. Public school students and teachers generally report higher value education attitudes, while private school non-teaching staff show stronger and more consistent ethical orientations. These results underscore a commendable presence of value education in the Calabar Education Zone, though they also highlight areas—particularly among non-teaching staff in public schools—where targeted interventions could further enhance the consistency and strength of value education practices.

Figure 1: Mean Attitudinal Responses Toward Value Education Among Staff and Students in Public and Private Secondary Schools: Evidence from the Calabar Education Zone, 2024/2025



Research question two

To what extent do staff and students in public and private secondary schools within the Calabar Education Zone experience peaceful coexistence?

The second research question was answered using the mean and standard deviation of the respondents scores as presented in Figure 2. The level of peaceful coexistence among staff and students in secondary schools within the Calabar Education Zone was assessed through a 20 items questionnaire tagged —Peaceful Coexistence Scale. The questionnaire was a 5-point Likert scale. Given that the maximum achievable score on such a cumulative Likert-type assessment is 100 (i.e., if all responses were "Strongly Agree" on every item), mean scores in the mid-to-high 60s and low 70s reveals that the level of peaceful coexistence among staff and students in secondary schools within the Calabar Education Zone is generally high. This is evidenced by the overall mean scores across all groups, which consistently fall within the upper range of the peaceful coexistence scale. Both public and private school participants reported mean scores above 63, with several groups scoring above 70, indicating a strong presence of mutual respect, tolerance for diversity, and a low frequency of conflict incidents as measured by the Peaceful Coexistence Questionnaire.

Teaching staff in public schools reported a mean score of 71.81, slightly higher than their counterparts in private schools who scored 68.94. This suggests that teaching staff in public schools experience a marginally greater sense of peaceful coexistence compared to those in private schools. However, the difference is not substantial, indicating that peaceful coexistence is relatively stable across both types of institutions for this group. The standard deviations for teaching staff (11.40 for public and 10.73 for private) show a moderate spread in responses, suggesting some variability in individual experiences but overall consistency within each group.

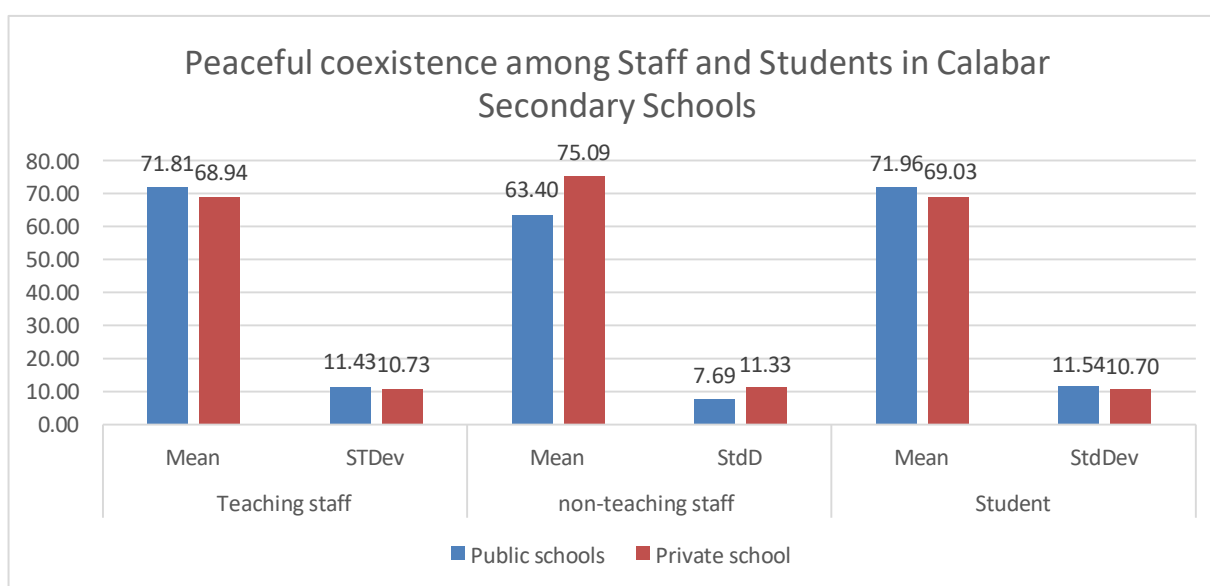
Among non-teaching staff, a more pronounced difference is observed. Private schools reported a notably higher mean score of 75.09 compared to 63.40 in public schools. This suggests that non-teaching staff in private schools perceive a significantly greater level of peaceful coexistence than their counterparts in public schools. The slightly higher standard deviation for private schools (11.33) compared to public schools (7.69) indicates that while non-teaching staff in private schools generally perceive a higher degree of peaceful coexistence, their individual experiences are more varied.

For students, the mean scores were again relatively close, with public school students reporting 71.96 and private school students reporting 69.03. This small difference indicates that students in both

public and private schools experience a comparable level of peaceful coexistence, with a slightly higher perception among public school students. The standard deviations for students (11.54 for public and 10.70 for private) suggest moderate variability, consistent with the patterns observed among staff.

The findings indicate that peaceful coexistence exists at a high level across secondary schools in the Calabar Education Zone, with only slight differences between public and private schools. Teaching staff and students in public schools reported marginally higher peaceful coexistence, while non-teaching staff in private schools perceived the highest levels of peaceful coexistence among all groups. The moderate standard deviations across all groups highlight that, while the overall levels are high, individual perceptions can vary, reflecting the complex and dynamic nature of interpersonal relations within educational settings.

Figure 2: Mean peaceful coexistence Responses Among Staff and Students in Public and Private Secondary Schools: Evidence from the Calabar Education Zone, 2024/2025



Hypothesis one

There is no significant influence of value education on peaceful coexistence among staff and students in public and private secondary schools within the Calabar Education Zone. To test whether to accept or refute this null hypothesis, data from both value education and peaceful corelation scores were correlated using simple linear corelation statistical analysis at .05 level of significance. The result of the data analysis is presented in Table 1.

Table 1: Simple linear regression analysis showing the influence of value education on peaceful coexistence among staff and student personnel in Calabar education zone.

Model		Sum of Squares	df	Mean Square	F	Sig.	r	r ²
1	Regression	25129.57	1	25129.57	799.20	.00 ^b	.823 ^a	.678
	Residual	11948.46	380	31.44				
	Total	37078.03	381					

Model	Unstandardized Coefficients		Standardized Coefficients		Correlations		
	B	Std. Error	Beta	t	Sig.	Partial	part
(Constant)	18.50	1.83		10.08	.00		
Peaceful coexistence	.72	.02	.82	28.27	.00	.82	.82

The present study investigated whether value education significantly influences peaceful coexistence among staff and students in public and private secondary schools within the Calabar Education Zone. The statistical analysis robustly substantiates the claim that value education is a pivotal factor in promoting peaceful coexistence within secondary school settings. The magnitude of the explained variance ($R^2 = 0.678$) is notably high for educational and social sciences, indicating that value education is not a trivial or marginal contributor but a major determinant of harmonious interrelationships among educational stakeholders. Specifically, the model yielded an F-statistic of 799.20 with an associated p-value of $< .001$, indicating that the regression model was statistically significant and better than using the mean alone to predict peaceful coexistence. The R-squared value ($R^2 = 0.678$) suggests that approximately 67.8% of the variance in peaceful coexistence can be explained by value education alone, highlighting a strong predictive relationship.

The standardized regression coefficient ($\beta = 0.82$) further confirms a robust positive association, implying that as value education improves, levels of peaceful coexistence also increase significantly. The unstandardized coefficient ($B = 0.72$, $SE = 0.02$) indicates that for every unit increase in value education, peaceful coexistence is expected to rise by 0.72 units. Moreover, the correlation coefficient ($r = 0.823$) points to a strong and direct linear relationship between the two constructs. The extremely high t-value ($t = 28.27$, $p < .001$) for the regression coefficient confirms that the contribution of value education to peaceful coexistence is not only statistically significant but also practically meaningful. Thus, the findings lead to the rejection of the null hypothesis that posited no significant influence of value education on peaceful coexistence. Instead, the evidence strongly supports the alternative hypothesis: value education exerts a significant and positive influence on peaceful coexistence among staff and students. The high standardized coefficient suggests that value education is a dominant predictor relative to potential other factors not included in the model. Furthermore, the extremely low p-values across both the F-test and t-test eliminate concerns about statistical artifacts or chance findings.

Discussion on findings

The findings of this study reveal a substantial positive attitude towards value education across both public and private secondary schools in the Calabar Education Zone, Nigeria. However, nuanced differences emerge when comparing the attitudes of students, teachers, and non-teaching staff across these school types. Public school students and teachers exhibited slightly higher attitudes towards value education compared to their private school counterparts, while private school non-teaching staff reported stronger attitudes than those in public schools. These results contribute to the growing body of literature on value-based education in Nigeria (e.g., Ekeh, 2019; Onyinyechi & Onuoha, 2021; Udoh & Ekanem, 2023) and offer insights into the differential implementation and perception of value education across school types and staff roles.

The slightly higher attitudes towards value education among public school students and teachers may be attributed to the structured curricula and policies often emphasised in Nigerian public education systems. Public schools, being government-funded, are typically bound by national educational frameworks that prioritise moral, social, and cultural values as part of the holistic development of students (Nwafor, 2024). This aligns with Ezeani and Elekwa's (2015) observation that effective implementation of value-based education in Nigeria is often tied to institutional mandates. In contrast, private schools, while also valuing moral education, may adopt more flexible or diverse approaches that reflect their specific philosophies or stakeholder expectations (Omiyefa & Salawu, 2024). This could explain the marginally lower attitudes observed among private school students and teachers.

Conversely, the stronger attitudes towards value education among private school non-teaching staff may stem from their closer involvement in the school's operational and cultural environment. Non-teaching staff in private schools often play integral roles in maintaining the school's ethos, which may include a strong emphasis on character development and value inculcation (Akpan & Odey, 2024). Additionally, private schools may attract staff who are more aligned with their institutional values due to selective hiring practices (Arop, Owan, & Agunwa, 2019). In public schools, non-teaching staff may

have less direct engagement with value education initiatives, potentially explaining their comparatively lower attitudes.

These findings resonate with existing research highlighting the importance of value education in Nigerian schools (Ekeh, 2019; Onyinyechi & Onuoha, 2021). However, the differential attitudes across school types and staff roles challenge the assumption of uniformity in value education implementation. The results suggest that while public schools may excel in fostering value education through formal structures, private schools may benefit from leveraging the commitment of their non-teaching staff to enhance value-based initiatives. This cross-pollination of strengths could inform policy and practice, encouraging public schools to engage non-teaching staff more actively in value education efforts, while private schools might consider reinforcing their curricular focus on values.

The findings indicate a high level of peaceful coexistence among staff and students in Nigerian secondary schools, with non-teaching staff in private schools reporting the highest levels of interpersonal harmony. This observation aligns with the broader discourse on peace education and its role in fostering positive social interactions, as evidenced by several scholarly works. For instance, Olowo and Fakolujo (2021) highlight that secondary school teachers in Ondo State recognize the critical need for peace education to cultivate harmonious relationships within school environments. The elevated levels of peaceful coexistence in private schools, particularly among non-teaching staff, may be attributed to the structured administrative frameworks and smaller staff-to-student ratios often found in these institutions, which facilitate closer interpersonal interactions and conflict resolution.

The emphasis on peace education as a tool for conflict management, as discussed by Maduka and Daupamowei (2019) and Asanebi and Okafor (2019), underscores its potential to create conducive environments for peaceful coexistence. These studies argue that integrating peace education into school curricula equips individuals with the skills to manage disputes non-violently, a factor that may explain the observed harmony among private school staff. Non-teaching staff, who often engage in supportive roles, may benefit from less hierarchical and more collaborative work settings in private schools, fostering stronger interpersonal bonds compared to their counterparts in public schools.

Furthermore, Ezeoba (2021) advocates for the integration of peace education into Nigerian secondary schools to enhance national security, suggesting that peaceful school environments contribute to broader societal stability. The high levels of peaceful coexistence reported in this study, particularly in private schools, support this assertion, indicating that schools with robust interpersonal relations may serve as microcosms of peaceful societies. Similarly, Abdul-Wahab (2018) and Abdulahi (2006) emphasize peace education as a unifying factor that promotes stability and unity, which may explain why private schools, with potentially greater resources to implement such programs, exhibit superior outcomes in fostering peaceful coexistence.

However, the disparity between private and public schools raises questions about resource allocation and systemic support for peace education in public institutions. Ani (2024) argues for a national transformation through peace education, suggesting that public schools may require targeted interventions to achieve similar levels of interpersonal harmony. The findings also resonate with Harris and Morrison's (2021) global perspective on peace education, which emphasizes its role in fostering responsibility and mutual respect—qualities likely contributing to the reported coexistence among non-teaching staff.

The higher levels of peaceful coexistence among non-teaching staff in private schools may also reflect their limited involvement in pedagogical stressors, allowing them to focus on relational dynamics. This observation warrants further exploration into the specific factors, such as workplace culture or training in conflict resolution, that enhance peaceful interactions in these settings. Future research should investigate whether these findings are replicable across diverse Nigerian contexts and explore the role of peace education in bridging gaps between public and private school environments.

The findings of this study reveal a significant and robust influence of value education on peaceful coexistence, with value education accounting for 67.8% of the variance in peaceful coexistence ($R^2 = 0.678$) and a strong positive association ($\beta = 0.82$, $p < .001$). These results align with and extend prior research, particularly studies conducted in the Nigerian educational context, which

emphasise the transformative potential of value education in fostering social harmony and character development among adolescents (Arowolo & Salawu, 2021; Ogunyemi & Adeyemo, 2020).

The substantial explanatory power of value education ($R^2 = 0.678$) underscores its role as a critical determinant of peaceful coexistence. This finding corroborates Arowolo and Salawu's (2021) structural equation modelling study, which demonstrated that value education significantly predicts positive social behaviours in Nigerian secondary schools. The strong positive association ($\beta = 0.82$) further suggests that deliberate integration of value-based curricula can cultivate attitudes and behaviours conducive to conflict resolution, empathy, and mutual respect among students. This is consistent with Ogunyemi and Adeyemo (2020), who highlighted the mediating role of value education in reducing interpersonal conflicts among Nigerian adolescents by promoting prosocial values such as tolerance and cooperation.

The philosophical underpinnings of value education, as discussed by Arowolo (2017), provide a theoretical basis for these findings. Arowolo's work emphasizes that values such as integrity, respect, and civic responsibility, when embedded in educational systems, serve as mechanisms for social cohesion. The current study's results empirically validate this perspective, suggesting that value education acts as a catalyst for reorienting students' moral frameworks, which is particularly crucial in diverse and pluralistic societies like Nigeria, where ethnic and religious tensions can undermine peaceful coexistence (Umeogu, 2012).

However, the implementation of value education in Nigeria faces challenges that may temper the generalizability of these findings. Ezeani and Elekwa (2015) noted barriers such as inadequate teacher training, lack of standardized curricula, and resource constraints, which could limit the effectiveness of value education programs. Despite these challenges, the strong statistical significance of the current findings ($p < .001$) suggests that even partial or contextually adapted implementations of value education can yield meaningful outcomes. This aligns with Abdulraheem's (2017) observation that teachers' perceptions of value education as a tool for character development significantly influence its classroom application, particularly in junior secondary schools.

The findings also have implications for educational policy and practice. As Okafor (2012) argued, value reorientation through education is essential for national development, particularly in fostering a sense of shared identity and collective responsibility. The high variance explained by value education in this study supports the need for policy interventions that prioritize value-based education as a core component of the Nigerian secondary school curriculum. Additionally, the effectiveness of value education may be enhanced by addressing teacher performance and training, as suggested by Bassey and Archibong (2011), who linked teachers' job performance to overall school effectiveness.

While the results are compelling, certain limitations must be acknowledged. The study's focus on secondary schools may not fully capture the dynamics of value education in other educational or community settings. Furthermore, the reliance on self-reported measures of peaceful coexistence could introduce social desirability bias, a concern also noted by Ogunyemi and Adeyemo (2020). Future research should explore longitudinal designs to assess the sustained impact of value education and incorporate multi-method approaches to triangulate findings.

Conclusion

This study investigated the influence of value education on peaceful coexistence among staff and students in public and private secondary schools within the Calabar Education Zone during the 2024/2025 academic session. The findings reveal a robust presence of value education, with mean scores indicating strong attitudes towards respect, integrity, and ethical behaviour across both school types. Public school students and teachers reported slightly higher value education scores (70.31 and 70.92, respectively) compared to their private school counterparts (68.53 and 68.86), while private school non-teaching staff exhibited the highest and most consistent scores (71.44). Similarly, peaceful coexistence was high across all groups, with public school students and teachers scoring marginally higher (71.96 and 71.81) than private school counterparts (69.03 and 68.94), and private school non-teaching staff reporting the highest mean (75.09). A significant positive relationship was established

between value education and peaceful coexistence ($R^2 = 0.678$, $\beta = 0.82$, $p < .001$), with value education explaining 67.8% of the variance in peaceful coexistence, leading to the rejection of the null hypothesis. These results underscore the pivotal role of value education in fostering harmonious school environments, particularly in a multicultural context like the Calabar Education Zone, and highlight its potential to enhance social cohesion and support sustainable development.

Recommendations

Baes on the findings of the study, the following recommendations were set:

1. **Strengthening Value Education Programs:** To address the high but variable levels of value education, schools should integrate structured value education modules into the curriculum, emphasising respect, empathy, and integrity through interactive workshops and role-playing activities. The Cross River State Ministry of Education should oversee the development and implementation of these modules, ensuring alignment with national educational frameworks. School administrators should facilitate teacher training to enhance their capacity to deliver value-based education effectively, particularly in public schools where non-teaching staff reported lower scores.
2. **Promoting Peaceful Coexistence Initiatives:** Given the high levels of peaceful coexistence with slight variations between school types, schools should establish peace clubs and conflict resolution programmes to sustain and enhance mutual respect and tolerance. The state secondary education boards, in collaboration with local NGOs, should implement these initiatives, focusing on cultural sensitivity training to address ethnic and cultural diversity. Private schools should share best practices with public schools, particularly for non-teaching staff, to bridge the gap in perceived coexistence levels.
3. **Leveraging Value Education for Enhanced Coexistence:** The strong relationship between value education and peaceful coexistence necessitates policy interventions to embed value education as a core driver of school harmony. The Nigerian Federal Ministry of Education should mandate the inclusion of value education in teacher training curricula and school accreditation standards. School principals should monitor and evaluate the impact of value education on coexistence through regular surveys, ensuring continuous improvement in school climate and social relations.

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ETHICAL ISSUES INTERFERENCE IN THE MANAGEMENT OF PUBLIC UNIVERSITIES IN BENUE STATE, NIGERIA



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Abstract

This study examines ethical issues interference in the management of public universities in Benue State, Nigeria. Two research questions and two hypotheses were formulated to guide the study. The descriptive survey design was adopted for the study and the population of the study comprise of 2500 representing 1200 academics and 1300 non-academic staff of the public universities in Benue State. The sample comprised of 500(240 academic and 260 non-academic) representing 20% of the total population. A researcher structured 10-item questionnaire titled —Ethical Issues interference and Management of Public Universities Questionnaire (EIIMPUQ) was used for data collection. The instrument for data collection was a self-structured questionnaire. The instrument was validated and a reliability coefficient of 0.84 was obtained using Cronbach Alpha. Mean and Standard Deviation were used to answer the research questions and the null hypotheses were tested using t-test at 0.05 level of significance. The findings of the study revealed that ethical interference has an influence in the management of public universities in Benue State in the area of appointment of administrative heads to a great extent. The study concluded that ethical issues interference and management is complex. It was recommended that the academic and non-academic staff should note that university is citadel of knowledge where individuals are entrenched with skills, knowledge and capacity to nurture and develop potentials and should be void of personal interest, nepotism, favoritism, corruption and compromise of academic integrity and Heads of unit should be involved in the recruitment process.

Keywords: Ethical issues interference, Management, Administrative Heads, Recruitment, Public Universities

Introduction

Educational institutions are regarded as citadel of knowledge, where individuals are entrenched with skills, knowledge and capacity to nurture and develop their potentials. It is considered as a wheel for societal development and economic empowerment of the individuals which help in the development of critical thinking. The university as a centre for learning cannot be over emphasized. It is globally known as the peak of tertiary level of education which consists majorly of two categories of staff, the academics and the non-academics. The system has been marred by ethical interferences. Management of public university has been a subject of concern in recent times. The institutions are facing numerous ethical issues such as nepotism, favouritism, corruption, financial misappropriation, quality of service delivery and academic integrity (Ogundipe, 2020, Okolie, 2020). These numerous ethical issues have significant implications on the quality of managerial services provided by the public universities.

Public universities are institutions of higher learning primarily funded by public means, through national or state government. They are owned and operated by the federal or state government (Altbach, 2018). Public university has the mission to provide access to higher education for all qualified staff, students, regardless of ethnicity, background, and financial means (American Association of State Colleges and Universities, 2020). They are also expected to provide public services. These public services have been abuse with dishonesty, compromise of standards and bringing in of ethical interferences into appointment of administrative heads, elections/appointment into positions and recruitments. The appointments and elections of academic and non-academic staff into positions are becoming issues of war and this is eaten deep into the governance of public universities.

Ethical issues interference refers to potential conflicts that may arise in an organization causing imbalance. There is a high level of political tussle, ethnicity, religion, and economic weights interferences prevalent in the education system (Okeke, 2017). In public universities, ethical interference refers to the influence of external factor on the decision-making process or the moral principles guiding an organization which include biases and discrimination, nepotism, favouritism, academic integrity among others, they are behavioural patterns that undermine integrity of the educational system. According to Beauchamp and Childress (2019), ethical interference refers to intervention of external factors on decision-making processes, potentially compromising the integrity and autonomy of individual or organizations. This is further supported by Emmanuel (2018) that added that ethical interference could manifest in various ways, to include political, financial, and social influences. This study streamlined its study to interference in the area of appointment of administrative heads and recruitment. Ijinda (2024) noted that political interference in the management of public universities in Nigeria was frightening and causing setbacks for the universities in that powers had been reserved. These interference could be detrimental to effective management. However, the Nigerian university system is noted to be plagued by several problems that hinder it from achieving its expected goals. One factor that has negatively impacted university management in the country is ethical interference (Ogunode, 2020). Ogunode further submits that this practice was seriously jeopardizing the managements of universities in Nigeria. The public universities have been designed to function with political officer holders or politicians in the country and this is somehow having serious effect on the management.

Management is regarded as the process undertaken by one or more individuals to coordinate the activities of others in order to achieve results not achievable by one individual acting alone (Olatunde, 2023). By this definition, it means for the objectives of an organization to be achieved, others are crucial. The chief executive needs others in the institution; this is why there should be equity and fairness. Bua (2020) refers to management as a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a changing environment. Management however involves planning, controlling, coordinating and motivating. The aspect of management in this context involves appointment of administrative heads and recruitment process to mention a few among others.

Administrative Heads in public universities are those responsible for overseeing various aspects of the university's operations. These include Heads of Departments (HODs), Deans of Faculties/Colleges/Schools, Coordinators of Centers, Units and Directors. In the university setting, the positions of HODs, Coordinators of Centers, Units and Directors are subject to appointment by the Chief Executive (Vice-Chancellor) except the deanship positions which are conducted through elections and these positions have been interfered by ethical issues. Olufade (2017) supports this claim by adding that the appointments could be influenced by political considerations, such as loyalty to the administration, old times' sake in the form of old students and alumni. In this case, most times ranks and experiences are overlooked; this however could breed discontent, distrust among staff, and feeling of resentment towards colleagues. Johns (2017) opines that it could lead to increase turnover among staff and leading to decrease productivity. Another ethical interference is the area of recruitment where unqualified personnel's are given employment against qualified ones.

Recruitment refers to applicants for job positions in an organization. Arikewuyo and Adegbesan (2009) opines that a good recruitment programme is one that is properly planned and well operated and poor recruitment efforts could lead to selection of poor applicants. However, Olatunde (2023), refers to recruitment as activities designed to attract numbers and quality of personnel needed to carry on work of educational organization such as the university. Olatunde noted that they must be of quality not just any kind. It means qualified staff should be engaged no matter the influence from any power. In the same vein, Ekundayo and Ajayi, (2019) observed that universities these days are not totally free from the ethical interferences because government of the day, governing councils, ethnicity, all plays crucial roles in recruitment. It has been observed by the researchers that the opinions of Deans and HODs often times do not matter when it comes to appointments and recruitments of personnel.

Statement of the Problem

Ethical issues interference has become a plague in public universities. Universities which are supposed to be a place for critical thinking, intellectual competition and advancement of knowledge for the purpose of problem solving is gradually becoming a place for nepotism, partiality, bias, discrimination and place for preferential treatment. The norms of the university are gradually being eroded, that is the area of all round academic excellence. It has become difficult this day to see just anyone given appointment without knowing someone, someone making a referral and or someone close maybe by virtue of family, alumni, friends, ethnicity and from same language. These ethical practices have been linked to poor decision-making, ineffective leadership, lack of creativity, rebellion, non-chalant behaviour to duties and decreased morale among staff. Specifically this study is set to examine the influence of ethical issues interference on the management of public universities in Benue State.

Purpose of the Study

The purpose of this study was to determine the influence of ethical issues on the management of public universities in Benue State. Specifically, the study sought to:

1. Examine the extent to which ethical interference in the appointment of administrative heads influence management of public universities in Benue State, Nigeria.
2. Ascertain the extent to which ethical interference in the recruitment process influence management of public universities in Benue State, Nigeria

Research Questions

The following research questions guided the study:

1. what is the extent to which ethical interference in the appointment of administrative heads influence management of public universities in Benue State, Nigeria?
2. what is the extent to which ethical interference in the recruitment process influence management of public universities in Benue State, Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant difference in the mean ratings of academic and non-academic staff on the extent to which ethical interference in the appointment of administrative heads influence the management of public universities in Benue State.
2. There is no significant difference in the mean ratings of academic and non-academic staff on the extent to which ethical interference in recruitment process influence the management of public universities in Benue State.

Methodology

The study adopted the descriptive survey research design. The study was carried out in the public universities in Benue State with the population of 2500 representing 1200 academic and 1300 non-academic staff of the public universities in Benue State. 20% of the total population was sampled

according to Uzoagulu (2011) who stated that if the population is known and made up of different groups, each group receives allocation based on its proportion to the population. The sample was 500 representing 240 academic and 260 non-academic staff selected through proportionate sampling technique to ensure fair representation of the sample relative to the population while simple random sampling was used to select the number of staff required from each of the sampled university. The research instrument used for data collection is a 10-item questionnaire titled —Ethical Issues Interference and Management of Public Universities Questionnaire (EIIMPUQ)¶. The instrument has two clusters. Cluster A on the extent to which ethical interference influence the appointment of administrative heads in public universities in Benue State, Nigeria and B on the extent to which ethical interference influence recruitment process in public universities in Benue State, Nigeria. The instrument was validated by two experts, one in Educational Administration and Planning and another in Measurement and Evaluation, all from the Department of Educational Administration and Planning and Department of Guidance and Counselling, Joseph Sarwuan Tarka University, Makurdi, respectively. To ascertain the reliability of the instrument, the instrument was administered to 30 academic and non-academic staff in a public university in Nasarawa state. The reliability of the instrument was determined using Crombach Alpha, which at the end gave an overall reliability coefficient of 0.84 making it high and reliable for the study. The data were analysed using mean and standard deviation to answer the research questions while hypotheses were tested using t-test tested at 0.05 level of significance. The four point rating scale of Very Great Extent (VGE) 4, Great Extent (GE) 3, Low Extent (LE) 2, and Very Low Extent (VLE) 1 were used in determining the mean scores of each item on questionnaire. The item were considered having great extent when the mean score was 2.50 and above and low extent when it was less than 2.50. When the calculated t-value was less than the critical value; the null hypothesis was therefore not rejected.

Results

Research Question One: what is the extent to which ethical interference in appointment of administrative heads influence management of public universities in Benue State, Nigeria?

Table 1: Mean response scores of the extent ethical issues interference influence appointments of Administrative Heads and management of public Universities in Benue State.

S/N o.	Item	Academic Staff 240		Non-Academic Staff 260		Mean	Decision
		$\bar{x}$	SD	$\bar{x}$	SD		
1.	Extent to which ethical interference in the appointment of administrative heads influence management	2.74	0.82	2.84	0.92	2.79	GE
2	Ethnicity plays major role in appointment of administrative heads, this could affect management	2.55	0.91	2.66	0.89	2.61	GE
	Favouritism plays major role in the appointment of administrative heads this could influence						

	management of the institution						
3	When nepotism is allowed in the appointment of administrative heads this could affect effective management	2.73	0.85	2.87	0.91	2.80	GE
4	Seniority is not considered when appointing administrative heads, thereby causing contempt this can affect management	2.92	0.88	2.65	0.86	2.79	GE
5	Appointment of administrative heads are not merit-based this could have effect on management of the university	2.41	0.90	2.21	0.91	2.31	LE
	Grand mean	2.67	0.87	2.65	0.90	2.66	GE

In Table 1, the mean rating of academic staff range from 2.41 to 2.92 while that of nonacademic staff range from 2.21 to 2.87. The mean rating of items 1,2,3, and 4 are of great extent except item 5 which is low extent. However, the grand mean were 2.67 and 2.66 which represent great extent. Therefore, both the academic and non-academic staff are of the opinion that ethical interference influence appointment process in public universities in Benue State in terms of ethnicity favouritism, nepotism and not giving experience priority.

Research Question two: what is the extent to which ethical interference influence recruitment process in public universities in Benue State, Nigeria?

Table 2: Mean response scores of the extent ethical issues interference influence recruitment process and management of public Universities in Benue State

S/N o.	Item	Academic Staff 240		Non-Academic Staff 260		Mean	Decisi on
		$\bar{x}$	SD	$\bar{x}$	SD		
6.	Bringing ethnicity into recruitment process could have negative influence on the management	2.61	0.87	2.52	0.86	2.57	GE
7.	when recruitment process are not merit-based, the quality of staff engaged may be below standard thereby having	2.77	0.88	2.70	0.88	2.74	GE

	serious influence on the management						
8.	When nepotism is allowed in the recruitment process, management may be jeopardize	2.69	0.69	2.54	0.77	2.62	GE
9	If recruitment process is clouded with unclear criteria, this could be detrimental to the management	2.81	0.91	2.62	0.84	2.72	GE
10	Bringing tribalism into recruitment could bring lack of order and this could have negative influence management	2.54	0.81	2.75	0.83	2.65	GE
	Grand mean	2.68	0.83	2.63	0.84	2.66	GE

The mean rating on table 2 ranged from 2.57 to 2.74. The mean rating of all the items 6 to 10 are of great extent with a grand mean of 2.63 for the academic and a grand mean of 2.68 for the non-academic staff. Therefore, both the items academic and non-academic staff are of the opinion that ethical issues influence recruitment process in public universities in Benue State.

Hypotheses

Table 3: t-test on the mean ratings of the academic and non-academic staff on the extent to which ethical interference in the appointment of administrative heads influence the management of public universities in Benue State

Gender	N	Mean	Std Deviation	df	t-cal	Sig Level	Decision
Academic	240	2.67	0.87	498	0.18	0.05	Not Significant
Non-Academic	260	2.65	0.90				

$P > 0.05$; Not Significant; H_0 not rejected.

Table 3 showed that $t\text{-cal} = 0.81$ at df 498. Since $t\text{-cal}$ is greater than sig. value 0.05 ($P > 0.05$), the stated hypothesis is therefore not rejected. This means that, there is no significant difference between the mean rating of academic staff and non-academic staff on the extent to which ethical interference in the appointment of administrative heads influence the management of public universities in Benue State.

Table 4: t-test on the mean ratings of the academic and non-academic staff on the extent to which ethical interference in the recruitment process influence the management of public universities in Benue State

Gender	N	Mean	Std Deviation	df	t-cal	t-crit	Sig. level	Decision
Academic	240	2.68	0.83	498	0.50	1.96	0.05	Not Significant
Non-Academic	260	2.63	0.84					

$P > 0.05$; Not Significant; H_0 not rejected.

Table 4 shows that $t\text{-cal} = 0.50$ at $df = 498$. Since $t\text{-cal}$ is greater than sig. value 0.05 ($P > 0.05$), the stated hypothesis is therefore not rejected. Since the calculated t -value is less than the critical value, the null hypothesis is therefore not rejected. This means that, there is no significant difference between the mean rating of academic staff and non-academic staff on the extent to which ethical interference in the recruitment process influence the management of public universities in Benue State.

Discussion of findings

It is evident in research question 1, table 1 showed that the influence of ethical interference in the management of public universities in Benue State in terms of appointment was to a great extent based on the responses of the respondents. The respondents were of the view that, ethnicity, favouritism, nepotism, lack of merit-based employment and not given credence to seniority in the appointment of administrative heads could largely influence the management of public universities in Benue State. The findings is in accordance with Johns (2017) who noted that it could lead to increase turnover among staff and leading to decrease productivity. The results showed that there is no significant difference between the mean scores of academic and non-academic staff on the extent to which ethical issues interference in the appointments of administrative heads influence management of public universities in Benue State.

The findings of research question 2 showed that the influence of ethical interference in the management of public universities in Benue State relating to recruitment process is to a great extent based on the responses of the respondents. It shows that binging ethnicity, lack of merit-based, nepotism, unclear criteria and tribalism could lead to contempt among staff thereby affecting the management of public universities in Benue State. This is supported by Ogundipe, (2020) and Okolie, (2020), they both opined that institutions are facing numerous ethical issues such as nepotism, favouritism, corruption, financial misappropriation and academic integrity however, Olatunde (2023) noted that recruited staff must be of quality. It means qualified candidates should be engage. In the same vein, Ekundayo and Ajayi, (2019) observed that universities these days were not totally free from the ethical interferences because many factors comes to plays in recruitment process. The hypothesis 2 showed that there is no significant difference between the mean scores of academic and non-academic staff on the extent to which ethical issues interference in recruitment process influence management of public universities in Benue State

Conclusion

This study on ethical issues interference in the management of public universities in Benue State revealed that ethical issues significantly influence the appointment of administrative heads and recruitment process. These unethical practices could lead to ineffective leadership, decrease morale, contempt among staff, and lack of trust in the institution. It is essential for public universities in Benue state to crave for good management by following due process in all activities.

Recommendations

Based on the findings, the following were recommended:

1. Public universities in Benue State should be transparent and follow due process in the appointment of administrative heads. Merit-based appointment should be upheld.
2. University management should have a clearly well spelt out guideline for engaging new staff, Heads of Units should be involved in the recruitment process, this would help promote good system where everyone works towards a common goal.

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ROLE OF MENTORSHIP FOR EFFECTIVE ETHICAL STANDARDS IN THE ACADEMIC PROGRESSION OF UNDERGRADUATES IN RIVERS STATE UNIVERSITY



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Abstract

This research investigated the role of mentorship for effective ethical standards in the academic progression of undergraduates in Rivers State University, with two (2) research questions and two (2) hypotheses. The descriptive design was adopted. The population of the study consisted of an estimated 1,870 academic and non-academic staff in Rivers State University. A Sample size was 329 academic and non-academic staff using Taro Yamane. A self-designed questionnaire titled —Role of Mentorship for Effective Ethical Standards in the Academic Progression of Undergraduates in Rivers State University (RMEESAPURSU) was used to elicit responses from the sample. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypothesis at 0.05 level of significance. The findings showed that faculty mentorship programmes enhanced effective ethical standards in the academic progression of undergraduates in Rivers State University with overall mean of 3.13. Formal mentorship programmes also enhanced effective ethical standards in the academic progression of undergraduates in Rivers State University with overall mean of 3.29. There was no significant difference between the mean ratings of academic and non-academic staff on the faculty mentorship programmes. The study concluded that faculty mentorship programmes and formal mentorship programmes serve as crucial mechanisms for fostering ethical standards and academic excellence among undergraduates at Rivers State University. Thus, the study recommended regular mentorship sessions, academic workshops, and ethical discussions.

Keywords: mentorship, formal mentorship, faculty mentorship, ethical standards, academic progression, undergraduates

Introduction

In higher education, mentorship plays a crucial role in shaping students' academic and ethical development. Universities are not just centres for knowledge acquisition but also institutions where values, discipline, and integrity are instilled. Ethical standards are essential for maintaining academic excellence, as they guide students in making responsible decisions, avoiding misconduct, and upholding honesty in their studies. However, many undergraduates struggle with issues such as plagiarism, examination malpractice, and dishonesty due to lack of proper guidance. This raises the need for structured mentorship programmes that provide students with the necessary support to navigate academic challenges while maintaining strong ethical principles (Abodunde et al., 2018).

Mentorship, whether from faculty members, senior students, or external professionals, serves as a valuable tool in fostering ethical awareness and responsibility among undergraduates. A mentor

provides guidance, encouragement, and advice on academic matters, personal growth, and career aspirations. Through regular interactions, students gain insights into the importance of integrity, hard work, and accountability. In Rivers State University, where academic competition and pressures can be intense, mentorship can serve as a stabilizing factor, helping students develop the right mindset to achieve success without compromising ethical standards.

Furthermore, the presence of strong mentorship structures can reduce academic misconduct and enhance students' commitment to ethical behaviour. When students have role models who uphold integrity, they are more likely to adopt similar values. Effective mentorship programmes create an environment where students feel supported in making ethical choices, improving their overall academic performance. This not only benefits individuals but also contributes to the university's reputation as an institution that prioritizes both excellence and ethical conduct. By integrating mentorship into academic policies, universities can create a culture where ethical standards become a natural part of students' academic journeys. This study highlights different kinds of mentorship programmes that enhance effective ethical standards in the academic progression of undergraduates in Rivers State University: faculty mentorship and formal mentorship.

Faculty mentorship plays a significant role in fostering ethical standards and academic progression among undergraduates at Rivers State University. Professors, lecturers, and academic advisors serve as mentors by guiding students in their academic journey, providing insights into ethical decision-making, and setting clear expectations for academic integrity. Through one-on-one interactions, faculty mentors educate students on issues such as plagiarism, proper citation, research ethics, and responsible academic conduct. By serving as role models, faculty members demonstrate the importance of honesty, discipline, and professional ethics, inspiring students to uphold these values in their studies. Ndubuisi and Ndubuisi (2024) explored mentorship within the Nigerian university system, emphasizing its significance in ensuring smooth succession and professional growth. They observed that while mentorship exists, its quality and quantity are often insufficient, potentially impacting the ethical and academic development of undergraduates.

In addition, faculty mentorship helps students navigate academic challenges by offering personalized support and encouragement. When students face difficulties in coursework or ethical dilemmas, having a trusted mentor allows them to seek guidance rather than resorting to unethical practices. Faculty mentors also introduce students to academic resources, research opportunities, and professional networks, ensuring that they achieve academic success while maintaining high ethical standards. This structured mentorship enhances students' confidence in making ethical choices, contributing to the overall integrity and reputation of Rivers State University.

Formal mentorship is a structured and organized approach to guiding students in their academic and ethical development. In this type of mentorship, universities, faculties, or departments assign mentors—such as lecturers, academic advisors, or senior students to undergraduates, ensuring they receive consistent support throughout their academic journey (Okolie, et al., 2020). At Rivers State University, formal mentorship programmes are designed to provide students with clear guidelines on academic integrity, professional ethics, and personal development, while formal mentoring platforms are lacking, assigning research assistants to professors for guidance and thesis supervision will serve as an informal mentoring mechanism. Universities should establish formal mentoring policies and departmental committees to effectively implement mentoring programmes (Obasi and Ohia (2018). These programmes often include scheduled meetings, workshops, and training sessions where students learn about responsible research practices, avoiding academic misconduct, and making ethical decisions in their studies.

One of the key benefits of formal mentorship is its structured nature, which ensures that every student has access to ethical guidance and academic support. Unlike informal mentorship, where interactions happen on a casual basis, formal mentorship follows a well-defined process, making it easier to track progress and measure its impact. Mentors in formal programmes are usually experienced professionals who serve as role models, reinforcing the importance of honesty, discipline, and

accountability. Through this approach, students not only improve academically but also develop a strong moral foundation that prepares them for ethical decision-making beyond the university.

Ethical standards in academic progression refer to the principles and guidelines that govern students' conduct throughout their educational journey. These standards emphasize honesty, integrity, responsibility, and fairness in all academic activities, including coursework, research, and examinations. Upholding ethical standards ensures that students develop a strong sense of accountability, avoiding dishonest practices such as plagiarism, cheating, and fabrication of data. By adhering to these principles, students not only earn their academic achievements legitimately but also build a foundation for ethical decision-making in their future careers (Isibor & Unobe 2016).

Maintaining ethical standards is crucial for academic progression because it fosters a culture of trust, respect, and excellence within an educational institution. Universities that emphasize ethical conduct create an environment where students are encouraged to think critically, engage in original research, and contribute meaningfully to their fields of study. Ethical academic progression also enhances the credibility of degrees awarded by institutions, ensuring that graduates are well-prepared for professional and societal responsibilities. At Rivers State University, promoting ethical standards among undergraduates helps shape responsible individuals who can positively impact their communities and professional environments.

In many universities, including Rivers State University, a growing concern exists over declining ethical standards among undergraduates, which negatively affects their academic progression. Issues such as plagiarism, exam malpractice, dishonesty, and lack of discipline have become common, often hindering students from achieving their full academic potential. While mentorship has been identified as a powerful tool for shaping students' behavior and guiding them toward academic excellence, its role in promoting ethical standards remains underexplored. Many students lack proper mentorship, leaving them without the necessary guidance to make ethical decisions in their academic journey. This study seeks to examine how mentorship can instill strong ethical values, reduce academic misconduct, and enhance the overall academic growth of undergraduates at Rivers State University.

Research Questions

How does faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university?

How does formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university?

Hypotheses

There is no significant difference between the mean ratings of academic and non-academic staff of Rivers State University on how faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university.

There is no significant difference between the mean ratings of academic and non-academic staff of Rivers State University on how formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university.

Methodology

The descriptive survey design was used for this study. The population of the study consists of 1870 academic and non-academic staff in Rivers State University. A Sample size of 329 academic and non-academic staff in Rivers State University using Taro Yamen formular was used for this study.

Taro Yamane's formula is given as;

$$n = \frac{N}{1+N(e)^2}$$

Where N = Population of study (1870)

n = Sample size (?)

e = Level of significance at 5% (0.05)

$$1 = \text{Constant}$$

$$n = \frac{1870}{1 + 1870(0.05)^2}$$

$$n = \frac{1870}{1 + 4.68}$$

$$n = \frac{1870}{5.68}$$

$$n = 329.23$$

$$n = 329$$

A self-designed questionnaire titled —Role of Mentorship for Effective Ethical Standards in the Academic Progression of Undergraduates in Rivers State University (RMEESAPURSU) was used to elicit responses from the sample. The instrument was based on the 4-point modified Likert rating scale of Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1) respectively. The reliability of the instrument for data collection was tested at 0.76 reliability coefficient. Three hundred and fifteen copies of the questionnaire retrieved were used for data analysis. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypothesis at 0.05 level of significance.

Results

Research Question One: How does faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University?

Table 1: Mean and standard deviation of respondents on the ways faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University

S/N	Items	Academic Staff (n=172)		Non-Academic Staff (n=143)		Mean Set (n=315)	Remarks
		Mean	SD	Mean	SD	Mean	
1	Faculty mentorship helps provide guidance on ethical decision making	3.28	0.86	3.22	0.82	3.25	Agreed
2	Faculty mentorship promotes academic integrity	2.98	0.89	3.06	0.94	3.02	Agreed
3	Faculty mentorship encourages responsible research practices among undergraduate students	3.11	0.84	3.01	0.81	3.06	Agreed
4	Faculty mentorship helps undergraduates to understand the importance of creating a welcoming and equitable academic environment	3.11	0.77	3.12	0.87	3.12	Agreed
5	Faculty mentorship models professional ethics and transparency in academic	3.23	0.79	3.17	0.93	3.19	Agreed

pursuit.

Grand Mean **3.14** **0.83** **3.12** **0.87** **3.13** **Agreed**

Source: IBM SPSS, Version 26

The data in table 1 showed that the mean and standard deviation of respondents on the ways faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University. The table highlighted the key roles faculty mentorship plays in academic progression which are: provision of guidance on ethical decision making (Mean=3.25), promoting academic integrity (Mean=3.02), encourages responsible research practices among undergraduate students (Mean=3.06), helping undergraduates to understand the importance of creating a welcoming and equitable academic environment (Mean=3.12), models professional ethics and transparency in academic pursuit (Mean=3.19).

Research Question Two: How does formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University?

Table 2: Mean and Standard deviation of respondents on the ways formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University

S/N	Items	Academic Staff (n=172)		Non-Academic Staff (n=143)		Mean Set (n=315)	Remarks
		Mean	SD	Mean	SD	Mean	
1	Formal mentorship programmes create a clear communication of ethical expectations and standards to undergraduates	3.44	0.80	3.53	0.74	3.48	Agreed
2	Formal mentorship programmes provide structured guidance for students helping them develop critical thinking skills	3.18	0.79	3.27	0.74	3.22	Agreed
3	Formal mentorship programmes provide a system of accountability and support to students	3.23	0.84	3.13	0.87	3.19	Agreed
4	Formal mentorship programmes provide undergraduates with role models who demonstrate good ethical behavior.	3.11	0.76	3.23	0.80	3.16	Agreed
5	Formal mentorship programmes provide a systematic evaluation and	3.33	0.73	3.47	0.67	3.39	Agreed

feedback on undergraduates.

Grand Mean	3.26	0.78	3.33	0.76	3.29	Agreed

Source: IBM SPSS Version 26

The data in table 2 highlighted the Mean and Standard deviation of respondents on the ways formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University. The table showed that formal mentorship programmes provide the following: clear communication of ethical expectations and standards to undergraduates (Mean=3.48), structured guidance for students helping them develop critical thinking skills (Mean=3.22), system of accountability and support to students (Mean=3.19), role models who demonstrate good ethical behavior (Mean=3.16), systematic evaluation and feedback on undergraduates (Mean=3.39).

Hypotheses

H01: There is no significant difference between the mean ratings of academic and non-academic staff of Rivers State University on how faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University.

Table 3: Summary of t-test on the difference between the mean ratings of academic and non-academic staff of Rivers State University on how faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University.

Variables	N	Mean	SD	Df	t-test	Sig.	Remark
Academic Staff	172	3.14	0.83	313	0.509	0.638	NS
Non-Academic Staff	143	3.12	0.87				

NS= NOT SIGNIFICANT

Source: IBM SPSS Version 26

The table above showed the difference between the mean ratings of academic and non-academic staff of Rivers State University on how faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university. The mean responses of academic staff is 3.14 and the standard deviation is 0.83 while the mean of non-academic staff is 3.12 and standard deviation is 0.87. The t-test calculated value is 0.509, the corresponded significance value is 0.638 showing > 0.05 at 313 degrees of freedom. Hence, it is concluded that there is no significant difference between the mean ratings of academic and non-academic staff of Rivers State University on how faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University. Therefore, the null hypothesis one is retained at 0.05.

H02: There is no significant difference between the mean ratings of academic and non-academic staff of Rivers State University on how formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University.

Table 4: Summary of t-test on the difference between the mean ratings of academic and non-academic staff of Rivers State University on how formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university.

Variables	N	Mean	SD	Df	t-test	Sig.	Remark
Academic Staff	172	3.26	0.78	313	0.410	0.548	NS
Non-Academic Staff	143	3.33	0.76				

NS= NOT SIGNIFICANT

Source: IBM SPSS, Version 26

The table above showed the difference between the mean ratings of academic and non-academic staff of Rivers State University on how faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university. The mean responses of academic staff is 3.26 and the standard deviation is 0.78 while the mean of non-academic staff is 3.33 and standard deviation is 0.76. The t-test calculated value is 0.410, the corresponded significance value is 0.548 showing > 0.05 at 313 degrees of freedom. Hence, it is concluded that there is no significant difference between the mean ratings of academic and non-academic staff of Rivers State University on how faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University. Therefore, the null hypothesis one is retained at 0.05.

Discussion of Findings

The first objective of the study sought to identify the ways faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university. The study highlighted that provision of guidance on ethical decision making, promoting academic integrity, encourages responsible research practices among undergraduate students, helping undergraduates to understand the importance of creating a welcoming and equitable academic environment, models' professional ethics and transparency in academic pursuit are the ways faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university. Also, the study revealed that there is no significant difference between the mean ratings of academic and non-academic staff of Rivers State University on how faculty mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State University. The finding of the study is in agreement with that of Ndubuisi and Ndubuisi (2024); they explored mentorship within the Nigerian university system, emphasizing its significance in ensuring smooth succession and professional growth. They observed that while faculty mentorship exists, its quality and quantity are often insufficient, potentially impacting the ethical and academic development of undergraduates.

The second objective of the study sought to examine the ways formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in rivers state university. The study showed that formal mentorship programmes provide the following: clear communication of ethical expectations and standards to undergraduates, structured guidance for students helping them develop critical thinking skills, system of accountability and support to students, role models who demonstrate good ethical behavior, systematic evaluation and feedback on undergraduates. Also, the study revealed that there is no significant difference between the mean ratings of academic and non-academic staff of Rivers State University on how formal mentorship programmes enhance effective ethical standards in the academic progression of undergraduates in Rivers State

University. The finding of the study is in agreement with that of Obasi and Ohia (2018); they investigated mentoring for professional development in universities in Rivers State, Nigeria, and found that while formal mentoring platforms were lacking, assigning research assistants to professors for guidance and thesis supervision served as an informal mentoring mechanism. They recommended that universities establish formal mentoring policies and departmental committees to effectively implement mentoring programmes

Conclusion

The study examined the role of mentorship for effective ethical standards in the academic progression of undergraduates in Rivers State University. Faculty mentorship programmes and formal mentorship programmes serve as crucial mechanisms for fostering ethical standards and academic excellence among undergraduates at Rivers State University. Faculty mentorship programmes provide direct guidance from experienced educators, helping students navigate academic challenges while instilling integrity, professionalism, and accountability. By engaging in close interactions with faculty mentors, students develop a strong ethical foundation, ensuring they uphold honesty in research, coursework, and interpersonal relationships within the university community. On the other hand, formal mentorship programmes offer a structured approach that extends beyond faculty-student relationships. These programmes incorporate peer mentoring, career counseling, and institutional ethics training to reinforce moral values and responsible academic conduct. Through workshops, seminars, and professional mentorship opportunities, students gain exposure to real-world ethical dilemmas, equipping them with the skills needed to maintain ethical standards in both academic and professional settings. Together, faculty and formal mentorship programmes provide a well-rounded support system that enhances students' ethical awareness and overall academic progression.

Recommendations

Based on the findings, the following recommendations were made;

Rivers State University should establish structured faculty mentorship programmes where lecturers actively guide students on academic integrity, ethical conduct, and professional responsibilities. This can be achieved through regular mentorship sessions, academic workshops, and ethical discussions.

The university should incorporate ethical training modules into its formal mentorship programmes. This could include case studies, real-world ethical scenarios, and seminars led by professionals to help students understand the importance of maintaining ethical standards in their academic and future careers.

Faculty mentors should be given designated time and resources to engage with students effectively. Creating mentorship schedules, feedback mechanisms, and tracking students' ethical development will enhance the impact of mentorship programmes.

The university should collaborate with industries, alumni, and professional organizations to enhance formal mentorship programmes.

Regular assessments and feedback mechanisms should be put in place to evaluate the effectiveness of both faculty and formal mentorship programmes. This will help identify gaps, improve program implementation, and ensure that ethical standards are consistently upheld among undergraduates.

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THE ROLES OF UNIVERSITIES ALUMNI IN FOSTERING ETHICAL AND VALUE-BASED EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA.



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Abstract

This study investigated the roles of university alumni in fostering ethical and value-based education for sustainable national development in federal universities in North West Nigeria. The study was guided by two objectives: (1) to examine the extent of alumni engagement in mentorship and role modeling for ethical and value-based education, and (2) to assess the contributions of alumni to scholarships, research, and community development initiatives. The population consisted of approximately 20,500 respondents, including alumni and final-year students from Ahmadu Bello University, Federal University Gusau, and Federal University Dutse. A sample of 300 respondents was selected using a stratified random sampling technique to ensure equal representation of alumni and students. Data were collected using a structured questionnaire designed to measure alumni engagement, mentorship, role modeling, and contributions to educational and community initiatives. Data were analyzed using descriptive statistics such as frequency counts, percentages, and mean scores, while t-tests were used to test the hypotheses at a 0.05 significance level. The findings revealed that alumni are significantly engaged in mentorship and role modeling, providing guidance on ethical decision-making and serving as role models for professional and moral behavior. Additionally, alumni contribute meaningfully to scholarships, research, and community development projects, although these contributions vary in intensity and structure. The study also identified challenges, including limited structured programs and inadequate institutional support for alumni engagement. It is concluded that enhancing alumni participation through formal mentorship programs, targeted scholarships, research funding, and community initiatives can strengthen ethical and value-based education, ultimately supporting sustainable national development in Nigeria.

Keywords: University alumni, ethical education, value-based education, mentorship, scholarships, sustainable national development, Nigeria

Introduction

Education is widely recognized as a fundamental driver of national development, particularly when it instills ethical values and promotes civic responsibility. Universities, as centers of learning and character formation, play a crucial role in shaping graduates who can contribute meaningfully to societal growth. Beyond the classroom, alumni graduates of these institutions serve as vital agents in reinforcing ethical and value-based education through mentorship, advocacy, community engagement, and financial support. In Nigeria, where challenges such as corruption, social inequality, and weak civic responsibility persist, the involvement of university alumni in promoting ethical conduct and sustainable values has become increasingly important.

Despite their potential, the role of alumni in fostering value-based education in Nigeria remains underexplored. While some alumni actively engage in mentorship programs, scholarship schemes, and community development initiatives, many universities lack structured mechanisms to harness their contributions effectively. This gap limits the potential impact of alumni on students' moral development and the broader goal of sustainable national development.

This study is anchored on the Social Learning Theory (Bandura, 1977), which posits that individuals learn behaviors, values, and attitudes by observing and imitating role models. Alumni, as

visible and successful role models, provide current students with practical examples of ethical conduct, civic responsibility, and professional integrity. Similarly, the Human Capital Theory (Becker, 1964) emphasizes the role of education in enhancing skills, knowledge, and values that contribute to societal development. By investing time, resources, and expertise, alumni enhance the moral and intellectual capacities of students, which in turn promotes sustainable national development.

University Alumni and Their Roles

University alumni are critical stakeholders in higher education. Studies (Okeke, 2019; Musa & Abubakar, 2021) indicate that alumni contribute to universities through:

- **Mentorship:** Alumni guide students on ethical decision-making, career choices, and leadership development.
- **Financial Support:** Alumni provide scholarships, endowments, and infrastructure funding, which indirectly promote ethical education by enabling access to quality learning.
- **Advocacy and Networking:** Alumni networks create opportunities for students to engage with ethical institutions and organizations that prioritize integrity and social responsibility.
- **Community Engagement:** Alumni initiate and support community development projects that reinforce values such as honesty, social justice, and civic responsibility.

Despite these contributions, studies suggest that alumni engagement in Nigeria is often irregular and uncoordinated (Abdullahi, 2020), limiting their potential impact on value-based education.

Ethical and value-based education emphasizes moral development, social responsibility, and adherence to societal norms (Nwangwu, 2018). It equips students with principles such as honesty, integrity, respect for human rights, and environmental stewardship. In the context of Nigerian universities, ethical education is crucial for addressing systemic challenges such as corruption, poor governance, and social inequality. Effective ethical education requires not only formal curriculum but also the influence of role models, including alumni.

Sustainable national development is multidimensional, encompassing economic growth, social cohesion, environmental sustainability, and ethical governance. Studies (Adebayo, 2020; Eze & Umar, 2019) show that alumni contribute to national development by fostering ethical practices among students, facilitating civic engagement, and funding initiatives that benefit communities. In the North West region of Nigeria, federal university alumni have the potential to influence societal values positively, especially in areas with high rates of youth unemployment and social challenges.

Problem Statement

Education is widely recognized as a cornerstone of national development, not only for providing knowledge and skills but also for instilling ethical values and social responsibility in citizens. Universities, as centers of learning, have a critical role in shaping morally upright graduates who can contribute positively to societal growth. However, in Nigeria, challenges such as corruption, poor governance, declining civic responsibility, and social inequality have persisted, undermining national development efforts. While universities attempt to instill ethical and value-based education through curricula and formal programs, the influence of alumni as active role models and contributors to ethical education is often underutilized.

Alumni, as products of these universities, have the potential to reinforce ethical and value-based learning by serving as mentors, role models, and advocates for integrity, civic engagement, and social responsibility. They can also contribute through scholarships, research funding, and community development initiatives. Despite these potentials, empirical evidence on the extent, nature, and impact of alumni engagement in promoting ethical and value-based education in Nigeria is limited, particularly in the North West region, where socio-economic and educational challenges are pronounced. Many

universities lack structured frameworks to leverage alumni contributions effectively, and information on their participation in ethical mentorship, scholarship support, and community engagement is scant.

This knowledge gap makes it difficult for policymakers, university administrators, and alumni associations to design interventions that maximize alumni contributions to ethical education. Therefore, there is a pressing need to investigate the roles of university alumni in fostering ethical and value-based education to inform strategies that enhance alumni engagement, strengthen moral development in students, and ultimately contribute to sustainable national development in Nigeria.

Purpose of the Study

This study seeks to investigate the roles of university alumni in promoting ethical and value-based education for sustainable national development in Nigeria. Specifically, the objectives of the study are to:

1. To examine the extent to which alumni engage in mentorship and role modeling for ethical and value-based education in federal universities in North West Nigeria.
2. To assess the contributions of alumni to scholarships, research, and community development initiatives that promote ethical and value-based education.

Research Questions

1. To what extent do university alumni engage in mentorship and role modeling to foster ethical and value-based education?
2. What are the contributions of university alumni to scholarships, research, and community development initiatives that promote ethical and value-based education?

Hypotheses

H₁: There is no significant contribution of university alumni to mentorship and role modeling for ethical and value-based education.

H₂: There is no significant contribution of university alumni to scholarships, research, and community development initiatives for ethical and value-based education.

Methodology

This study adopted a descriptive survey research design, which is appropriate for collecting information from a large population to determine the roles of university alumni in fostering ethical and value-based education. The population of this study comprised alumni and final-year students from federal universities in the North West region of Nigeria. Specifically, the study focused on three universities: Ahmadu Bello University (ABU), Zaria, Federal University Gusau (FUGUS) and Federal University Dutse (FUD). The total estimated population of alumni across these universities is approximately 12,000, while the population of final-year students is approximately 8,500, giving a combined population of 20,500 respondents. A total of 300 respondents were selected using a stratified random sampling technique to ensure representation of both alumni and current final-year students. The strata included: Alumni: 150 respondents and Final-year students: 150 respondents. Data were collected using a structured questionnaire designed by the researcher. The questionnaire consisted of two sections: Section A: Biodata of respondents and Section B: Items designed under each of the two research questions on roles of university alumni in promoting ethical and value-based education for sustainable national development in Nigeria.

A 5-point Likert scale was used to measure responses, ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire was subjected to face and content validity by three experts in educational administration and ethics to ensure clarity and relevance. For reliability, a pilot study was conducted with 30 respondents from a similar federal university not included in the main study. The Cronbach's alpha coefficient for the instrument was 0.87, indicating high internal consistency and reliability.

Data collected were analyzed using descriptive statistics, including frequency counts, percentages, and mean scores. Mean scores of 3.0 and above on the 5-point Likert scale were considered to indicate agreement, while scores below 3.0 indicated disagreement. Data analysis was performed using SPSS version 25.

Results

Research Questions 1: To what extent do university alumni engage in mentorship and role modeling to foster ethical and value-based education.

Table 1: Alumni Engagement in Mentorship and Role Modeling

Item Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Interpretation
Alumni provide guidance to students on ethical decision-making	10	15	30	120	125	4.03	High engagement
Alumni act as role models for ethical and professional behavior	12	18	35	110	125	4.00	High engagement
Alumni mentor students on leadership and civic responsibility	15	20	40	110	115	3.88	High engagement
Alumni share personal experiences to promote ethical values	18	22	45	105	110	3.78	Moderate-High engagement

Source: Field Survey (2025)

Interpretation:

Table 1 present the respondents opinions on *to what extent do university alumni engage in mentorship and role modeling to foster ethical and value-based education?* Item 1 reveals that alumni are actively involved in guiding students to make ethical decisions. The high mean score (4.03) indicates that respondents perceive alumni as playing a strong role in shaping moral judgment and professional behavior, demonstrating their significance in students' ethical development. Item 2 reveals that alumni serve as effective role models for students. With a mean score of 4.00, respondents agree that observing alumni behavior positively influences students' understanding of ethics and professionalism, showing that role modeling is a key mechanism through which alumni contribute to value-based education. Item 3 reveals that alumni provide guidance on leadership and civic duties, with a mean score of 3.88. This suggests moderate-high engagement, indicating that alumni help students understand their societal responsibilities and cultivate leadership qualities, although this form of mentorship is slightly less emphasized compared to general ethical guidance. Item 4 reveals that alumni do share personal experiences to teach ethical principles, but the slightly lower mean score of 3.78 suggests that this type of engagement is less frequent or structured. This implies an opportunity for alumni programs to incorporate storytelling or personal-case sessions to further enhance value-based education.

Research Questions 2: What are the contributions of university alumni to scholarships, research, and community development initiatives that promote ethical and value-based education?

Table 2: Mean Ratings Alumni Contributions to Scholarships, Research, and Community Development

Item Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Interpretation
Alumni provide scholarships to deserving	8	20	40	110	122	4.01	High contribution

Item Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	Mean	Interpretation
students							
Alumni fund research and academic projects in universities	12	25	50	105	108	3.83	Moderate-High contribution
Alumni initiate or support community development projects	15	30	45	105	105	3.75	Moderate-High contribution
Alumni facilitate networking opportunities for ethical practices	10	28	55	105	102	3.80	Moderate-High contribution

Source: Field Survey (2025)

Table 2 present the respondents opinions on what are the contributions of university alumni to scholarships, research, and community development initiatives that promote ethical and value-based education?

Item 5 reveals that alumni significantly contribute to students' access to education through scholarships. With a mean score of 4.01, respondents indicate that alumni funding enhances educational opportunities, which indirectly promotes ethical and value-based learning by supporting students committed to integrity and academic excellence. Item 6 reveals that alumni provide moderate support for research and academic initiatives, with a mean score of 3.83. This contribution helps advance knowledge, fosters ethical academic conduct, and allows students to engage in scholarly projects that align with sustainable development goals. Item 7 reveals that alumni moderately engage in community development activities (mean = 3.75). Such involvement demonstrates their commitment to translating ethical and value-based principles into practical societal impact, supporting social cohesion, and fostering civic responsibility among students. Item 8 reveals that alumni assist students in connecting with professional networks that emphasize ethics, with a mean score of 3.80. This contribution helps students build relationships that reinforce ethical standards and value-driven practices in their future careers.

Hypothesis Testing

Hypothesis 1

H₁: There is no significant contribution of university alumni to mentorship and role modeling for ethical and value-based education.

Item	N	Mean	SD	t-value	df	p-value	Decision
Alumni provide guidance to students on ethical decision-making	300	4.03	0.91	10.23	299	0.000	Reject H ₀
Alumni act as role models for ethical and professional behavior	300	4.00	0.94	9.67	299	0.000	Reject H ₀
Alumni mentor students on leadership and civic responsibility	300	3.88	0.95	8.42	299	0.000	Reject H ₀
Alumni share personal experiences to promote ethical values	300	3.78	0.98	7.11	299	0.000	Reject H ₀

Interpretation:

The t-test results indicate that all items on alumni mentorship and role modeling have mean scores significantly higher than the neutral point (3.0) at $p < 0.05$. Therefore, the null hypothesis (H₁) is rejected, showing that university alumni significantly contribute to mentorship and role modeling, fostering ethical and value-based education.

Hypothesis 2

H₂: There is no significant contribution of university alumni to scholarships, research, and community development initiatives for ethical and value-based education.

Item	N	Mean	SD	t-value	df	p-value	Decision
Alumni provide scholarships to deserving students	300	4.01	0.89	10.45	299	0.000	Reject H ₀
Alumni fund research and academic projects in universities	300	3.83	0.92	8.12	299	0.000	Reject H ₀
Alumni initiate or support community development projects	300	3.75	0.95	7.25	299	0.000	Reject H ₀
Alumni facilitate networking opportunities for ethical practices	300	3.80	0.90	7.90	299	0.000	Reject H ₀

Interpretation:

The t-test results show that all items related to alumni contributions to scholarships, research, and community projects have mean scores significantly higher than 3.0 at $p < 0.05$. Hence, the null hypothesis (H₂) is rejected, confirming that alumni play a significant role in promoting ethical and value-based education through scholarships, research support, and community development.

Discussion

This study examined the roles of university alumni in fostering ethical and value-based education for sustainable national development in federal universities in North West Nigeria. The findings addressed the extent of alumni engagement in mentorship and role modeling, as well as their contributions to scholarships, research, and community development.

The findings indicate that alumni are actively engaged in mentorship and role modeling, particularly in guiding students on ethical decision-making and demonstrating professional behavior. Items related to guidance and role modeling had high mean scores (4.03 and 4.00, respectively), suggesting that students and alumni alike perceive these as key contributions. This aligns with Bandura's Social Learning Theory (1977), which emphasizes that individuals learn behaviors and values through observation and imitation of role models. By serving as ethical exemplars, alumni reinforce the moral and professional standards instilled by universities.

The study also found moderate-high engagement in mentoring students on leadership and civic responsibility, and sharing personal experiences (mean scores 3.88 and 3.78). This indicates that while alumni contribute to broader social and ethical learning, there is room to strengthen structured mentoring programs, particularly in leadership development and personal experience-sharing. These findings are consistent with prior studies in Nigeria, which highlight that alumni mentoring positively influences student behavior but often lacks formal organization (Okeke, 2019; Abdullahi, 2020). Alumni mentorship and role modeling enhance ethical awareness, moral reasoning, and civic responsibility among students, which are essential for cultivating a generation of citizens committed to national development.

The results reveal that alumni play a critical role in providing scholarships, funding research, supporting community projects, and facilitating ethical networking. Scholarship provision recorded the highest mean score (4.01), highlighting that financial support is the most visible and impactful contribution of alumni. This finding resonates with Adebayo (2020), who emphasized that alumni-funded scholarships increase access to education and indirectly foster value-based learning.

Contributions to research, community development, and networking had moderate-high mean scores (3.75–3.83), suggesting that alumni engagement in these areas is substantial but could be more consistent and structured. These findings echo Eze and Umar (2019), who argued that alumni involvement in community and academic projects reinforces the application of ethical principles and social responsibility beyond the classroom.

By supporting scholarships, research, and community initiatives, alumni bridge the gap between theoretical ethical education and practical societal application. Their contributions help develop students who are not only knowledgeable but also socially responsible, civic-minded, and ethically grounded qualities essential for sustainable national development.

The study confirms that alumni engagement in ethical mentorship, role modeling, and resource provision directly supports sustainable national development in Nigeria. Ethical and value-based education promotes integrity, reduces corruption, and fosters civic responsibility—critical factors for a stable and progressive society. Moreover, alumni-driven community and research initiatives encourage social cohesion, innovation, and responsible leadership, which are vital for achieving sustainable development goals.

These findings underscore the need for universities to formalize alumni engagement programs, such as structured mentorship schemes, alumni-funded research grants, and coordinated community development projects. Doing so will enhance the impact of alumni contributions and ensure that ethical and value-based education continues to influence students and society positively.

Conclusion

In summary, the findings demonstrate that university alumni in North West Nigeria **significantly contribute to ethical and value-based education** through mentorship, role modeling, scholarships, research, and community engagement. Their involvement strengthens the moral, social, and professional development of students, which, in turn, supports sustainable national development. While the contributions are commendable, there is a need for **more structured, coordinated, and institutionally supported alumni programs** to maximize their impact

Conclusion

This study investigated the roles of university alumni in fostering ethical and value-based education for sustainable national development in federal universities in North West Nigeria. The findings revealed that alumni significantly contribute to mentorship, role modeling, scholarships, research, and community development initiatives. Through these activities, alumni reinforce ethical conduct, civic responsibility, and professional values among students.

Alumni engagement was particularly strong in providing guidance on ethical decision-making and acting as role models for professional behavior. Contributions to scholarships were also highly visible, while support for research, community development, and networking opportunities was moderately high, indicating room for more structured involvement. Overall, the study confirms that alumni play a critical role in bridging theoretical ethical education and practical societal impact, ultimately supporting sustainable national development.

However, the findings also highlight challenges such as limited structured alumni programs, inconsistent engagement, and inadequate institutional support, which can reduce the overall impact of alumni contributions. Addressing these challenges is crucial for enhancing the role of alumni in promoting ethical and value-based education.

Recommendations

Based on the findings, the following recommendations are proposed:

Universities should create formal mentorship initiatives where alumni are paired with students to guide ethical decision-making, leadership development, and civic responsibility.

Alumni associations should be incentivized to provide scholarships, research grants, and support for academic projects that foster ethical and value-based education.

Universities should facilitate opportunities for alumni to initiate and participate in community development projects that model ethical behavior and social responsibility.

Alumni and students should be connected through professional networks, workshops, and seminars that emphasize integrity, transparency, and value-based leadership.

Universities should recognize and reward alumni contributions to ethical education, creating a culture that encourages consistent engagement and strengthens sustainable development initiatives.

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THE DIGITAL GAP AND THE FALLACY OF HOPELESSNESS IN NIGERIA



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Introduction

Today in Nigeria, many institutions of higher learning are concentrating their fire to selecting themes and sub-themes for their various conferences on digital literacy, digitalization with profound focus on digital glory. Rarely do you find them interested on whether same institutions of learning are ready to cope with new shift in paradigm. Let me inform you that there can only be glory of digitalization when the readiness challenges have been addressed. In the view of the author, this is the gap that requires urgent attention and robust discussion for digital literacy which many have accepted as good and underscored in its relevance. The emphasis here, is how to make the institutions and communities ready for digital participation. Clearly, there is a digital divide and the kernel of this paper is intended to identify such divide and bridge the digital gap to guarantee digital inclusion for greater participation within the philosophy of digitalization.

To address of the demands of this conference, the author sincerely shares his thoughts on institutionalization of digital inclusion in Nigeria as a country and Africa as a continent. This will give an opportunity to delve into practical, systemic and open-minded conversation that would spur the new approach for action, to address digital skill development, device access, internet access, technical support, e-waste management, marginalized groups, policy regulations and digital infrastructures.

Capacity of Nigeria to drive digitalization

The question here is whether Nigeria has economic wherewithal to drive digitalization in the country's tertiary institutions of learning. Nigeria as a nation has all it takes to be a super and great nation with organized structures that will attract the sea of eyes. The rich and abundant human and material resources are evident in this direction which in most cases are even understated. She cannot therefore afford to be a **bye-stander** or an on-looker in the cult of globalized and modern contemporary civilizations. Nigeria University Education is seen as a veritable agent and most potent catalyst and instrument per excellence for her attain desired sustainable national development.

Another opposing view sees Nigeria as a very poor country. Looking closely, the question is, What is the GDP of Nigeria in the last three years? Harvard University has an endowment of \$ [50.9](#) billion USD as of [2022](#). This is definitely much more than Nigeria reserves as a country. Harvard is just a university in America.

The Bank of America made a profit of \$ [98.32](#) billion USD in PROFIT, NOT earnings in [2023](#). Please, what is Nigeria total budget in [2024](#)?

National Health Scheme in the UK Budgeted £[179.6](#) billion for the health sector in [2024](#). UK has over 41 million licensed vehicles with a population of about 67 million. Nigeria as a country has less than 15

million vehicles, with a population of about [200](#) million people. It is estimated that 7 out of a typical Nigerian will spend money they do not need just to impress people. It is all about show up.

Emirates group's revenue in [2023](#) was \$[37.4](#) billion USD. How much did Nigeria as a country earn from our most celebrated crude oil in [2023](#)? Emirates group made a profit of \$ [5.1](#) billion USD in [2023](#).

Emirates airlines operates 49 flights per week to London Heathrow ALONE. This includes flying [A380](#)s. That is 7 flights per day to one airport in the UK. They also fly to Birmingham, Edinburgh, Glasgow, London Gatwick, Stansted, Manchester, and Newcastle. Check out Qatar Airways, too. Singapore has a population of [5.6M](#), but Singapore Airlines carried over 36M passengers in [2023](#).

Dubai has a population of 3m, but Emirates airlines carried about 52M passengers last year. Nigeria is almost at the centre of the world. A very serious advantage in connecting anywhere in the world. These countries are deliberately growing their aviation sector with the right strategy.

Consequences of Inventions And R&D

1. Stanford University

- The university's faculty and alumni have founded major technical companies including Google, Hewlett-Packard and Cisco Systems.
- A 2012 study by the university estimated that companies formed by Stanford entrepreneurs generated so much revenue that if they formed an independent nation, it would rank among the 10 largest economies in the world.
- Endowment \$27.7 billion as at 2019

2. Massachusetts Institute of Technology Mit

- MIT has produced: 90 novel laureates, 59 national medal of science winners, 75 MacArthur Fellows, and 29 national medal of technology and innovation winners.
- A study conducted by the university suggested that 30,000 such companies were active in 2014, employing 4.6 million people and producing annual revenue of \$ 1.9 trillion.
- Endowments \$ 1.38 billion as at 2020.

3. Harvard University

- Harvard university is the oldest institution of higher education in the United States.
- It has produced 48 Nobel laureates, 32 heads of state and 48 Pulitzer Prize winners. The university's \$39.2 billion endowment is the world's largest.

Centers, Peripheries and Dependency

The professoriate in developing countries is a profession on the periphery, Altbach (1998) with few exceptions research undertaken at major universities in the industrialized countries set the standard everywhere. Research universities in the industrialized countries are the centers of international knowledge (Chils 1972). These universities produce most of the research and control the key journals. The academic profession in developing countries is peripheral to international centres, the academic system in developing countries are without exception imported from the North America. The European modern universities were imposed by colonial powers. In many cases even the language of the colonial power was retained for instruction and research, the major European languages remained dominant in many developing countries, e.g English and French are still entrenched in Africa. No Africa language is used in Africa universities, English remains important and prefer by student because it is more advantageous in the market place. Language therefore is one element of the peripherality of academic

profession in the developing countries.

Universities in the developing countries and the academic communities must function in an unequal world of centers and peripheries. Peripherality does not mean that academic in the developing world cannot undertake creative scientific or intellectual work, but it means that there will seldom stand at the frontier of world science and achieve any control over the main levels of academic power worldwide. Related to peripherality is dependency. Third world academics perceived themselves to be dependent to centres of knowledge and world scientific network. The inequality in world size, access to resources and institutional infrastructures contributes to dependency, in many developing countries, funding for research, participation in International conferences and programmes, access to academic collaboration is often dependent on external support from the North. The decision-making structures are based in the North and reflect the interest of the dominant academic communities, the situation is most extreme for Africa where almost all the research and funding for international linkages comes from external sources, foreign government, Multi-literal agencies, philanthropic foundations etc. African scholars and scientists are dependent on foreign funds and must comply with the particular priorities and programme of the founders for their research (Teferra and Atbach 2002).

In addition, the fact is that most academics in their small worlds of their department and their universities spend most of their time teaching and are thus unaffected in their daily life by the trends in international scholarship. The academic system relied on the north to give legitimacy to the academic world. While third world academics strive to keep abreast of world science there are distinct competitive disadvantage, the way in which the world of scientific publishing is organized discourages national and regional scientific communities from emerging in the third world. However, over reliance on the external norms disturbs academic development and introduces unrealistic expectations for the academic profession. Ultimately, these affect the nature and speed of sustainable development in developing world.

As articulated earlier, Nigeria as a country has all it takes to be a great nation, she therefore cannot be an onlooker in the cult of globalization and digital exploits.

The conception that Nigeria is rich to many is reduced to having natural endowments and even dexterity to manage our economy without corresponding benefits. Sadly, this aphorism has not been so in reality. There appears to be a misconception with reference to having tapped or untapped and this used of natural resources in relation to the anticipated proceeds therefrom as an indicator of wealth.

This situation has stimulated the author to hold the view that Nigeria appears to be a country of contrast with plenty but little available for use (hunger, poverty and japa syndrome, etc) or have you not heard that in other climbs, natural potentialities are the raw materials harness to oil the wheel of economic prosperity, but in Nigeria the story appears consistently in the reverse.

In other nations, people advertise what they intend to give out, but in Nigeria citizens advertised what they have no plans to relinquish, why the advertisement in the first place? Have you not heard or seen inscriptions in some Nigeria properties, that this land/house is not for sale. A country of contrast in deed.

Nigeria as a nation is often committed to follow the world order but the stamina with which she pursues these ideals, leaves much to be desired, today in Nigeria, what can we say is the nation's position on sustainable development goals SDGs, Millennium Development Goals (MDGs, Globalization Emerging markets, Deregulation etc and now digitalization.

For Nigerian schools and communities to join the conversion and clearly participate in this new order, some fundamentals must be put in place. This is in line with systematic forward planning. Nigeria has not sufficiently explored opinion surveys and deliberation on digitalization as way to determine her readiness and capabilities to join the world in the digital exploits.

By the time Nigeria conclude with sincerity of purpose her surveys and deliberations on the need to reposition our institutions of learning, rural and urban communities with regards to the use of digital application to then we can begin to delve into higher level of digital literacy.

Surface is to say that there are digital illiterates in the Nigerian educational system, as you have then in the rural and urban communities who have little or no need for digital knowledge.

Gains Of Digital Inclusion

1. Digital health
2. Digital governance
3. Inclusive technology
4. Agric-technology
5. Digital entrepreneurship

Digital Gap

The digital gap, also known as the digital divide, refers to the disparities in access to, utilization of, and benefits from digital technologies.

Types of Digital Gaps:

1. Access Gap: Disparities in internet access, data sovereignty, device ownership, and connectivity.
2. Skills Gap: Differences in digital literacy, technical skills, and online navigation.
3. Usage Gap: Variations in how people use digital technologies.
4. Content Gap: Limited availability of relevant, culturally sensitive content.
5. Infrastructure Gap: Disparities in broadband, network quality, and speed.

Statistics:

1. 37% of global population lacks internet access (ITU, 2022)
2. 22% of Americans lack broadband internet (Pew Research, 2022)
3. 43% of seniors (65+) in the US lack digital literacy (Pew Research, 2020)

Causes of Digital Gaps:

1. Socio-economic factors (income, education, age)
2. Geographic location (rural/urban, developed/developing countries)
3. Lack of digital literacy and skills
4. Limited access to devices and internet
5. Affordability of digital technologies
6. Disability and accessibility barriers
7. Language and cultural barriers

Effects of Digital Gaps:

1. Exclusion from digital economy and job market
2. Limited access to education, healthcare, and government services
3. Reduced social connections and community engagement
4. Perpetuation of existing social and economic inequalities
5. Decreased economic opportunities and competitiveness

Solutions to Digital Gaps:

1. Digital inclusion initiatives (community programs, training)
2. Infrastructure development (broadband, connectivity)
3. Affordable devices and internet plans
4. Digital literacy education and online resources
5. Accessible technologies for people with disabilities
6. Culturally sensitive content and language support
7. Policy reforms and regulations (net neutrality, digital rights)

Quality is fitness of purpose: educational quality will be seen as providing learning experiences that guarantee achievement of its objective. To proceed, we will therefore focus our attention on the cardinal

points of educational quality; whether as **inputs, output, contents, process, values and reputation** at any given time; this is because education has no specific goals in itself...

Goals of Education

Education has no goal of its own. What we consider as educational goals are distilled expressions of the best minds of men, of what is educationally desirable. They are ideals of what is socially, culturally, politically and economically valuable. the goals are summarized from a supposedly world of idealistic purity and we give them meaning and form when deliberate actions are taken to make them operate.

However, the goals of education change with time. One thing that is permanent about human natures is change. The quest for utopia or a near perfect world where individual and societal goals and aspirations are fully realized provides the driving force for the continuous modification or alteration of the goals or education. But, most importantly, the fundamental changes in the value domains of societies provide the impetus for altering educational goals.

The changes in the goals of education are also gradual rather than spontaneous because the processes of change in societal values, goals and aspirations are gradual except in times of political upheaval or revolution as was the case in Russia in 1917.

The inculcation of national consciousness and national unity;

1. The inculcation into the individual the Nigerian society
2. The training of the mind in the understanding of the world around; and
3. The acquisition of appropriate skills, and competence both mental and physical as equipment for the individual to live in and contribute to the development of the society. (N.P.E., 1981, P.17).

The articulation of the goals of education with national objectives becomes a major criterion for determining the relevance of education and the 'good life' it portends to the society. **Thus, the goals of education and national objectives are predicated on a semblance of the values of the society.**

The goals of Nigerian education are geared towards the achievement of national or societal goals characterized by the following: How far after 63years of independence?

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self-reliant nation;
4. a great and dynamic economy;
5. a land of bright and full opportunities for all citizens. (N.P.E., 1918 P. 7).

Thus, the goal of education and national goals demand a curriculum whose contents are reflective of the above goals. This is why a shift of emphasis becomes obvious. Again, because of the inadequacies of the colonial educational policy which depicted a preponderous bias for literary education, the insatiable thirst for science and technology in the space age changed the orientation and contents of the new Nigerian educational curricula, especially, at the primary and post-primary school levels. This new emphasis embodied a flare for vocational and technical education and it represents a new-breed of aspirations and a change in the fundamental societal goals in terms of what is educationally desirable.

But these educational goals and national objectives cannot be achieved unless school administrators can perceive the relevance and the relatedness of these goals of education with the goals of school administration.

Owing to the dynamics that characterized human existence man's needs certainly will continue to change and this is how education that guarantees that fitness of purpose would equally metamorphosed accordingly.

1. The early Roman education focusses on development of oratory and this was reflective in the literature produced at that time
2. The two Greek city States of Athens and Spartan were more concern for developing democratic ideals and warlords respectively.

3. Today in these examples above certainly their educational system has moved away to addressing more recent challenges. The circumstance that nations find themselves shapes their thought in tailoring the educational systems to meeting their needs and desires.

Note, in Nigeria we inherited an educational system that was clearly bookish and to large extent non-functional and this does not encourage us to conduct groundbreaking researches capable of solving our confronted problems. We live in a country where the product of our researches is largely fake and cannot be relied on, on one hand, on the other even when the results of the research are genuine, there is also a difficulty in accepting and using such results and as such these results lie prostrates in library shelves accumulating dust.

If we must reinvent the wheels of educational system in Nigeria today, we must begin to develop value for indigenous researches by eliminating faking and bias and clearly attempt to use them to solve our problems. Nigeria as a country, appears not have value for their own in terms of research but can celebrate anything outside the shores of Nigeria.

Today, therefore calls for a deep sober reflection on the slow impact of the reality of University education on sustainable educational development in Nigeria and even up to sub Saharan Africa with its accompanied threats.

Challenges of digital inclusion

Access Challenges:

1. Digital divide: Disparities in internet access, device ownership, and digital literacy.
2. Infrastructure limitations: Insufficient broadband, connectivity issues, and slow speeds.
3. Affordability: High costs of devices, internet plans, and data.
4. Geography: Rural, remote, or underserved areas with limited access.

Skills and Literacy Challenges:

1. Digital literacy: Lack of basic computer skills, online navigation, and digital tools knowledge.
2. Information literacy: Difficulty evaluating online information quality and credibility.
3. Technical skills: Insufficient training in software applications, coding, and data analysis.
4. Language barriers: Limited content and services in non-dominant languages.

Social and Cultural Challenges:

1. Digital exclusion: Marginalized groups, elderly, and people with disabilities.
2. Socio-economic disparities: Low-income households, inadequate digital resources.
3. Cultural relevance: Limited content and services tailored to diverse cultural needs.
4. Online safety: Cyberbullying, harassment, and online security concerns.

Policy and Regulatory Challenges:

1. Digital rights: Privacy, data protection, and online freedom of speech.
2. Accessibility standards: Inconsistent or inadequate digital accessibility regulations.
3. Net neutrality: Ensuring equal internet access and speed.
4. Digital governance: Effective management of digital resources and infrastructure.

Economic Challenges:

1. Digital economy disparities: Unequal access to digital markets, jobs, and entrepreneurship.
2. Digital skills gap: Labor market demands for digital skills outpacing supply.
3. Investment in digital infrastructure: Funding and resource allocation.
4. Digital taxation: Fair taxation of digital goods and services.

Health and Well-being Challenges:

1. Digital addiction: Mental health concerns, screen time, and online behavior.
2. Online harassment: Cyberbullying, hate speech, and online abuse.
3. Digital health literacy: Accurate health information and online resources.
4. Telehealth access: Equal access to remote healthcare services.

Recommendations and Strategies:

1. Digital inclusion initiatives: Community programs, training, and access points.
2. Policy reforms: Inclusive digital policies, regulations, and standards.
3. Infrastructure development: Improved broadband, connectivity, and accessibility.
4. Education and training: Digital literacy, skills development, and online resources.
5. Partnerships and collaborations: Public-private partnerships, community engagement.

To achieve digital inclusion, you must adopt partnership centre framework to learning institution as implementation partners, organization as affiliate members and engage government as possible support partner through out the processes of full institutionalization of a safe sustainable digital inclusive Africa. Through Curriculum redesign, legislature and policies, committing teachers and students to shift and appreciate digital thinking. When these strategies as sincerely implemented, certainly, the thoughts that digital hope is lost, in the pursuit of digitalization agenda will remain a fallacy.

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UTILISATION OF ARTIFICIAL INTELLIGENCE TOOLS FOR INSTRUCTIONAL DELIVERY AND STUDENTS ENGAGEMENT: THE FUTURE OF PUBLIC UNIVERSITIES IN NIGERIA



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Abstract

Artificial Intelligence tools are digital applications or platforms that use artificial intelligence to support teaching and learning. Reviewed AI tools for instructional delivery were: adaptive learning platforms, intelligence tutoring systems and automated grading software. These digital innovations personalize learning experiences by tailoring learning experiences based on students' learning pace. In so doing it improves students' engagement and optimize their outcomes. Literature showed that AI driven analytics provide educators with real-time insights into students' progress by fostering data-driven decision-making for improved instructional delivery. AI grading systems reduce the burden of manual assessment and frees up time to allow lecturers to concentrate on pedagogical engagements. However, in spite of the benefits of AI instructional tools, there are ethical considerations that must be brought to bare in its utilization as regards data privacy, academic integrity and preservation of core values. Suggestions made among others were that: traditional pedagogy should complement AI instructional tools in public universities because the former emphasizes mentorship, critical thinking and interpersonal relationship which soft wares cannot replicate. Hence, it was concluded that AI instructional tools such as adaptive learning systems, intelligent tutoring systems and automated grading systems would aid instructional delivery in public universities which portends a bright academic future for students in Nigeria.

Key Words: Artificial Intelligence Instructional Tools; Adaptive Learning Platforms; Intelligence Tutoring Systems; Automated Grading Systems and Ethical Considerations.

Introduction

Artificial Intelligence (AI) has emerged as a transformative force in higher education as it continues to revolutionize instructional delivery and students' engagement in universities all over the world. Although, the Federal and State Governments in Nigeria have not taken audacious stance in procuring digital facilities and promulgating policies that would ensure the utilization of AI tools; there is a growing demand for digital integration in teaching and learning. In agreement to the purported view, Lambo, Okolie and Ngwu (2025), unequivocally stated that there is no specific law or regulation that directly regulates AI in Nigeria. Nonetheless, in August 2024, the Federal Minister of Communication, Innovation and Digital Economy released the draft of National Artificial Intelligence Strategy (NAIS). The NAIS function is to provide a roadmap for developing a robust framework that will support the ethical and responsible use of artificial intelligence and possibly launch Nigeria as a global leader in the AI space if commissioned appropriately. Nigerians and the world at large await this digital framework and its implementation especially in institutions learning.

AI instructional tools are digital applications (which are software based) or platforms that use artificial intelligence to support teaching and learning. These tools leverage AI technologies like machine learning, natural language processing and data analytics to personalize education, automate tasks and enhance instructional effectiveness. There are quite a number of AI tools used for instructional delivery such as: Adaptive Learning Platforms; Intelligent Tutoring Systems; Automated Grading Software and Virtual Learning Assistant. According to Okonkwo and Alade (2022), Intelligent

Tutoring System, Automated Grading Software and Adaptive Learning Platforms have gained prominence in facilitating academic activities. These digital innovations offer personalized learning experiences thus enabling lecturers to tailor instruction based on students' unique learning needs. Furthermore, AI-driven analytics provide educators with real-time insights into students' progress by fostering data-driven decision-making for improved instructional delivery. In public universities in Nigeria where class sizes are often large and resources unusually constrained; AI presents an opportunity to enhance efficiency thereby improving learning outcomes. However, alongside its potential benefits, AI adoption raises critical ethical considerations regarding data privacy, academic integrity and the preservation of core educational values.

The influence of AI on instructional delivery is particularly evident in its ability to automate routine academic tasks. For instance, AI-powered grading systems reduce the burden of manual assessment, allowing lecturers to focus on more complex pedagogical engagements (Eze & Chukwu, 2023). Additionally, AI-driven content recommendation systems suggest relevant learning materials to students based on their learning patterns, thus fostering a more interactive and engaging learning environment. However, while these tools improve efficiency, concerns have been raised about their potential to depersonalize education and undermine the human aspect of teaching. Notably, traditional pedagogy emphasizes mentorship, critical thinking, and interpersonal relationship while AI despite its advancements, may struggle to replicate same effectively. This underscores the need for a balanced approach that integrates AI tools while preserving the initial methods of instructional delivery.

Student engagement is another critical aspect of university education which has been significantly influenced positively by AI-based learning technologies as against traditional pedagogy. Virtual Learning Assistants, Chatbots, and AI-powered discussion forums enable students to access learning support at any time, fostering self-directed learning and engagement beyond traditional classroom settings (Adebayo & Nwankwo, 2021). In addition, AI-based gamification strategies, such as adaptive quizzes and personalized feedback mechanisms, enhance students' motivation and participation in learning activities. These innovations contribute to an inclusive learning experience, catering to students with diverse learning needs and abilities. However, there are ethical concerns as regards the extent to which AI systems monitor and analyze students' interactions, collect and use student data which borders on their privacy, informed consent and the potential for algorithmic biases that may be a disadvantage to certain groups of learners.

The utilization of AI tools in instructional delivery and student engagement in public universities in Nigeria also has implications for academic integrity. The increasing use of AI-powered writing assistants and automated content generators raise concerns about plagiarism and the authenticity of students' academic work (Obi & Amadi, 2022). Universities must therefore develop policies that promote ethical AI use, ensuring that students and educators maintain academic honesty in their engagements with these technologies. Moreover, lecturers must be equipped with the necessary digital literacy skills to effectively integrate AI tools while upholding ethical standards in instructional delivery.

Beyond ethical concerns, AI's influence on education calls for a reassessment of fundamental educational values. University education is not merely about knowledge acquisition but also about character formation, critical reasoning and ethical decision-making. If AI is to play a meaningful role in public universities, it must be deployed in a manner that aligns with the overarching goals of education which include the development of the individual into a morally sound, patriotic and effective citizen (FRN, 2014). In corroboration, Ogunyemi and Ibe (2023), remarked that policies guiding AI adoption in universities should emphasize responsible use, transparency, and accountability in order to safeguard the integrity of the educational process.

Given these considerations, this position paper unravelled the future of public universities in Nigeria through the utilization of Artificial Intelligence tools for instructional delivery and student engagement. It also explored the ethical challenges associated with AI integration in education and its implications for preserving core academic values. Understanding these dynamics would contribute to developing a framework that ensures AI's effective and responsible deployment in public universities in

the near future in Nigeria. Also addressing both the benefits and ethical dilemmas of AI utilization in public universities would harness its potential while upholding the principles of fairness, inclusivity, and academic excellence.

Literature Review

Utilization of Adaptive Learning Platforms for Instructional Delivery

Adaptive learning platforms such as DreamBox, Curriculum Associates and McGraw-Hill are platforms which enhance instructional effectiveness by tailoring content to students' individual learning pace, thereby addressing diverse learning needs. As educational institutions increasingly integrate digital learning solutions in the teaching and learning process, adaptive learning platforms have become instrumental in fostering personalized instruction, improving engagement, and optimizing academic outcomes (Okafor & Emenike, 2022). These platforms provide real-time feedback and customized learning pathways that support differentiated instruction by continuously assessing students' strengths and weaknesses.

One primary advantage of Adaptive Learning Platforms is their ability to enhance differentiated instruction. Traditional classroom settings often struggle to accommodate students with varying levels of comprehension and learning speeds. However, platforms such as DreamBox use artificial intelligence to analyze students' responses and adjust the complexity of instructional content accordingly (Adeyemi & Chigozie, 2023). This ensures that students who require additional support receive targeted interventions while advanced learners are challenged with more complex materials. This dynamic personalization reduces learning gaps and fosters a more inclusive learning environment. Furthermore, Adaptive Learning Platforms facilitate data-driven instruction by providing educators with detailed insights into students' performance. Curriculum Associates, for instance, offers educators real-time analytics on students' progress, enabling teachers to identify learning deficiencies and modify their instructional strategies accordingly (Bassey & Nnamdi, 2021). By using these insights, instructors can implement targeted interventions; group students based on their proficiency levels and allocate resources more effectively. This approach enhances instructional delivery by promoting efficiency and ensuring that educational interventions are data-informed rather than based on subjective assumptions.

In addition to supporting differentiated instruction, Adaptive Learning Platforms improve student engagement by incorporating interactive and gamified learning experiences. McGraw-Hill Education integrates interactive exercises, quizzes and multimedia resources that encourage active participation (Ifeanyi & Uchenna, 2022). The gamification elements embedded in these platforms increase student motivation as learners receive instant feedback and rewards for progress. This interactive nature of adaptive learning does not only sustain students' interest in their studies but also promotes self-directed learning whereby students take ownership of their educational sojourn.

Another critical impact of Adaptive Learning Platforms is its role in facilitating personalized learning pathways. Unlike traditional classroom settings where instruction follows a rigid curriculum, Adaptive Learning Platforms allow students to progress at their own pace. For example, DreamBox employs an intelligent algorithm that adjusts lessons based on students' responses, ensuring that they master foundational concepts before advancing to more complex topics (Chidiebere & Akinwumi, 2023). This ensures mastery-based learning, where students develop a solid understanding of concepts before progressing, thereby improving long-term retention and application of knowledge.

Additionally, adaptive learning platforms contribute to efficiency in instructional delivery by automating assessments and reducing the workload of educators. Traditionally, teachers spend considerable time grading assignments and tracking student progress manually. However, with platforms like Curriculum Associates, assessments are automated and performance reports are generated instantly (Emeka & Tosin, 2023). This allows educators to focus on facilitating discussions, addressing individual student need and implementing innovative teaching methodologies rather than being burdened with administrative tasks.

Despite the numerous benefits, there are also challenges associated with the integration of adaptive learning platforms into instructional delivery. One of the primary concerns is the digital divide,

where students in underprivileged areas may lack access to reliable internet and digital devices required for adaptive learning (Ngozi & Olumide, 2021). Additionally, over-reliance on AI-driven learning may reduce face-to-face interactions between students and educators, potentially diminishing the human element of education. This necessitates a balanced approach where adaptive learning complements rather than replacing traditional instructional methods.

Moreover, ethical considerations must be taken into account when deploying adaptive learning technologies. Issues such as data privacy, algorithmic bias, and informed consent must be addressed to ensure fair and equitable educational experiences for all students (Adewale & Chioma, 2022). Educational institutions must establish clear policies on data security and transparency in algorithmic decision-making to maintain trust in adaptive learning systems.

In summary, adaptive learning platforms such as DreamBox, Curriculum Associates, and McGraw-Hill Education have significantly transformed instructional delivery by enhancing personalized learning, improving student engagement, and optimizing educational efficiency. By leveraging data-driven insights, gamification, and AI-driven personalization, these platforms offer tailored learning experiences that cater to diverse student needs. However, for these benefits to be fully realized, challenges such as accessibility, ethical considerations, and the need for a balanced instructional approach must be carefully managed. As public universities and educational institutions continue to integrate adaptive learning technologies, a strategic and ethical deployment will be essential to maximizing their impact on instructional delivery and student success.

Utilization of Intelligent Tutoring Systems for Instructional Delivery

Intelligent Tutoring Systems (ITS), such as Carnegie Learning and Pearson's Intelligent Tutoring System have significantly influenced instructional delivery by integrating artificial intelligence to provide personalized and adaptive learning experiences. These systems are designed to simulate one-on-one tutoring by assessing students' knowledge, offering tailored feedback and adjusting instruction, based on individual learning progress. The implementation of ITS in educational settings has revolutionized teaching methodologies, enhanced student engagement, and improved academic performance through data-driven instructional strategies (Obinna & Chidimma, 2022).

One of the primary ways ITS enhances instructional delivery is through personalized learning. Unlike traditional instructional approaches that adopt a one-size-fits-all model, ITS dynamically adapts to each student's learning needs. For example, Carnegie Learning employs machine learning algorithms to analyze students' responses and determine their mastery of concepts. Based on the analysis, the system adjusts the difficulty level of subsequent tasks and provides targeted interventions where necessary (Adeyemi & Funmilayo, 2023). This personalized approach ensures that students receive the support they need to master complex topics at their own pace, reducing the likelihood of learning gaps. Intelligent Tutoring Systems enhance formative assessment by offering real-time feedback and performance analytics. Pearson's Intelligent Tutoring System continuously monitors students' progress and provides instant feedback on their responses (Eze & Chinelo, 2021). This immediate feedback loop allows students to recognize and correct their mistakes thereby reinforcing their understanding of key concepts. Additionally, educators can access detailed reports on students' strengths and weaknesses, enabling them to tailor their instructional strategies to meeting diverse learning needs effectively. The use of ITS in instructional delivery also promotes students' engagement and motivation. Traditional learning environments sometimes struggle to maintain students' interest, particularly in subjects perceived as challenging, such as Mathematics and Science. However, ITS platforms incorporate interactive features, such as gamified exercises, virtual simulations, and multimedia content, to enhance student engagement (Okoro & Blessing, 2022). Carnegie Learning, for instance, integrates real-world problem-solving scenarios that encourage active learning and critical thinking. By making learning more interactive, these systems foster deeper comprehension and long-term retention of knowledge.

Furthermore, ITS contributes to efficiency in instructional delivery by reducing the workload of educators. Traditionally, teachers spend considerable time grading assignments, analyzing student progress, and designing individualized lesson plans. With ITS, many of these tasks are automated,

allowing educators to focus on facilitating discussions, providing targeted support, and implementing innovative teaching methods (Ogunleye & Chioma, 2023). For instance, Pearson's ITS automates the grading of exercises and generates performance insights, which helps instructors make data-driven decisions to enhance learning outcomes.

Despite its numerous advantages, the integration of ITS in instructional delivery is not without challenges. One major concern is the digital divide, as access to ITS requires technological infrastructure, such as reliable internet and digital devices, which may not be available to all students (Adebayo & Ngozi, 2021). Additionally, while ITS provides personalized instruction, it may lack the human element essential for social and emotional learning. Effective implementation, therefore, requires a balanced approach where ITS complements rather than replace human instructors.

Another critical consideration is the ethical implications associated with ITS, particularly in the area of data privacy and algorithmic bias. Since ITS collects and analyzes vast amount of students data, ensuring data security and transparency in algorithmic decision-making is crucial (Osahon & Favour, 2022). Educational institutions must therefore establish clear policies on data protection and ensure that AI-driven recommendations do not reinforce biases or limit students' learning opportunities.

In summary, Intelligent Tutoring Systems such as Carnegie Learning and Pearson's Intelligent Tutoring System have transformed instructional delivery by offering personalized learning experiences, real-time feedback, and data-driven insights. These systems enhance engagement, improve learning outcomes, and streamline instructional processes, making education more efficient and effective. However, addressing challenges related to accessibility, ethical considerations and the need for human interaction are essential in maximizing the benefits of ITS in educational settings. As technology continues to evolve, a strategic and inclusive approach to integrating ITS will be vital in shaping the future of instructional delivery.

Utilization of Automated Grading Tools for Instructional Delivery

Automated grading tools such as Gradescope and Autograd have significantly transformed instructional delivery by streamlining assessment processes enhancing feedback mechanisms and improving overall teaching efficiency. These tools leverage artificial intelligence and machine learning to evaluate student responses, reducing the workload on educators while ensuring consistency and accuracy in grading. The integration of automated grading tools in instructional delivery has led to improved time management for instructors, increased student engagement through timely feedback and a more data-driven approach to teaching and learning (Nwosu & Akinola, 2022).

One of the primary benefits of automated grading tools is the efficiency they bring to the assessment process. Traditionally, grading assignments and examinations are time-consuming, especially for large class sizes of 100 students and above. However, with automated grading tools such as Gradescope, educators can upload student responses while the system automatically grades objective questions as well as provide structured assistance for grading subjective answers (Eke & Onyekachi, 2023). This automation significantly reduces grading time, allowing educators to focus on instructional improvement rather than administrative tasks.

Automated grading tools are known to enhance feedback quality and timeliness. Students benefit from immediate feedback on their assignments, enabling them to identify and correct errors promptly. Autograd, for instance, provides detailed performance reports that help students understand their mistakes and improve their learning outcomes (Chijioke & Amara, 2021). The ability to receive instant feedback fosters a more responsive learning environment where students can address learning gaps in real-time, leading to better academic performance. It is also known to ensure grading consistency and fairness. Human grading is susceptible to subjectivity and fatigue-induced errors, which may lead to inconsistencies in assessment. Automated systems use predefined grading rubrics and algorithms to evaluate responses uniformly, minimizing bias and increasing grading accuracy (Okafor & Temitope, 2022). This standardization ensures that students receive fair assessments, particularly in large-scale testing scenarios where maintaining grading consistency can be challenging.

In addition to improving grading efficiency, automated tools facilitate data-driven instructional strategies. Platforms like Gradescope collect and analyze assessment data, generating insights into student performance trends and common misconceptions that may arise from their overall performance. Educators can leverage this data to refine their teaching strategies, address areas of difficulty and design targeted interventions for struggling students (Adegbite & Funmi, 2023). This data-driven approach enables continuous instructional improvement and enhances overall learning effectiveness.

Despite the advantages, challenges exist in integrating automated grading tools into instructional delivery. One major concern is their limited ability to assess complex or creative responses that require human judgment. While these tools excel in grading structured questions such as multiple-choice or fill-in-the-blank, they may struggle with open-ended essays or assignments requiring critical thinking and nuanced evaluation (Olawale & Chisom, 2021). Educators must, therefore, adopt a hybrid approach, using automated grading for routine assessments while retaining human grading for evaluation of theory questions.

Additionally, ethical considerations such as data privacy and security must be addressed when using automated grading tools. These platforms collect and store student data, raising concerns about data protection and algorithmic transparency (Bassey & Ifeoma, 2022). Educational institutions must implement robust data security measures and ensure that grading algorithms are designed to be fair and unbiased.

Summarily, automated grading tools such as Gradescope and Autograd have significantly influenced instructional delivery by improving grading efficiency, enhancing feedback mechanisms as well as improving data-driven teaching strategies. These tools help educators save time, ensure grading consistency and provide students with timely and detailed feedback. However, their limitations in assessing complex responses and concerns about data privacy highlights the need for a balanced integration of automated and human grading approaches. As educational technology continues to evolve, the strategic use of automated grading tools will be essential in optimizing instructional delivery and improving student learning experiences.

Ethical Considerations And Values In The Utilization Of Ai Tools For Instructional Delivery In Public Universities

The rapid advancement of artificial intelligence (AI) technology has transformed many sectors, including education. AI tools offer promising opportunities to enhance instructional delivery through personalized learning, automated grading and intelligent tutoring systems. However, the integration of AI tools into education raises significant ethical considerations that educators, developers and policymakers must be carefully reconciled to ensure that these tools benefit all learners fairly and responsibly. This review explores the key ethical values and challenges involved in using AI for instructional delivery, emphasizing equity, privacy, transparency, fairness, professional autonomy, student agency and accountability.

Equity and Access:

One of the primary ethical concerns is ensuring that AI-driven educational tools promote equity rather than exacerbate existing disparities. AI has the potential to democratize education by providing personalized learning experiences tailored to individual student needs. However unequal access to digital resources and internet connectivity can leave marginalized or low-income students behind. UNESCO (2021) stresses the importance of designing AI applications that accommodate diverse learners and avoid reinforcing social inequalities. This calls for inclusion strategies that should provide equal access to AI enhanced learning environments regardless of socio-economic status, geographic location or disability.

Privacy and Data Protection

AI tools in education often require the collection and analysis of extensive student data to function effectively. Hence, the protection of learners' privacy and sensitive information is a crucial ethical obligation. Regulations on AI usage enforcement already existing in some developed countries such as the General Data Protection Regulation (GDPR) in Europe and the Family Educational Rights and Privacy Act (FERPA) in the United States could be replicated in Nigeria to ensure that data handling respects legal and ethical boundaries. Moreover, transparency about what data is collected, how it is used, and who has access builds trust with students and their families. Binns, Veale, Van Klack and Shadbolt (2018), highlighted that ethical data management must prioritize consent, security and minimizing harm when using AI in educational contexts.

Transparency and Explainability

For AI tools to be trusted and accepted, their decision-making processes must be explicitly lucid and explainable. This is particularly key when AI influences critical aspects of learning such as assessment or personalized feedback. Students and educators need to understand how AI reaches its conclusions to critically evaluate its recommendations or results. The Nigerian State should have a Commission on Ethics Guidelines for Trustworthy AI System as obtainable in Europe so as to provide meaningful information about their operations to users. Without lucency, AI risk becoming a black box that undermines educational integrity and accountability.

Bias and Fairness

AI systems are susceptible to inheriting biases embedded in their training data, which can result in unfair treatment of certain groups. For example, where language models train predominantly on data from one demography; it may perform poorly for students from different cultural or linguistic background. Caliskan, Bryson and Narayanan (2017), demonstrated how language-based AI can perpetuate human like biases which raises concerns about fairness in education. To counteract such negative effects, the developers must continuously evaluate AI algorithms for bias and implement corrective measures to ensure equitable treatment for all learners.

Teacher Autonomy and Professionalism

AI should serve as a support tool that enhances educators' professional judgement rather than replacing their role. Teachers must continue to play a crucial role in interpreting AI outputs, adapting instructional strategies as well as providing the human interaction necessary for effective learning. In corroboration, Holmes, Bialick and Fadel (2019), argued that AI must augment teachers' capabilities by enabling them to focus on complex, creative and interpersonal tasks which AI cannot replicate. Thus, preserving teachers' autonomy ensures that AI complements rather than controls instructional delivery thereby maintaining educational quality and professionalism.

Student Autonomy and Agency

Ethical AI deployment also involves respecting and promoting student autonomy. Rather than passively receive AI-generated content or feedback, learners should be encouraged to critically engage with AI tools and develop digital literacy skills. Selwya (2019), highlighted the importance of fostering critical pedagogy to empower students to navigate and question AI-driven educational environments. Encouraging agency helps students become active participants in their learning process as they are equipped to understand the implications of AI on their educational journey.

Accountability

Finally, clear accountability mechanisms must be established for the use of AI in education. When AI tools malfunction or produce erroneous assessments, it is essential to determine responsibility and provide recourse for affected students. Mittelstadt, Allo, Taddio, wachter and Floridi (2016), emphasized the necessity of transparent governance structures which assign accountability for

algorithmic decisions. Accountability ensures that AI deployment does not lead to unaddressed harms or undermine trust on educational institutions.

Conclusion

The utilization of Artificial Intelligent tools such as Adaptive Learning Platforms, Intelligent Tutoring Systems and Automated Grading Systems in the near future would personalize learning experiences, improve students' engagement, facilitate real-time feedback and data-driven insights and ensuring consistent and accurate students grading which would be geared towards efficient and effective instructional delivery in public universities in Nigeria. The integration of AI tools in instructional delivery offers transformative possibilities but also raises complex ethical challenges. Upholding values such as equity, privacy and accountability are essential to harness AI responsibly in education. Therefore, stakeholders must work collaboratively to design, implement and monitor AI systems that impact these principles in the educational landscape to ensure that AI serves as a force for inclusive, ethical and effective learning.

Suggestions:

- 1) Artificial Intelligence tools for instructional delivery such as Adaptive Learning Platforms, Intelligent Tutoring Systems and Automated Grading Systems should be used for teaching, learning and evaluating students because of its benefits of personalized learning, students' engagement and accuracy in grading students' tests, assignments and examination questions.
- 2) Traditional pedagogy should complement utilization of artificial intelligence instructional tools in public universities because the former emphasizes mentorship, critical thinking and interpersonal relationship which soft-wares cannot replicate.
- 3) Ethical values such as equity, privacy and accountability should be upheld by stakeholders in the use of artificial intelligence tools for instructional delivery in public universities in Nigeria.

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PERCEIVED INFLUENCE OF PLANNING EMERGENCY EDUCATION PROGRAMS ON THE PSYCHOSOCIAL SUPPORT OF INTERNALLY DISPLACED PERSONS (IDPs) IN BENUE STATE



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Abstract

This study investigated the perceived influence of emergency education programs on the psycho-social support of Internally Displaced Persons (IDPs) in Benue State, Nigeria. Specifically, it examined how such programs will influence social cohesion and mental health, and identified strategies for improving program planning to enhance these outcomes. The study adopted a descriptive survey design involving 1,644 respondents randomly selected from a population of 82,179 IDPs across 197 camps, using a self-structured instrument titled; Planning Emergency Education Programs and Psycho-Social Support of IDPs Rating Scale (PEEPPSSIRS). Data were analyzed using descriptive statistics of mean and standard deviation to answer research questions; while and Chi-square tests of goodness of fit was used to test hypotheses at a 0.05 significance level. Findings revealed a significant perceived influence of emergency education programs on both social cohesion and mental health among IDPs. Respondents agreed that well-planned educational activities foster cooperation, reduce intra-community conflict, and rebuild social trust. Similarly, access to emergency education was perceived to contribute positively to mental well-being, reduce depression, and support psychological recovery. Strategies such as involving IDPs in planning, integrating feedback, collaborating with mental health professionals, and ensuring cultural sensitivity and educator training were also identified as critical for enhancing program effectiveness. All hypotheses tested were rejected, confirming the significance of the perceived impacts. The study concludes that emergency education programs play a crucial role in promoting social cohesion and mental health among IDPs. It recommends deliberate integration of psychosocial components and participatory planning approaches to ensure relevance, sustainability, and emotional recovery for displaced populations.

Keywords: Emergency education, Internally Displaced Persons (IDPs), Social cohesion, Mental health, Psycho-social support, Benue State, Nigeria.

Introduction

In recent years, the importance of emergency education has been underscored by global events such as the COVID-19 pandemic, which forced educational institutions worldwide to adapt rapidly. Emergency education refers to the provision of educational services in response to crises, such as natural disasters, armed conflicts or public health emergencies. These situations disrupt traditional educational systems, creating urgent needs for alternative learning approaches to ensure continuity and equity in education. Emergency education must ensure that all learners, including marginalized and vulnerable populations, have access to educational resources. This involves adapting materials and methodologies to meet diverse needs (UNICEF, 2020). Educational programs during emergencies should be flexible and able to adjust to rapidly changing circumstances. This flexibility is crucial for

addressing the varying contexts of different crises (Inter-Agency Network for Education in Emergencies (INEE), 2021). The crises indeed in different context force displacement of individuals at various times. Forced displacement is a major driver of mental disorders among refugees worldwide. Poor mental health of adult refugees, particularly mothers, is also considered a risk factor for the psychological well-being and development of their children (Islam, Mozunde, Rahman, Shati & Siddique, 2022).

Despite the challenges posed by emergencies, maintaining educational quality is essential. This can be achieved through trained educators, appropriate curriculum adjustments, and effective assessment methods (Global Education Monitoring Report, 2022). Emergencies can have profound psycho-social influence on displaced persons. Integrating psycho-social support within educational programs is vital for promoting mental health and well-being (World Bank, 2021). The researchers observed that, emergency education plays a crucial role in safeguarding the right to education during crises, ensuring that learners continue to receive support and resources despite challenging circumstances. While significant challenges remain, innovative practices and principles focused on accessibility, flexibility, quality, and psycho-social support may pave the way for more resilient educational systems. As we move forward, it is essential to prioritize collaboration among all stakeholders, invest in resource development, and harness technology to enhance the effectiveness of emergency education initiatives. The lessons learned from recent global crises is invaluable in shaping future responses to educational disruptions among the Internally Displaced Persons (IDPs). The negative effect of displacement on IDPs notable in; emotional instability, social fragmentation and poor mental health well-being. The researchers deem it fit to investigate the perceived influence of emergency education programs on the psycho-social support of IDPs in Benue State, Nigeria.

Literature Review

Emergency education programs in Benue State IDP camps are widely perceived to enhance psycho-social support by providing routine, safe spaces and social-emotional learning that alleviate trauma and isolation. According to UNICEF (2025), integrating psycho-social counselling and expressive activities helps displaced children rebuild emotional resilience and social trust. Evidence from Benue IDP settings highlights high levels of anxiety, depression and trauma due to conflict-induced displacement, suggesting urgent psycho-social needs (Tyover-Tion & Ihaji, 2025). Internally displaced persons report that structured education initiatives foster peer support, reduce stress, and boost self-regulation skills essential for recovery (Lawal, Abubakar, & Ukoji, 2022; Adayonfo, Ogunwale, & Adegbohun, 2023). The researchers observed that; IDPs in Benue consistently report that, emergency education programs significantly strengthen psycho-social wellbeing by addressing emotional trauma, fostering community bonds, and supporting mental health recovery.

Internally Displaced Persons (IDPs) are individuals who have been forced to flee their homes due to armed conflict, violence, human rights violations, or natural disasters but remain within the borders of their own country. Unlike refugees, who cross international borders, IDPs face unique challenges as they navigate displacement in unfamiliar environments while still being subject to their home country's laws and conditions. The increasing number of IDPs globally highlights the need for comprehensive strategies that address their rights, needs, and vulnerabilities. According to the Internal Displacement Monitoring Centre (IDMC), over 59 million people were internally displaced worldwide as of 2022, a figure that underscores the gravity of this issue (IDMC, 2022).

Armed conflict remains the leading cause of internal displacement. Civil wars, ethnic conflicts, and violence from non-state actors often force individuals and families to flee to safer areas. For example, the ongoing conflict in Syria has resulted in millions of IDPs within the country (UNHCR, 2023). Natural disasters, such as earthquakes, floods, and hurricanes, can lead to significant internal displacement. The effects of climate change have exacerbated this trend, leading to increased frequency and severity of such events. For instance, the 2020 floods in India displaced millions (IDMC, 2022). Widespread human rights abuses, including persecution based on ethnicity, religion, or political beliefs,

can also trigger displacement. In many cases, these violations are perpetrated by state actors or militias, forcing individuals to seek safety elsewhere in their country (Global Protection Cluster, 2021).

Internally Displaced Persons (IDPs) often face legal uncertainties regarding their status and rights, as national laws may not adequately protect them. They may lack access to essential services and face discrimination, making it difficult to reintegrate into society (Kälin, 2019). IDPs frequently struggle to access essential services, including healthcare, education and employment. The disruption of these services can lead to long-term negative effects on their well-being and prospects for recovery (World Bank, 2021). The trauma of displacement can have severe psycho-social impacts. IDPs may experience anxiety, depression and post-traumatic stress disorder (PTSD), necessitating comprehensive mental health support (Bhabha, 2020). Many IDPs face significant economic challenges, including loss of property and livelihoods. The inability to secure employment often leads to increased vulnerability and reliance on humanitarian assistance (IDMC, 2022).

The United Nations has established the Guiding Principles on Internal Displacement, which provide a framework for the protection and assistance of IDPs. These principles emphasize the importance of addressing the specific needs of IDPs in humanitarian and development responses (United Nations, 2018). The Global Compact on Refugees and the Global Compact for Safe, Orderly and Regular Migration also acknowledge the plight of IDPs, advocating for integrated responses to displacement that include durable solutions (UNHCR, 2018). Successful responses to internal displacement often require the involvement of local governments and communities. Strategies that prioritize local solutions and empower IDPs to participate in decision-making processes can foster resilience and recovery (Crisp, 2018).

The researchers observed that, Internally Displaced Persons face numerous challenges that require urgent attention from governments, humanitarian organizations and the international community. While frameworks and guidelines exist to protect and assist IDPs, the reality on the ground often falls short of these ideals. Addressing the root causes of displacement, ensuring access to essential services and providing legal protection are critical steps in supporting IDPs. Furthermore, fostering inclusive policies that empower IDPs to rebuild their lives and integrate into their communities is essential for promoting long-term stability and resilience. As the global landscape continues to evolve, a concerted effort to address the needs of IDPs will be pivotal in achieving sustainable solutions for displaced populations and this may bring solution to the limitation to access resources by the Internally Displaced Persons in Nigeria and Benue State in particular.

Emergency education programs serve as critical platforms for identifying and addressing mental health needs among internally displaced persons. Trained educators and counsellors embedded within these programs can detect signs of trauma early and refer children for appropriate psychological support (UNICEF, 2024). In Benue State, where many IDPs have experienced violence, displacement, and loss, such proactive interventions are essential for preventing long-term psychological harm (Nijolee, 2023). By creating safe and supportive learning spaces, emergency education reduces stressors associated with displacement and restores children's sense of agency and purpose (INEE, 2024). The researchers in line with the aforementioned views observes that; the planning and implementation of emergency education programs will play a pivotal role in the emotional recovery; social cohesion and stable mental health of IDPs. Planning well-structured emergency education programs significantly enhances social cohesion among Internally Displaced Persons (IDPs) in Benue State by facilitating interaction, shared learning and collective identity. Education spaces promote horizontal cohesion, fostering mutual trust, empathy and peer bonds across fragmented groups as children engage in group-based activities, dialogue sessions and expressive learning that build shared values (IDMC, 2022). In Benue, integrating community-led non-formal education strengthens collaborative ties between state actors, NGOs and affected communities, enhancing vertical cohesion and inclusive participation (Kirk & Winthrop, 2022; Iorbo et al., 2024). Well-planned emergency education programs will serve not only as academic platforms but also as critical instruments for restoring unity and social cohesion among displaced populations.

The researchers observed that; the deliberate planning of emergency education programs fosters social cohesion among IDPs by creating inclusive, safe spaces that encourage shared experiences, mutual understanding, and collaboration. These programs help rebuild broken social bonds caused by displacement, reduce inter-group tensions, and strengthen both community and institutional relationships. By engaging learners, families, and local stakeholders in the educational process, emergency education becomes a unifying force that promotes collective identity and long-term peace-building. In the context of Benue State, such programs are essential not just for academic recovery but also for restoring communal trust and resilience among displaced populations.

Planning emergency education programs is vital for improving the mental health of IDPs. By integrating psycho-social support, life skills, and structured learning, these programs reduce trauma symptoms, promote resilience, and provide a sense of stability laying the foundation for long-term emotional recovery and psychological well-being among displaced individuals. Effective strategies for emergency education planning include culturally adapted life-skills education (LSE), participatory design, and blended delivery via in-person and mobile platforms. The RESETTLE-IDPs model, co-developed with IDP communities, improved acceptability and relevance while enhancing well-being through peer support and self-efficacy (Eboreime, Abimbola, Obi, Sabitu, & Eboreime, 2024). Incorporating structured social-emotional learning, group dialogue, and expressive activities fosters trust, empathy, and peer bonding, strengthening social cohesion and emotional resilience (Wikipedia, 2025). Coordination among NGOs, government, and camp leaders ensures inclusive, safe learning environments and psycho-social referrals, maximizing mental health impact and communal trust (International Organization for Migration, 2024).

The researchers observed that; thoughtful planning that centers community involvement, blended LSE delivery, social-emotional techniques, and inter-agency coordination builds emotionally healthy, cohesive, mentally resilient IDP communities. It is against this background that, the researchers therefore deem it necessary to investigate the perceived influence of emergency education programs on the psycho-social support of IDPs in Benue State, Nigeria.

Statement of the Problem

In 2024, there were 123.2 million forcibly displaced people globally, including 73.5 million internally displaced people, 36.8 million refugees, 8.4 million asylum-seekers, and 5.9 million others needing international protection. Low- and middle-income countries host 71% of the world's refugees and others needing international protection. Refugees are exposed to adversity are more likely than host populations to experience mental health conditions such as depression, anxiety, post-traumatic stress disorder, suicide and psychoses. Refugees contribute positively to society and there are many evidence-based strategies to support them in reaching their full potentials (World Health Organization, 2025). The situation of refugees likened to the internally displaced persons in Benue State fits into the description of WHO. Cantor (2021) attests that; systematic reviews and individual studies indicate IDPs may also have worse mental health outcomes than refugees overall but this varies between contexts.

Internally Displaced Persons (IDPs) in Benue State, Nigeria, face persistent psycho-social challenges due to protracted conflict, displacement, and loss of livelihoods. These experiences have resulted in high levels of trauma, anxiety, depression, and disrupted social functioning among both children and adults. Emergency education programs designed to provide safe learning spaces, psycho-social support and life skills, have been introduced in various IDP camps to mitigate these issues. However, there is limited empirical understanding of how beneficiaries perceive the influence of such programs on their emotional recovery, mental health, and social reintegration. Many programs are often implemented without adequate input from IDPs themselves, leading to questions about their cultural relevance, accessibility, and long-term impact. Moreover, poor coordination among humanitarian actors, limited resources, and inadequate follow-up mechanisms hinder the consistency and effectiveness of psycho-social support embedded within these educational initiatives. In Benue State, where displacement is ongoing and education disruptions are severe, it becomes imperative to ascertain the perceived influence of IDPs on emergency education programs regarding the psycho-social needs of

IDPs or otherwise. This study, therefore, seeks to investigate the perceived influence of emergency education programs on the psycho-social support of IDPs in Benue State, with the goal of informing policy and improving intervention strategies for more sustainable and context-appropriate outcomes in the area of study and beyond.

Purpose of the Study

The main objective of this study was to investigate the perceived influence of emergency education programs on the psycho-social support of IDPs in Benue State, Nigeria. Specifically, the study:

1. investigated how planning emergency education programs will influence social cohesion among IDPs in Benue State, Nigeria.
2. ascertained how planning emergency education programs will influence the mental health of IDPs
3. identified strategies for improving the planning of emergency education programs to enhance; social cohesion and mental health of IDPs

Research Questions

The following research questions guided the study;

1. What is the perceived influence of emergency education programs on the social cohesion of IDPs in Benue State, Nigeria?
2. What is the perceived influence of emergency education programs on the mental health of IDPs?
3. What are the strategies for improving the planning of emergency education programs to enhance; social cohesion and mental health of IDPs?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance;

1. There is no significant perceived influence of emergency education programs on the social cohesion of IDPs in Benue State, Nigeria.
2. There is no significant perceived influence of emergency education programs on the mental health of IDPs.
3. There are no significant perceived strategies for improving the planning of emergency education programs to enhance; social cohesion and mental health of IDPs.

Research Methods

The research employed a descriptive survey research design. Descriptive survey design is a research design in which a group of people or items is studied by collecting and analyzing data from only a few people or items which are considered a representative of entire group (Adzongo, 2022). The reason for the choice of the survey research design was to ensure detailed systematic description of facts and characteristics of data collected for the study to help proper analysis and evaluation of findings. The population of the study comprised 82,179 drawn from 197 Internally Displaced Persons (IDPs) in Benue State (Benue State Emergency Management Agency (BENSEMA), 2025). The sample size for this study was 1,644 respondents which represented 2% of the population; this was in line with Emaikwu (2011) who states that 2 -25% of the total population is ideal to represent the entire population. The researchers adopted a simple random sampling technique to select IDPs in Benue State. The instrument for data collection used to generate relevant data for the study was a self-structured rating scale titled; Planning Emergency Education Programs and Psycho-Social Support of IDPs Rating Scale (PEEPPSSIRS). The data collected was analyzed using descriptive statistics of Mean and Standard Deviation to answer the research questions; while Chi-square test of goodness of fit was employed to test the hypotheses at 0.05 level of significance.

Results

Research Question one: What is the perceived influence of emergency education programs on the social cohesion of IDPs?

Table 1: Mean score and Standard Deviation on the perceived influence of emergency education programs on the social cohesion of IDPs

S/ N	Items Description	N	VHE	HE	ME	LE	VLE	$\bar{X}$	Std.	Decision
	Emergency education programs will promote cooperation among IDPs.	1644	988	494	108	0	54	4.48	.87	VHE
	Planning emergency education activities will encourage positive interaction between different groups of IDPs.	1644	986	413	191	0	54	4.38	.92	VHE
	Well-organized education programs will help rebuild trust among displaced persons.	1644	855	299	353	83	54	4.10	1.10	VHE
	Social bonds among IDPs will strengthen as a result of well-planned emergency education initiatives.	1644	625	415	356	82	166	3.76	1.28	VHE
	Planning emergency education with social cohesion in mind will reduce conflicts within IDP communities.	1644	847	306	383	108	0	4.15	.99	VHE
	Cluster Mean/Std.							4.17	.96	VHE

Source: *field work, 2025*

Table 1 item-by-item interpretation indicates that; Emergency education programs will promote cooperation among IDPs. Planning emergency education activities will encourage positive interaction between different groups of IDPs. Well-organized education programs will help rebuild trust among displaced persons. Social bonds among IDPs will strengthen as a result of well-planned emergency education initiatives. Planning emergency education with social cohesion in mind will reduce conflicts within IDP communities. Respondents rated all items above the 2.50 cut-off point. This implies that there is a significant influence of emergency education programs on the social cohesion of IDPs

Research Question Two: What is the perceived influence of emergency education programs on the mental health of IDPs?

Table 2: Mean score and Standard Deviation of the perceived influence of emergency education programs on the mental health of IDPs

S/ N	Items Description	N	VHE	HE	ME	LE	VLE	$\bar{X}$	Std.	Decision
	Emergency education programs will contribute to the mental well-being of IDPs.	1644	654	553	219	163	55	3.90	1.10	VHE
	Effective planning of emergency education will help reduce depression	1644	679	328	444	137	56	3.80	1.14	VHE

among IDPs.

	Access to emergency education programs will improve the overall mental health of displaced persons.	1644	459	664	384	173	0	3.80	.91	VHE
	Planning emergency education to address mental health issues will lead to better psychological outcomes for IDPs.	1644	847	469	247	0	81	4.20	1.03	VHE
1	The mental health of IDPs will be positively influenced	1644	685	467	244	81	167	4.81	1.28	VHE
0.	when emergency education programs are designed appropriately.									
	Cluster Mean/Std.							3.96	1.01	VHE

Source: field work, 2025

Table 2 item-by-item interpretation further indicates that; Emergency education programs will contribute to the mental well-being of IDPs. Effective planning of emergency education will help reduce depression among IDPs. Access to emergency education programs will improve the overall mental health of displaced persons. Planning emergency education to address mental health issues will lead to better psychological outcomes for IDPs. The mental health of IDPs will be positively influenced when emergency education programs are designed appropriately. Respondents rated all items above the 2.50 cut-off point. There is a significant influence of emergency education programs on the mental health of IDPs.

Research Question Three: What are the strategies for improving the planning of emergency education programs to enhance; social cohesion and mental health of IDPs?

Table 3: Mean score and Standard Deviation on the strategies for improving the planning of emergency education programs to enhance; social cohesion and mental health of IDPs

S/ N	Items Description	N	VHE	HE	ME	LE	VLE	X	Std.	Decision
11.	Involving IDPs in the planning process will improve the relevance of emergency education programs.	1644	745	548	216	81	54	4.10	1.03	VHE
12.	Regular feedback from participants in educational programs should be integrated to improve emergency education programs among IDPs.	1644	905	521	191	0	27	4.30	.81	VHE
13.	Collaboration with mental health professionals will enhance the planning of emergency education programs.	1644	1152	272	165	56	0	4.50	.80	VHE

14.	Incorporating cultural sensitivity in planning emergency education programs will benefit social outcomes.	1644	814	361	248	109	112	4.00	1.23	VHE
15.	Continuous training for educators involved in emergency programs will be essential for better psycho-social support of IDPs	1644	901	576	167	0	0	4.40	.67	VHE
Cluster Mean/Std.								4.30	.76	VHE

Source: *field work, 2025*

Table 3 item-by-item interpretation indicates that; Involving IDPs in the planning process will improve the relevance of emergency education programs; Regular feedback from participants in educational programs should be integrated to improve emergency education programs among IDPs; Collaboration with mental health professionals will enhance the planning of emergency education programs; Incorporating cultural sensitivity in planning emergency education programs will benefit social outcomes; Continuous training for educators involved in emergency programs will be essential for better psycho-social support of IDPs. Respondents rated all items above the 2.50 cut-off point. This implies that IDPs significantly perceive an influence of strategies for improving the planning of emergency education programs to enhance; emotional recovery, social cohesion and mental health of IDPs.

Test of Hypotheses

Hypotheses One: There is no significant perceived influence of emergency education programs on the social cohesion of IDPs.

Table 4: The table below shows the chi-square test on perceived influence of emergency education programs on the social cohesion of IDPs.

Responses Mode	VHE	HE	ME	LE	VLE	Df	X ²	P	Decision
Observed	988	494	108	0	54	13	2669.703	.000	H ₀ Rejected
Expected	411.0	411.0	411.0	411.0	411.0				

Source: *field survey, 2025*

Table 4 shows that ($X^2 = 13, 2669.703, P = 0.00$). Since P is $0.00 < 0.05$ level of significance, the null hypothesis which states that; there is no significant perceived influence of emergency education programs on the social cohesion of IDPs was therefore not accepted. This implies that, there is a significant perceived influence of emergency education programs on the social cohesion of IDPs.

Hypotheses Two: There is no significant perceived influence of emergency education programs on the mental health of IDPs.

Table 5: The table below shows the chi-square test on perceived influence of emergency education programs on the mental health of IDPs.

Responses Mode	VHE	HE	ME	LE	VLE	Df	X ²	P	Decision
Observed	654	553	219	163	55	17	1418.277	.000	H ₀ Rejected
Expected	328.8	328.8	328.8	328.8	328.8				

Source: *field survey, 2025*

Table 5 shows that ($X^2 = 17, 1418.277, P = 0.00$). Since P is $0.00 < 0.05$ level of significance, the null hypothesis which states that; there is no significant perceived influence of emergency education programs on the mental health of IDPs was therefore not accepted. This implies that, there is a significant perceived influence of emergency education programs on the mental health of IDPs.

Hypotheses Three: There is no significant perceived influence of strategies for improving the planning of emergency education programs to enhance; social cohesion and mental health of IDPs.

Table 6: The table below shows the chi-square test on perceived influence of strategies for improving the planning of emergency education programs to enhance; social cohesion and mental health of IDPs.

Responses Mode	SA	A	D	SD	Df	X^2	P	Decision
Observed	745	548	216	81	54			
Expected	328.8	328.8	328.8	328.8	328.8	11	1364.861	.000

Source: field survey, 2025

Table 6 shows that ($X^2 = 11, 1364.861, P = 0.00$). Since P is $0.00 < 0.05$ level of significance, the null hypothesis which states that; there is no significant perceived influence of strategies for improving the planning of emergency education programs to enhance; emotional recovery, social cohesion and mental health of IDPs was therefore not accepted. This implies that, there is a significant perceived influence of strategies for improving the planning of emergency education programs to enhance; emotional recovery, social cohesion and mental health of IDPs.

4.3 Discussion of Findings

The discussion of the findings of this study is organized around the research hypotheses. The three null hypotheses that were formulated and tested were all not accepted.

The study finding in the aspect of hypothesis one revealed that; there is a significant perceived influence of emergency education programs on the social cohesion of IDPs in Benue State, Nigeria. Responses from respondents revealed that emergency education programs will promote cooperation among IDPs. Planning emergency education activities will encourage positive interaction between different groups of IDPs. Well-organized education programs will help rebuild trust among displaced persons. Social bonds among IDPs will strengthen as a result of well-planned emergency education initiatives. Findings of the study align with UNICEF (2025) which observes that integrating psycho-social counselling and expressive activities helps displaced children rebuild emotional resilience and social trust. Planning emergency education with social cohesion in mind will reduce conflicts within IDP communities.

The study finding in the aspect of hypothesis two revealed that; there is a significant perceived influence of emergency education programs on the mental health of IDPs in Benue State, Nigeria. Responses from respondents further revealed that Emergency education programs will contribute to the mental well-being of IDPs. Effective planning of emergency education will help reduce depression among IDPs. Access to emergency education programs will improve the overall mental health of displaced persons. Planning emergency education to address mental health issues will lead to better psychological outcomes for IDPs. Findings from the study agrees with Bhabha (2020) who attests that; the trauma of displacement can have severe psycho-social impacts. IDPs may experience anxiety, depression and post-traumatic stress disorder (PTSD), necessitating comprehensive mental health support. The mental health of IDPs will be positively influenced when emergency education programs are designed to address mental health issues.

The study finding in the aspect of hypothesis three revealed that; there is a significant perceived influence of strategies for improving the planning of emergency education programs to enhance; emotional recovery, social cohesion and mental health of IDPs in Benue State, Nigeria. Responses from respondents further revealed that involving IDPs in the planning process will improve the relevance of emergency education programs. Regular feedback from participants in educational programs should be integrated to improve emergency education programs among IDPs. Collaboration with mental health professionals will enhance the planning of emergency education programs. Incorporating cultural sensitivity in planning emergency education programs will benefit social outcomes. Continuous training for educators involved in emergency programs will be essential for better psycho-social support of IDPs. The study agrees with World Bank (2021) and Global Education Monitoring Report (2022) views that emergency education to IDPs can be achieved through trained educators, appropriate curriculum adjustments, and effective assessment methods. Emergencies can have profound psycho-social influence on displaced persons. Integrating psycho-social support within educational programs is vital for promoting mental health and well-being.

Conclusion

Based on the findings, study concludes that; there is a significant perceived influence of emergency education programs on IDP's social cohesion, mental health and strategies for improving the planning of emergency education programs to enhance; emotional recovery, social cohesion and mental health of IDPs in Benue State, Nigeria.

Recommendations

Based on the findings the study, it is recommended that the government through Ministry of Education should ensure that;

1. Emergency education programs should deliberately integrate activities that foster unity, cooperation, and peaceful coexistence among displaced persons. Curriculum content should emphasize conflict resolution, tolerance, and community values while promoting collaborative learning projects that bring learners from diverse backgrounds together.
2. Emergency education programs embed psychosocial support services within their structure, since displacement often leads to trauma, anxiety and depression. This can include the deployment of trained school counsellors, social workers, and peer-support facilitators who can identify early signs of distress and provide referral pathways for specialized care.
3. Government should ensure sustainability and effectiveness, the planning of emergency education programs should be participatory, involving IDPs, host communities, local education authorities, NGOs, and mental health practitioners.

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MANAGEMENT IMPERATIVE OF STUDENTS' PERSONNEL SERVICES AND ETHICAL CONSIDERATION FOR SUSTAINABLE JUNIOR SECONDARY EDUCATION IN CROSS RIVER STATE, NIGERIA



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Abstract

This study examined the management imperative of students' personnel services and ethical consideration for sustainable junior secondary education in Cross River State, Nigeria. Expost facto research design was adopted for the study. Two null research hypotheses were formulated to guide the study. The population of this study comprised two hundred and forty-six (246) secondary schools managers. Stratified and purposive sampling techniques were used to select four hundred and forty five (445) teachers to assess their school managers. The instrument for data collection was 4-point adopted Likert scale questionnaire developed by the researchers and titled —Managing Students' Personnel Services and ethical consideration for Sustainable Junior Secondary Education Questionnaire (MPSECSJSEQ)¶. The reliability coefficient of the instrument was 0.76 and 0.89 as overall after subjected to Cronbach Alpha reliability technique. The data collected were analyzed using Pearson's Product Moment Correlation Analysis statistics. The hypotheses were tested at .05 level of significance. The findings of the study revealed that, managing students' personnel services in terms of management of disciplinary services and management of recreational services on ethical consideration, significantly correlated with sustainable junior secondary education. Premised on the findings of the study, it was concluded that, managing students' personnel services through management of disciplinary and management of recreational services on ethical ground, significantly relate to sustainable junior secondary education in Cross River State. It was therefore recommended among others that school

principals should ensure appropriate and result-oriented disciplinary services and in the provisions of educational facilities to help achieve the much expected sustainable junior secondary education goals and objectives in Cross River State, Nigeria.

Keywords: Management, imperative, Personnel Services, Sustainable , ethical consideration, Junior Secondary Education.

Introduction

Education cardinally plays a very critical role in the development of human capital in any society. This means, the development of a given society could be attributed to the level of skills, abilities, values, behaviours and competencies acquired and utilized by the people for the growth and sustainability of such society and beyond. Junior secondary education in this view is unique in the educational development of a child being the bridge between primary and senior secondary education. It is the education that sought to develop a child better than the primary level because it is obvious that primary education is insufficient for a child to acquire literacy, numeracy and communication skills which are functions of basic human's needs and societal socioeconomic growth and development (Yusuf, 2009). Bajaj and Chiv in Boyi (2013) conceptualized junior secondary education as the key instrument for bringing about in the child positive changes in knowledge, values, behaviours and life styles required to achieve sustainability and stability in the society. These essential lifelong learning capabilities like ecological literacy, business fundamentals, decision-making, creative problem-solving, communication skills and team work acquired through junior secondary education are viewed in Nigeria as instrument par-excellence for fostering sustainable development (Federal Republic of Nigeria, 2013).

The achievement of these lofty goals pave way for sustainable development thus calls for stanch efforts to initiate programmes and execute them for the overall interest of the people. Sustainable development is the development which meets the needs of the present generations without compromising the ability of future generations to meet their own needs (Park, 2009). United Nations General Assembly (2015) adopted 2030 education agenda for sustainable development. With this adoption, sustainability remains the fundamental objective in the 21st century. Sustainability in this study is the ability of junior secondary education to outlive this epoch of global competitiveness by means of renewal resources to meet its aspirations. It involves its efficacy to continue to survive, keep in touch with and maintain its relevance at all times through effective management of students' personnel services. This implied that, sustainable development is the process of change in which the exploitation of students' personnel management services, resources and direction of investment towards the provision of these services and institutional changes are all in harmony and foster both present and future aspirations to meet individual and societal needs and desires.

Education for sustainable development is very crucial to learning in schools. It involves the integration of the indispensable principles, culture, values and practices of sustainable development into all areas of education for learning. The essence is that, such critical inputs would generate a more sustainable future in terms of economic viability, environmental integrity, a strong and self-reliant economy and a just and egalitarian society of both the present and future generations.

Personnel service is that specialized activity of an institution which provides for the recruitment, development and utilization of its human resource. Personnel service according to James and Anashie (2020) is concerned with people at work, the authority over their welfare, safety and maintenance, their relationship within the organization and between the workers and their employers with a view to achieving the corporate objectives. Student services is that function of educational management fashioned to secure students' admission and educate them to acquire basic lifelong learning skills and knowledge for the attainment of the school goals (Edem in Ukpong, 2021). Students' personnel services are those services which are out-of-normal classroom instructions designed to enable students improve upon themselves to become all-round educated and law abiding individuals within and outside the school system. Okeke in Ukpong, (2021) viewed students' personnel services as those exceptional

classroom supporting services offering outside the school curricula that impinge upon the maturation of the self of students.

Similarly, it is the creation of enabling atmosphere for effective teaching-learning activities so that students would acquire the desired rudimentary lifelong learning skills, knowledge and attitudes which would enable them perform efficiently for the betterment of the society. Contextually, students' personnel services comprises those managerial services that impinge students' safety in schools as regards management of disciplinary services, management of recreational services, management of enrolment services, management of registration services, management of catering services, management of library services, management of guidance and counseling services, management of transportation services, management of inventory services, management of environmental sanitation services, management of welfare services, boarding services, management of admission services and the likes.

Ogban, Nnaji, Unambia and Effah, 2022, on ethical consideration, suggested the adoption of ICT and Entrepreneurship Education in Secondary School, as strategy for sustainable youth empowerment. By so doing, the learners are preoccupied physically, mentally and emotionally, so as, they guide against negative vices in the school environment. This presuffices the provision and utilisation of ICT facilities and entrepreneurship resources in schools, which, predict sustainable youth empowerment. Ethically speaking, the sustainable empowerment of the youths can be assured with their creative and innovative transformational life style in ICT and Entrepreneurial skills

1. Management of Disciplinary Services and ethical consideration for Sustainable Junior Secondary Education

Disciplinary service is crucial in school management. Ethically, management of disciplinary services for Sustainable Junior Secondary Education involves the mode of life in accordance with laid down rules of the school to which all members must conform; the violation of which are questionable and also disciplined. Managing disciplinary services in school requires the creation of enabling environment to assist subordinates operate sociably with the aim of achieving the desired goals. James (2017) pinned, that, school disciplinary services remain the managers' directed activities which seeks to lead, guide, manage or confront subordinate about behaviour that is disruptive to the rights of others and that of the school system. This implies that, management of disciplinary services appeal to the recognition of the inherent dignity and rights of the individuals, committed to humanitarian principles and ideals, offered self-direction and founded on an understanding of acceptable behaviour. Put differently, an effective junior secondary education manager (principal) is expected to make sure that subordinates know clearly the schools' rules and regulations through various approaches and their relations to the welfare of individual or groups and the educational process (Akpan, Okey & Esirah, 2005).

Dunham in Ehiane (2014) posited that effective management of disciplinary services in schools helps in the achievement of goals, expectation and responsibility in students. This implies that, effective management of disciplinary services in schools is the key for the students' journey towards the sustainability of society. Ehiane (2014) carried out a study to establish the relationships between schools' discipline and students' academic performance. Cross sectional research survey design was adopted for the study. Interview guide, document review and questionnaire were the main instruments used for data collection. Simple percentage and chi-square statistical method were used to analyze the data. Premised from the findings, it was recommended among others that, effective schools' discipline should be encouraged by way of controlling students' behaviour towards enhancing students' academic performance in school. James (2017) found a significant relationship between head teachers' disciplinary practices and teachers' job productivity in schools.

In a research earlier carried out by James (2016) on the influence of administrative practices on quality assurance in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. The null hypothesis that school disciplinary measures have no significant influence on quality assurance was tested with one-way analysis of variance (ANOVA). The result revealed that, school disciplinary measures significantly influence quality assurance in public secondary schools. The null hypothesis was

therefore rejected while the alternate was retained. Based on the finding, it was concluded that, when school administrators ensure good working and learning condition by way of maintaining the school facilities, provides adequate learning materials, there would be implicit obedience of the rules and regulations by the subordinates.

2. Management of Recreational Services and ethical consideration for Sustainable Junior Secondary Education

Ethically speaking, the management of recreational services involves all forms of recreational activities that promote learners' social and psychosomatic creative abilities and ensure buddy atmospheres for self-expression (Bhullar, 2002). Management of recreational activities forms an integral part of educational programme which tends to enrich learners' learning and enlivening the school atmosphere. Students acquire many subtle learning fundamentals such as human values, manners, beliefs and thinking patterns through hidden curriculum which is also manifested in recreational activities and improved learning outcome (Office for Standard in Education, 2009). Lasker and Weiss (2003) in a report concerning recreational activities in school system stated that, even with the most satisfactory school-room conditions, students needed a more direct outlet for their personality, that recreational activities provided them freedom and the atmosphere for expressing themselves outside the tight formalities of the school academic programme. These activities offered ample opportunities for self-expression and outlets for the flow of surplus energies of the students. Therefore, recreational activities were valuable for developing proper habits, interests, attitudes and ideals among students (Schneider, 2002).

In a study carried out by Vaidya (2002) on the effects of extra-curricula's activity participation on academic achievement of secondary schools' students. The study sampled 123 high school students who participated in interscholastic soccer during the first quarter of the school year but were not part in any of the recreational activities during the second quarter. The results of the finding showed that, participants had higher grade points average in the first quarter (that is during soccer season) than in the second quarter (outside soccer season) and the students' attendance was also found to be higher during the soccer season. The findings similarly indicated that, total recreational activity participation was positively correlated with global absenteeism, academic track, parental aspiration, senior year education, college attendance and senior occupational aspirations.

Supporting the above reports, Borhade (2012) in a study reported that, students suffering from high anxiety got relieved of it through regular participation in recreational activities. Participation in these activities improves self-esteem, self-satisfaction, personal worth and emotional adjustment. The findings also indicated that, participation in recreational activities especially in sports, yoga, field visit, social services and drama helps in reducing the anxiety level of the participants.

Okon and Sule (2006) in a study reported that junior secondary school is marked by poorly managed students' personnel services such as management of disciplinary services, management of recreational services, management of catering services, management of library services, management of guidance and counseling services and management of admission services which affect the system sustainability effectiveness. Poor management of students' personnel services in terms of management of disciplinary services, management of recreational services in schools have serious impacts on the realization of junior secondary education sustainability as regard sustainable records keeping, sustainable instructional strategies, sustainable learning environment, sustainable relevance curriculum contents and sustainable teaching effectiveness (Chidobi, 2015).

Essentially, the sustainability of junior secondary education depends on the quality and ability of the managers (principals). The managers (principals) get things done and have the ability to inspire, moderate, guide, direct and listen. James, (2016) opined school managers (principals) as the person on whose shoulders rest the entire administration, management, success or failure of the school since they are the hub on which the wheel of the system revolves. They identify and set goals and objectives for the school in line with the national objectives, analyses tasks and share responsibilities of the staff in

accordance to expertise and specialization. Put differently, school managers influence what transpire in a school system which promote, nourishes or impede the sustainability of junior secondary education.

Managers (principals) in junior secondary schools in Cross River State have been challenged to their face on the students' personnel services employed by them in their respective schools. The most appropriate and effective management of students' personnel services regarding management of disciplinary services, management of library services, management of guidance and counseling services, management of transportation services, management of environmental sanitation services and management of recreational services alike for sustainability of junior secondary education in terms of sustainable records keeping, sustainable instructional strategies, sustainable learning environment, sustainable relevance curriculum contents and sustainable communication skills is what most stakeholders in education sector desire and agitate for.

Consequently, it appears managers (principals) in junior secondary schools have failed in performing their statutory responsibilities regarding the management of disciplinary services and management of recreational services alike to achieve sustainability of junior secondary education in terms of sustainable learning environment, sustainable teaching-learning process, sustainable relevance curriculum contents and sustainable communication skills in the State. It is observed that managers in junior secondary schools no longer ensure the desired sustainable records keeping, sustainable learning environment, sustainable instructional strategies, sustainable teaching-learning effectiveness, sustainable relevance curriculum contents and sustainable communication skills alike in schools. This may be as a result of the managers' inability to adopt and put into action the required transformational leadership qualities to implement the desired students' personnel services regarding management of disciplinary, management of library, management of guidance and counseling, management of transportation, management of environmental sanitation and management of recreational alike hence the situation has generated tremendous threats on sustainability of junior secondary education goals attainment in terms of sustainable learning environment, sustainable teaching-learning process, sustainable relevance curriculum contents and sustainable communication skills.

Regarding the issue of sustainable learning environment, it is observed that in most junior secondary schools there are crisis of poor sustainability of learning environment. This situation hamstrung effective teaching and learning activities. Most schools do not appear to possess the transformational leadership magnetism regarding managing students' personnel services in areas like management of disciplinary services, management of library services, management of guidance and counseling services and management of recreational services to fashion the desired sustainable learning environment which enhances the attainment of junior secondary school goals and objectives. Ahmed (2003) posited that, in most junior secondary schools, teaching and learning take place under poor environment, lacking the basic materials for instructional delivery thus hindering the fulfillment of educational goals and objectives. In same vein, there are reports of insufficient infrastructural and instructional facilities which have bedeviled disciplinary standard of junior secondary schools such as functional disciplinary, recreational, guidance and counseling, transportation, environmental sanitation, laboratories and libraries facilities, well equipped classrooms, workshops and among others. Jaiyeoba and Atanda (2003) reported that those facilities enable junior secondary schools to achieve a level of sustainability effectiveness that exceeds what is possible when they are not provided. Availability of infrastructures like the disciplinary, recreational, guidance and counseling, transportation, environmental sanitation, laboratories, libraries and classrooms facilities in the right quantity and quality is germane in sustainable junior education provision.

Another cursory area of sustainable junior secondary education is the relevance of its curriculum contents fixed up for the learners. Allele – Williams in Usen, Ukpong and Ekpenyong (2017) lamented gloomily that what is of great concern is that most curriculum contents offering in junior secondary schools are not current and most learning is mere paper and pencil work. This implies that, there exist very little or no practical hands on learning owing to the fact that the curriculum is not relevant to needs of the learners, teachers' qualification and training (Ige, 2013). If the curriculum is relevant to students' life, the children would be interested in learning about sustainability. In other

word, the children quest for knowledge, skills, values, competencies and creative problem-solving capabilities leading to more sustainable lives would develop. The learners would develop more productive attitudes toward learning better behavior for improved standards of living. This reveals that sustainability has taken the center stage as an imperative tool in maximizing teaching-learning activities in school system. This fact was supported by Gayford (2009) who posited that, in most successful disciplined junior secondary schools, sustainability forms an integral part of a well-planned curriculum alongside special events and activities which are experienced both within and outside the classroom and these foster students' attitudes towards learning.

Another worrying issue of sustainable junior secondary education is the aspect of instructional strategies such as inquiry, problem-solving, play-way and experimentation employ by most junior secondary schools is yet to attain an appreciable levels. This situation has procured attendant consequences on the realization of sustainable junior secondary education. Percy-Smith (2009) overtly reported that, to achieve sustainability of junior secondary education, the system should employ practical and experimental learning strategies which would enable the children to act on their learning in regards to sustainable life-styles. Therefore, if sustainable junior secondary education in terms of sustainable learning environment, sustainable teaching-learning process, sustainable relevance curriculum contents and sustainable communication skills is viewed as socio-cultural practice regarding management of disciplinary services, management of library services, management of guidance and counseling services, management of transportation services, management of environmental sanitation services and management of recreational services alike rather than a set of knowledge and skills, it would help learners to be agents of change as well as students. Higgs & Macmillan, (2006) reported that to achieve sustainable education, management of students' personnel services should be carefully addressed in junior secondary schools to enhance learning about sustainable and adoption of sustainable behavior.

The most worrisome aspect of junior secondary education is the complaint of teachers and scholars that there have been poor keeping of valuable records in some junior secondary schools. It appears also that most junior secondary schools lack proper storage facilities hence records are kept at the mercy of termites, rats, weather and other destructive elements. Ereh and Okon (2015) stated that in some junior secondary schools where these records are kept, several complain showed that, they are kept in the care of poorly trained or totally ignorant records clerks thereby hinder easy collection of data, processes, storage and retrieval of information. Adeleye, Adu and Olatunde (2012) orated that the greatest encumbrance to the sustainable records keeping system in schools is the inability of some school managers to manage students' personnel services in terms of management of disciplinary services as regards management of funds. This means, without adequate funds, sustainable records keeping is tantamount to a mirage. That is, —building castles in the air. Effective management of funds is important in purchasing needed equipment/facilities and stationeries for sustainable records keeping activities as this will go a long way assuring sustainable junior secondary education goals and objectives.

Ogban, Nnaji, Unambia and Effah(2022) adduced that the provision of Information and Communications Technology (ICT) and entrepreneurship education in secondary schools is a strategy for sustainable youth empowerment in Calabar metropolis, cross river state, Nigeria. The purpose of the study was to determine wheather provision of ICT and entrepreneurship education in secondary schools relate to sustainable youth empowerment in Calabar Metropolis, Cross River State. Two hypotheses were formulated to guide the study. Survey research design was adopted for the study. The population of the study is 2,349 which comprises 1,245 SS2 students, 1,080 teachers and 24 principals in the 24 public secondary schools in Calabar Metropolis. A multistage sampling technique involving Purposive and simple random techniques was adopted in selecting 200 students who formed the sample of the study. A questionnaire titled " ICT and entrepreneurship education in secondary schools for sustainable youth empowerment questionnaire, (ICTEESSSYEQ)| was used for data collection. The data collected were analysed using simple linear regression. Results showed that provision of ICT and entrepreneurship education in secondary schools significantly predicts sustainable youth empowerment

in Calabar Metropolis. Based on the results, it was concluded that the sustainable empowerment of youths in Calabar metropolis can be achieved through the provision of ICT and integration of entrepreneurship education in secondary schools. It was recommended, among others, that government and other stakeholders should endeavour to provide ICT facilities for use in schools. Thus, the dire need to enhance recreational services in schools in tandem with global best practices.

Statement of the problem

School managers in junior secondary schools in Cross River State have been seriously challenged in the ways and manners they deployed in the management of students' personnel services in their respective schools. The crux of the is that some of them seem to have failed in the management of students' personnel services resulting from their inability to demonstrate professional students' personnel services strategies in areas like management of disciplinary services, management of transportation services, management of environmental sanitation services and management of recreational services to achieve the expected sustainability of junior secondary education regarding sustainable learning environment, sustainable instructional strategies sustainable relevance curriculum contents and sustainable records keeping.

Regarding the issue of sustainable learning environment in most junior secondary schools, it is observed that the situation is not supportive of the students' lifelong learning skills. It seems there are crisis of poor sustainability of learning environment. Most schools do not appear to posses the transformational leadership magnetism or manpower to bring to bear the fundamentals of managing students' personnel services in areas like management of disciplinary services, management of library services, management of guidance and counseling services and management of recreational services to achieve the desired sustainable learning environment capable of enhancing the attainment of junior secondary school goals and objectives. This situation hamstrung effective teaching- learning activities cum the junior secondary school goals and objectives.

Another issue is the aspect of relevance curriculum contents occasioned by poor management of students' personnel services in junior secondary schools. It appears that the curriculum contents seem not to be relevant to learners' future life hence affect learners' quest for skillful knowledge which may lead to sustainable lifestyle both in the present and in the future. This implies that, there exist very little or no practical hands on learning owing to the fact that the curriculum contents is not relevant to the needs and aspirations of the learners, teachers' qualification and training. This situation has engenders unprecedented consequences on the sustainability of junior secondary school goals and objectives due to poor management of students' personnel services by school managers.

Moreover, the school utilization of realistic instructional strategies like practical, problem-solving, play-way, enquiry and experimental strategies to capture the interests of the learners is nothing to write home about. The situation has procured attendant consequences on the realization of sustainable junior secondary education owing to the schools managers' incompetence's ability to discharge managerial strategies that are goal-oriented in regards to students' personnel services.

Another most worrisome issue is the complaint of poor keeping of valuable records in some junior secondary schools. Some schools lack proper storage facilities, hence, records are kept at the mercy of termites, rats, weather and other destructive elements. This situation has resulted to none realization of the sustainable junior secondary education goals and objectives.

Stakeholders in the sector and the general public tend to blame this on, ineffective, on the part of school managers of junior secondary schools in managing students' personnel services, with respect to the management of disciplinary services and management of recreational services on ethical consideration, as, evidenced in the slow dispensation of sustainable learning environment, sustainable instructional strategies sustainable relevance curriculum contents and sustainable records keeping which are basic to the attainment of sustainable junior secondary education goals.

Nonetheless, deliberate attempts have been made by concerned stakeholders in the sector to remedy the dreaded endemic through the provision of school facilities and capacity development programmes for junior secondary schools managers and the likes yet the problem of managing students'

personnel services for sustainable junior secondary education still persist. Ethically, Students' personnel services have to do with all the practices and services that are provided to students for the attainment of educational goals and objectives.

However, the extent to which students' personnel services are managed on ethical consideration can enhance or militate against sustainable junior secondary education. In this context, students' personnel services have to do with all the practices and services such as management of disciplinary services and recreational services ethically provided to the students for the attainment of educational goals and objectives. Therefore, the sharp decline in the management of these services in junior secondary schools is capable of bringing about the retrogression tends to have experienced in junior secondary education. It is against this background therefore, this study seeks to determine examine what relationship exists between managing students' personnel services and ethical consideration for sustainable junior secondary education in Cross River State?

Purpose of the study

The purpose of this study was to examine what relationship exists between managing students' personnel services and sustainable junior secondary education in Cross River State? Specifically, the study sought to examine what relationship exists between;

1. Management of disciplinary services and ethical consideration for sustainable junior secondary education in Cross River State.
2. Management of recreational services and ethical consideration for sustainable junior secondary education in Cross River State.

Research hypotheses

The following null hypotheses guided the study;

1. There is no significant relationship between management of disciplinary services and ethical consideration for sustainable junior secondary education, with ethical consideration..
2. Sustainable junior secondary education is not significantly related to management of recreational services, with ethical consideration.

Research methodology

The study on the management imperative of students' personnel services for sustainable junior secondary education covered the entire three education zones in Cross River State. The research design adopted for this study was survey design. The population of this study comprised all the educational managers (principals) in the two hundred and forty six (246) junior secondary schools in the State. To achieve the purpose of the study, teachers in the schools were stratified by Education Zone thus: Calabar Zone - 2153 (910 male and 1243 female); Ikom Zone- 1623 (1081 male and 542 female); Ogoja Zone – 1343 (956 male and 387 female) making a total of 5119 teachers in schools across the Zones (Cross River State Secondary Education Board, 2018). Purposive sampling technique was used to select 450 teachers across the three Education Zones as thus; Calabar Zone - 150; Ikom Zone - 150 and Ogoja Zone - 150. This altogether gives a total of 450 teachers selected to assess their schools' managers. A breakdown of the sample shows that there were 214 males and 235 females.

Instrument for data collection was titled —Managing Students' Personnel Services for Sustainable Junior Secondary Education Questionnaire (MSPSSJSEQ)¶. It was designed by the researchers with the help of two experts in Educational Management Department and one expert in Measurements and Evaluation unit in the Department of Educational Foundation. The reliability of the instrument was reached through Cronbach Alpha Reliability method. The result of the reliability estimate of the instrument obtained after analyzing the responses ranges from 0.76 to 0.89. This shows that the instrument was reliable and fit for the exercise. Copies of the instruments were administered on the assessors (teachers) in their various schools by the researchers with the help of three trained research assistants. At the end of the exercise, out of four hundred and fifty (450) copies of questionnaire administered, four hundred and forty-five (445) were successfully completed and

retrieved from the assessors and use for data analysis. Data collected were analyzed using Pearson's Product Moment Correlation statistical technique and the hypotheses were tested at 0.05 level of significance.

Hypothesis one

There is no significant relationship between management of disciplinary services and ethical consideration sustainable junior secondary education.

Table 1

Result of Pearson Product Moment Correlation Analysis of management of disciplinary services and ethical consideration for sustainable junior secondary education. (n = 445)

Variable	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value
Management of disciplinary services	7342	125006	129406	0.203*
Ethical consideration	7791	141077		

*Significant at .05 level; df = 443; critical r = 0.088.

From table 1, the calculated r-value of 0.203 is greater than the critical r-value of 0.088 at .05 level of significance with 443 degrees of freedom. Therefore, the null hypothesis was rejected while the alternate was upheld. This means that there is a significant relationship between management of disciplinary services and ethical consideration for sustainable junior secondary education. The implication is that the higher the management of disciplinary services for students in ethical consideration, the higher the sustainability of junior secondary education in Cross River State.

Hypothesis two

Sustainable junior secondary education is not significantly related to management of recreational services on ethical consideration.

Table 2

Result of Pearson Product Moment Correlation Analysis of the relationship between management of recreational services and ethical consideration for sustainable junior secondary education (n = 445)

Variable	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value
Management of recreational services	7312	124146	128916	0.208*
Ethical consideration	7791	141077		

*Significant at .05 level; df = 443; critical r = 0.088.

From table 2, the calculated r-value of 0.208 is greater than the critical r-value of 0.088 at .05 level of significance with 443 degree of freedom. Therefore, the null hypothesis was rejected while the alternate was upheld. This means that sustainable junior secondary education is significantly related to management of recreational services on ethical consideration. Ethically, the implication is that the higher the management of recreational services for the students the higher the sustainability of junior secondary education in Cross River State.

Discussion of the findings

The result of hypothesis one was significant. That means, there is significant relationship between management of disciplinary practices and ethical consideration for sustainable junior secondary education. This however led to the rejection of the null hypothesis while retaining the alternate hypothesis. The result suggests, that, management of disciplinary practices in ethical consideration, performs a significant role on sustainable junior secondary education. The result of this

finding is in consonance with the findings of James (2017) who reported that, school disciplinary practices was crucial in school management which accordingly involved the mode of life in accordance with laid down rules of the school to which all members must conform and the violation of which are questionable and also disciplined. The result of this findings similarly supported the findings of James (2016) who reported that, school administrators should promote good working and learning conditions by way of maintaining and making functional at all times the school-physical facilities; to ensure implicit obedience of the rules and regulations by all members. The result of this finding agrees with the conclusion of Dunham in Ehiane (2014) who earlier reported that, effective management of disciplinary practices in schools helps in the achievement of goals, expectations and responsibilities in students. The study further reported that, effective disciplinary practice was the key in the journey towards sustainable junior secondary education.

The result of hypothesis two was significant. The positive nature of the correlation coefficients revealed that, the more recreational services are provided and effectively managed, ethically, the higher the level of sustainable junior secondary education. This finding could be attributed to the government conscious effort to the provision of recreational facilities in schools, junior secondary education inclusive. The involvement of students in recreational activities such as sports and games complements learners' classroom curricular activities and develop in them the spirit of sportsmanship, teamwork and inter-school relationship amongst others. The outcome of this study agrees with the reports of Schineider (2002) who cleverly averred that, recreational activities in school system were of crucial and valuable for developing proper habits, interests, beliefs, attitudes and social ideals among students. It is in agreement with the finding of Vaidya (2002) who stated that in schools system where extra-curricular activities form an integral part of the school programmes and participation made compulsory for both teachers and students, sustainability of junior secondary education has been enhanced. The result of this finding agrees with that of Borhade (2012) who discovered that, in effective schools, students suffering from high anxiety got relieved of it through regular participation in extra-curricular activities.

Conclusion

Arising from the results of the findings, it could be concluded that management imperative of students' personnel services through disciplinary services and recreational services significantly relate to sustainable junior secondary education in Cross River State, Nigeria. On ethical consideration, this implies that attention is drawn to the effective and efficient management of students personnel services by the school administrators to ensure quality and conducive teaching and learning environment, at the present and in the nearest future. To this end, it behoves the school managers to effectively and efficiently manage the students personnel services, in order, to embellish virtues such as respect for elders, honesty, self discipline, hardwork, selfishness, patriotism and good values in school members and the provision of appropriate school facilities in tandem with global best practices in the typical teaching and learning environment for posterity.

Recommendations

1. The junior secondary school managers should ensure appropriate and result-oriented students disciplinary services, to help achieve the much expected sustainable junior secondary education goals and objectives in Cross River State, Nigeria.
2. Institutional managers should work as a team to ensure that recreational facilities are sufficiently available for the students maximum use in the secondary schools

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TEACHERS' TRAINING PROGRAMMES RE-ENGINEERING FOR ETHICAL AND VALUE-CENTERED EDUCATION IN TARABA STATE, COLLEGE OF EDUCATION, ZING



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Abstract

This study critically investigated the re-engineering of teachers' training programmes for ethical and value-centered education at Taraba State College of Education, Zing. Three research objectives guided the study. A descriptive survey design was adopted, and the research was conducted at Taraba State College of Education, Zing. The population comprised the college's teaching staff, from which a sample of 250 respondents was selected. A 20-item structured questionnaire titled Teachers' Training Programmes Re-engineering for Ethical and Value-Centered Education Questionnaire (TTPREVCEQ) was used to collect data. Descriptive statistics such as frequency and percentages were used to describe demographic data, while mean scores and standard deviations were employed to answer the research questions. A benchmark mean score of 2.50 and above was used as the acceptance criterion. The findings revealed that curriculum redesign positively influenced the effectiveness of teacher training programmes; the quality of training delivery significantly enhanced teachers' ability to implement ethics and values in their teaching; and institutional support played a crucial role in improving the re-engineering of teacher training programmes. Based on these findings, it was recommended that educational policymakers and administrators prioritize curriculum reforms, improve training quality, and strengthen institutional support to promote ethical and value-centered education in teacher training programmes.

Keywords: Teachers' Training Programmes, Re-engineering, Ethical Education, and Value-Centered Education.

Introduction

In recent decades, teacher education has come under increasing scrutiny due to the rising demand for ethical responsibility, integrity, and value-centered education within academic institutions (Okafor, 2021). As the custodians of moral and civic instruction, teachers are expected not only to deliver knowledge but also to model values such as honesty, empathy, responsibility, and social justice. However, conventional teacher training programmes have often been criticized for focusing excessively on content delivery and pedagogical techniques, while neglecting the ethical and value-oriented dimensions of teaching (Omoregie, 2020). This has led to calls for the re-engineering of teacher training programmes to include structured approaches to ethical awareness and value-based instruction, particularly in developing countries like Nigeria.

The Nigerian education system, faces challenges such as value erosion, exam malpractice, cultism, and teacher misconduct, which underscore the need for ethical reorientation (Adebayo & Ojo, 2022). Teacher training institutions are not exempt from these realities. To respond to these challenges, the National Commission for Colleges of Education (NCCE) and other stakeholders have advocated for curriculum reforms that integrate ethics and values into teacher training (NCCE, 2020). Re-engineering such programmes requires a paradigm shift from traditional models of teacher education to more

holistic frameworks that emphasize ethical leadership, character formation, and civic responsibility alongside academic instruction.

Curriculum redesign plays a foundational role in this transformation. When teacher training curricula are restructured to include ethical theories, critical thinking, inclusive education, and moral reasoning, they become instrumental in producing teachers who are both intellectually and morally competent (Nkang, 2021). Moreover, Ibrahim and Musa (2023) observe that the quality of training delivery through competent facilitators, interactive pedagogies, and value-laden classroom practices greatly influences pre-service teachers' ability to internalize and apply ethical principles in their future careers.

Equally critical is the role of institutional support, which encompasses the availability of resources, mentorship, organizational culture, and administrative backing. Without sustained institutional commitment, even the most well-designed curriculum and training efforts may fail to achieve desired outcomes (Adamu, 2021). Therefore, evaluating how institutional support mechanisms affect the implementation of value-centered education is essential for effective educational reforms.

Given these dynamics, this study seeks to assess how curriculum redesign, quality of training delivery, and institutional support collectively contribute to the effectiveness of re-engineered teacher training programmes aimed at promoting ethical and value-centered education in Taraba State College of Education, Zing.

Statement of the Problem

The training of future teachers aims not only to impart knowledge but also to model core values such as honesty, empathy, responsibility, and social justice. Yet, many Colleges of Education remain predominantly content-driven and examination-focused, with insufficient attention to the moral and ethical development of pre-service teachers. This gap is driven by misalignment between curricula and ethical-valued competencies, suboptimal training delivery, and weak institutional support for value-centered pedagogy. National education reports and scholarly reviews consistently document a disconnect between policy expectations and classroom practice in teacher education (NCCE, 2020; Adebayo & Ojo, 2022), contributing to professional misconduct, erosion of ethical standards, and diminished public trust in the teaching profession. While reforms in curriculum design, pedagogy, and institutional infrastructure have been initiated, the practical impact of these re-engineered training programs on ethical awareness and behavior among pre-service teachers remains under-explored. Therefore, it is imperative to assess whether current efforts in curriculum redesign, pedagogical improvements, and institutional support are yielding tangible improvements in promoting ethics and values in teacher preparation in College of Education, Zing, Taraba State.

Purpose of the Study

The purpose of this study is to investigate teachers' training programmes for ethical and value-centered education at Taraba State College of Education, Zing. Specifically, the study sought to:

1. To examine the impact of curriculum redesign on the effectiveness of teachers' training programmes for ethical and value-centered education in Taraba State College of Education, Zing.
2. To assess the quality of training delivery and its influence on teachers' ability to implement ethical and value-centered education in Taraba State College of Education, Zing.
3. To find out the role of institutional support in enhancing the re-engineering of teachers' training programmes for ethical and value-centered education at Taraba State College of Education, Zing.

Research Questions

1. How does curriculum redesign impact the effectiveness of teachers' training programmes for ethical and value-centered education in Taraba State College of Education, Zing?

2. In what ways does the quality of training delivery influence teachers' ability to implement ethical and value-centered education in Taraba State College of Education, Zing?
3. What role does institutional support play in enhancing the re-engineering of teachers' training programmes for ethical and value-centered education at Taraba State College of Education, Zing?

Literature Review and Theoretical Framework

Re-engineering teachers' training programmes

Re-engineering teachers' training programmes is an essential process aimed at transforming traditional teacher education to better meet contemporary educational demands, particularly in the areas of ethics and value-centered instruction. This process involves critically revising the curriculum, instructional methods, and institutional structures to equip future teachers with the knowledge, skills, and attitudes necessary to foster moral and ethical development in their students. As educational contexts evolve, so too must the training programmes to address emerging challenges such as technological advancements, multicultural classrooms, and ethical dilemmas in teaching practice (Darling-Hammond, 2017). According to Oyelere(2020), effective re-engineering, therefore, requires a holistic approach that integrates ethical considerations explicitly into the content and delivery of teacher education, ensuring that trainees are prepared not only academically but also morally to contribute positively to society.

Curriculum redesign is at the heart of re-engineering efforts, as it determines the scope and depth of ethical and value-based content presented to pre-service teachers. According to Eze andIlechukwu(2019), a well-revised curriculum fosters critical reflection, ethical reasoning, and a commitment to social justice, which are crucial for nurturing teachers who can act as role models and ethical leaders in their schools. The integration of case studies, role-plays, and discussion of real-world ethical dilemmas within training programmes encourages trainees to apply theoretical knowledge to practical scenarios, thus bridging the gap between theory and practice (Loughran, 2014). However, Korthagen (2010) expressed that curriculum changes alone are insufficient without corresponding improvements in the quality of training delivery. Trainers' competence in modeling ethical behavior and facilitating value-centered pedagogical strategies profoundly influences the extent to which ethical principles are internalized by pre-service teachers.

Moreover, institutional support plays a pivotal role in sustaining the effectiveness of re-engineered teacher training programmes. Leadership commitment, adequate resource allocation, and continuous professional development for teacher educators are vital to creating an enabling environment where ethical education can thrive (Ibrahim & Musa, 2023). Studies show that institutions that actively promote ethical standards and provide administrative backing for value-centered education tend to produce teachers with heightened ethical awareness and professional responsibility (Sachs, 2016). Nonetheless, resource constraints remain a significant challenge in many educational settings, particularly in developing countries like Nigeria, where funding shortages limit access to teaching materials and training opportunities (Oyelere, 2020). Addressing these systemic issues requires coordinated efforts from policymakers, educational leaders, and stakeholders to ensure that re-engineering initiatives are adequately supported and sustained over time.

Ethical and value-centered education

Ethical and value-centered education refers to the deliberate integration of moral principles, values, and ethical reasoning into the educational process, aiming to develop learners' character alongside their cognitive abilities. It emphasizes nurturing qualities such as integrity, respect, responsibility, empathy, and social justice within students to prepare them as conscientious citizens and ethical professionals (Lovat, Toomey, & Clement, 2011). This approach moves beyond the traditional focus on academic achievement, recognizing that education plays a critical role in shaping not only intellectual capacities but also the ethical frameworks that guide individual behavior and social

interactions. As UNESCO (2015) highlights, value education is fundamental to fostering peaceful societies, promoting human rights, and addressing global challenges such as inequality and environmental sustainability.

Integrating ethics and values into education requires purposeful curriculum design, pedagogical strategies, and institutional commitment. According to Berkowitz and Bier (2007), effective ethical education involves creating learning environments that encourage moral reflection, critical thinking about ethical dilemmas, and active engagement with real-life situations that challenge students to apply their values in decision-making. Instructional methods such as dialogue, storytelling, case studies, and service-learning have proven effective in deepening students' understanding of ethical concepts and enhancing their ability to act responsibly (Narvaez & Lapsley, 2014). Furthermore, educators themselves must model ethical behavior, as teacher integrity and professionalism significantly influence students' moral development.

Despite the recognized importance of ethical and value-centered education, its implementation faces several challenges, especially in developing countries where educational systems may prioritize rote learning and academic testing over character formation (Thapa & Cohen, 2015). In Nigeria, for example, systemic issues such as curriculum overload, insufficient teacher training in ethics, and limited institutional support hinder the full realization of value-based education (Adedeji, 2019). Addressing these challenges requires rethinking educational priorities to balance knowledge acquisition with moral development, fostering partnerships among educators, families, and communities, and ensuring policies explicitly support ethics education (Lovat et al., 2011). Ultimately, embedding ethics and values into education not only benefits individual learners but also strengthens societal cohesion and democratic governance.

Omorie (2020) examines the need to revamp teacher education in Nigeria to promote sustainable national ethics and values. The study argues that teacher training institutions must prioritize ethical education to address moral decay in society effectively. Omorie highlights key strategies such as curriculum redesign, continuous professional development, and the incorporation of indigenous value systems into teacher preparation. The author emphasizes that sustainable ethics education requires a collaborative approach involving policymakers, educators, and communities. Despite these prospects, the study acknowledges challenges including limited resources and resistance to change within institutions. This work complements current research on re-engineering teacher training programs by stressing the necessity of aligning ethical education with national development goals and the cultural context of Nigeria.

Okebukola (2021) explores the integration of ethical values into the Nigerian teacher education curriculum, highlighting both the prospects and challenges involved. The study underscores the importance of embedding ethics deeply within teacher training to produce educators capable of fostering moral development in students. Okebukola identifies the potential benefits, including improved teacher professionalism and a positive impact on societal values. However, the study also discusses challenges such as inadequate curriculum design, lack of trained personnel to teach ethics, and limited institutional support. The author calls for strategic curriculum reforms and capacity-building initiatives to overcome these barriers. This study aligns with current efforts to re-engineer teacher training programs for ethical and value-centered education, providing valuable insights into the systemic changes required to achieve sustainable improvements.

Okafor (2021) investigates the critical role of value reorientation in shaping ethical behavior among pre-service teachers in Nigeria. The study emphasizes that fostering strong ethical values during teacher training is essential to address widespread moral challenges in the education system. Okafor argues that value reorientation must be integrated systematically into teacher education curricula to cultivate integrity, professionalism, and social responsibility. The findings reveal that pre-service teachers who undergo value-centered training demonstrate higher commitment to ethical conduct both in training and future teaching practice. However, the study also notes challenges such as insufficient emphasis on ethics in existing programs and calls for comprehensive reforms. This research supports

initiatives to re-engineer teacher training programs to prioritize ethical education, aligning well with contemporary efforts to enhance moral standards in Nigerian education.

Nwachukwu and Okoye (2020) explored the role of institutional leadership in promoting ethical standards within Nigerian teacher education. Their findings highlight that strong leadership commitment is crucial for embedding ethics in teacher training programs. Effective leaders establish clear ethical policies, ensure their consistent enforcement, and foster a culture of accountability among staff and trainees. The study also points out challenges such as occasional gaps between policy formulation and implementation due to administrative bottlenecks. Despite these challenges, the authors argue that leadership remains a key driver for sustaining value-centered education. This underscores the importance of empowering institutional leaders with the necessary skills and resources to champion ethics in teacher education, directly supporting efforts to re-engineer teacher training programs for enhanced ethical and value-based outcomes.

Theoretical Framework

This study is anchored on Bandura's Social Learning Theory (1977), which posits that learning occurs through observation, imitation, and modeling of behaviors within a social context. Bandura emphasized that individuals acquire new behaviors and attitudes by watching others and the consequences of those behaviors, highlighting the importance of role models in education and training environments. The critics of the Bandura's Social Learning theory argue that it underestimates internal cognitive processes and overemphasizes external influences, suggesting that learning is more complex than mere imitation (Miller & Dollard, 1941). In response, Bandura (1986) expanded the theory to include cognitive elements, introducing the concept of reciprocal determinism where personal factors, behavior, and the environment interact dynamically.

In relation to this study, Bandura's theory is pertinent as it underscores the importance of trainers' ethical behavior and institutional support as models for pre-service teachers. The re-engineered curriculum and delivery methods that emphasize ethical values provide opportunities for observation and practice, facilitating the internalization of these values by trainees. Thus, the theory supports the study's focus on curriculum redesign, quality of training, and institutional influence in fostering ethical and value-centered education.

Methods

Research Design: The study adopted a descriptive survey research design. This design was considered appropriate because it enables the researcher to systematically collect data from a sample to describe and interpret existing conditions, opinions, and practices related to the re-engineering of teacher training programmes for ethical and value-centered education.

Population of the Study: The population of the study comprised all 512 academic staff (lecturers) in Taraba State College of Education, Zing, who are directly involved in the planning, delivery, or assessment of teacher training programmes.

Sample Size and Sampling Technique: A total of 250 lecturers were selected from the college using the stratified random sampling technique to ensure representation across various departments and disciplines. This method enhanced the reliability and representativeness of the data.

Instrument for Data Collection: Data were collected using a structured questionnaire titled —Teachers' Training Programmes Re-engineering for Ethical and Value-Centered Education Questionnaire (TTPREVCEQ). The instrument consisted of 20 items developed around the three major constructs: curriculum redesign, quality of training delivery, and institutional support. The items were rated on a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree).

Method of Data Analysis: Data collected were analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations to answer the research questions. A decision rule of 2.50 and above was used to determine the level of agreement on each item.

Results

Table 1: Distribution of Respondents by Years of Teaching Experience and Educational Qualification

Variable	Frequency	Percentage
Years of Teaching Experience		
Less than 5 years	76	30.4
5–10 years	112	44.8
11–15 years	43	17.2
Above 15 years	19	7.6
Educational Qualification		
NCE	69	27.6
B.Ed./B.A. Ed./B.Sc. Ed.	124	49.6
M.Ed./M.A. Ed.	53	21.2
Ph.D.	4	1.6

The table shows the distribution of respondents based on their years of teaching experience and their educational qualifications. Regarding teaching experience, the majority of respondents (44.8%) have between 5 and 10 years of experience, followed by 30.4% with less than 5 years. A smaller portion, 17.2%, have 11 to 15 years of experience, while only 7.6% have more than 15 years of teaching experience.

In terms of educational qualifications, nearly half of the respondents (49.6%) hold a Bachelor's degree in Education or related fields, 27.6% have the Nigeria Certificate in Education (NCE), 21.2% possess a Master's degree in Education or related fields, and a very small proportion (1.6%) have attained a Ph.D. This distribution suggests a predominantly mid-level experienced and formally educated teaching workforce in the study setting.

Table 2: Respondents' Perceptions of the Impact of Curriculum Redesign on the Effectiveness of Teachers' Training Programmes for Ethical and Value-Centered Education

Items	Mean	Standard Deviation	Remark
The redesigned curriculum reflects contemporary ethical challenges in education.	3.93	0.66	Agree
Curriculum updates have made teacher training more relevant to moral instruction.	3.17	0.42	Agree
Ethics and values are now clearly integrated into course content across disciplines.	3.21	0.48	Agree
The re-engineered curriculum enhances trainees' understanding of professional conduct.	3.31	0.62	Agree
Curriculum modifications have strengthened trainees' ethical decision-making.	3.02	0.72	Agree

New curriculum modules focus on practical applications of values in teaching.	3.27	0.82	Agree
Grand Mean	3.32		Agree

Table 2 shows that respondents generally agreed that curriculum redesign positively impacts the effectiveness of teachers' training programmes for ethical and value-centered education. The item with the highest mean (3.93) indicates strong agreement that the new curriculum reflects contemporary ethical challenges. Other items also received favorable ratings, such as the relevance of updates to moral instruction (3.17), integration of ethics across disciplines (3.21), and enhancement of professional conduct (3.31). Although the item on strengthening trainees' ethical decision-making had the lowest mean (3.02), it still reflects positive agreement. The grand mean of 3.32 confirms that the re-engineered curriculum is perceived as effective in promoting ethical and value-centered education.

Table 3: Respondents' Perceptions of the Influence of Training Delivery Quality on Teachers' Implementation of Ethical and Value-Centered Education

Items	Mean	Standard Deviation	Remark
Trainers demonstrate ethical behavior in their instructional methods.	3.17	0.92	Agree
Training sessions include discussions on ethical dilemmas in education.	3.57	0.82	Agree
The delivery approach encourages critical thinking on moral issues.	3.62	0.44	Agree
Role-plays and case studies on values are regularly used in training sessions.	3.55	0.70	Agree
Trainers serve as role models for ethical classroom conduct.	2.82	0.19	Agree
Instructional materials support the development of ethical teaching practices	2.68	0.47	Agree
Grand Mean	3.23		Agree

Table 3 reveals that respondents generally agree on the positive influence of training delivery quality on teachers' implementation of ethical and value-centered education. High mean scores were recorded for items such as encouraging critical thinking on moral issues (3.62), inclusion of ethical dilemmas in training (3.57), and the use of role-plays and case studies (3.55), indicating strong approval of interactive and reflective teaching methods. Although slightly lower, the agreement that trainers demonstrate ethical behavior (3.17) and serve as ethical role models (2.82) suggests moderate confidence in trainer influence. The lowest rating (2.68) for instructional materials still falls within the agreeable range. Overall, the grand mean of 3.23 confirms that the quality of training delivery positively supports the integration of ethics and values in teacher preparation.

Table 3: Respondents' Views on the Role of Institutional Support in Enhancing Re-Engineered Teachers' Training for Ethical and Value-Centered Education

Items	Mean	Standard Deviation	Remark
The institution provides adequate resources for teaching ethics and values.	2.11	0.62	Disagree
There is administrative support for integrating value-based education in training.	3.54	0.43	Agree
There are professional development workshops on ethics are regularly organized.	2.86	0.32	Agree
The management promotes ethical standards among staff and trainees.	3.23	0.14	Agree
Policies on ethical conduct are communicated and enforced within the college.	4.07	0.26	Agree
Institutional leadership is committed to value-centered teacher education.	3.79	0.28	Agree
Grand Mean	3.27		Agree

Table 4 presents respondents' views on the role of institutional support in enhancing re-engineered teachers' training for ethical and value-centered education. The findings show a general agreement on the institution's commitment to promoting ethics, with high mean scores for items such as policy enforcement on ethical conduct (4.07), leadership commitment (3.79), and administrative support (3.54). Respondents also agreed that management promotes ethical standards (3.23) and that professional development workshops are organized (2.86), although the latter indicates moderate satisfaction. However, the item on the provision of adequate resources received a low mean score of 2.11, reflecting a notable area of concern. Despite this shortfall, the grand mean of 3.27 suggests that institutional support is perceived as generally effective in fostering value-centered teacher training.

Discussion of Findings

The findings of this study reveal that the re-engineered curriculum at Taraba State College of Education, Zing, effectively integrates ethics and values across various disciplines. This suggests that intentional curriculum redesign can play a transformative role in promoting ethical awareness and behavior among pre-service teachers. This aligns with the position of Okebukola (2021), who emphasized that curriculum content, when tailored to address moral and ethical dimensions, enhances the professional readiness of teacher trainees. Furthermore, the inclusion of ethics across subject areas ensures that values are not treated as standalone topics but as integral elements of pedagogy, which increases their relevance and application. Additionally, the study shows that curriculum updates have significantly improved trainees' understanding of professional and moral conduct. This supports the assertion by Umeh and Adekunle (2019), who found that embedding ethics into teacher education fosters reflective practice and a deeper grasp of professional responsibilities. The clarity and consistency in the presentation of ethical content in the curriculum appear to foster such outcomes. A possible reason for this outcome could be the structured training workshops and revised modules that focus on real-life classroom ethical scenarios, enhancing experiential learning.

Moreover, this study indicates that the curriculum redesign has made teacher education more responsive to contemporary ethical challenges. In line with this, Akinbote (2020) argued that 21st-

century teacher training must adapt to the evolving moral demands of a pluralistic and dynamic society. However, this study contrasts with the findings of Oladipo and Ogunyemi (2018), who noted limited impact of curriculum reforms due to poor implementation frameworks and inadequate follow-up mechanisms. Unlike their context, the current study benefits from an institutional commitment to reform and resource allocation, which may account for the positive outcomes reported by respondents.

The findings from second research question indicate that the training delivery approach in Taraba State College of Education, Zing, supports critical thinking and the discussion of ethical dilemmas among pre-service teachers. This reflects the argument of Enu and Esu (2019), who stressed that dialogical teaching strategies are essential for promoting reflective and ethical judgment in future educators. By facilitating open-ended discussions, trainees are encouraged to think independently and navigate real-world moral issues, which enhances their ethical competence. Respondents also perceived trainers as ethical role models who integrate instructional strategies such as case studies and role plays to reinforce value-based learning. This corroborates the work of Obioma and Musa (2021), who highlighted the influence of instructor modeling on shaping trainee conduct and classroom ethics. The practical nature of these approaches helps bridge the gap between theoretical knowledge and classroom application. However, the influence of trainer modeling may be context-specific; while this study shows positive perceptions, other studies (e.g., Adeoye & Olanrewaju, 2020) reported inconsistencies in trainers' adherence to modeled ethical behaviors, possibly due to lack of supervision or institutional accountability. Despite the strengths, instructional materials received relatively lower ratings. This implies that while trainers' efforts are commendable, the supporting resources may be inadequate or outdated. This concern is echoed by Adebayo (2022), who noted that without relevant and context-driven materials, even the best training methods may not fully translate into effective classroom practice.

The study through its third objective reveals strong institutional support for value-centered teacher education. Respondents acknowledged leadership commitment and clear communication of ethical policies. This aligns with the findings of Nwachukwu and Okoye (2020), who emphasized that institutional vision and leadership behaviour are critical enablers of ethics-driven teacher education. The presence of well-articulated policies and leadership commitment helps create a culture of accountability and moral consistency within the institution. There is also evidence of robust administrative backing, with regular ethics-focused professional development programs. This supports the conclusion by Eze & Ilechukwu (2019), who noted that continued professional training is vital for reinforcing ethical awareness among educators. When staff are regularly exposed to ethics workshops and seminars, it not only sustains their competence but also institutionalizes ethical practice as part of daily operations. Nonetheless, a major concern highlighted is the lack of adequate resources for implementing ethics and values education effectively. This challenge is consistent with findings by Ijaiya & Salami (2018), who pointed out that resource constraints remain a critical barrier to quality ethics education in Nigerian teacher training institutions. Unlike institutions with better funding and donor support, the current study context reflects infrastructural and material limitations, which could hinder the sustainability of the re-engineered training programs despite positive leadership intentions.

Conclusion

The findings of this study demonstrate that the re-engineered teachers' training curriculum at Taraba State College of Education, Zing, has successfully incorporated ethics and values into the core of teacher education. This integration across various disciplines has enhanced trainees' understanding of professional and moral conduct, making the training more relevant to contemporary ethical challenges faced in education today. The curriculum redesign has thus strengthened the foundation for developing ethically conscious teachers who are better equipped to navigate complex moral issues in their future classrooms.

In addition to curriculum improvements, the quality of training delivery has played a vital role in promoting ethical awareness among pre-service teachers. Trainers serve as role models by demonstrating ethical behavior and employing interactive, value-centered instructional methods such as

case studies and discussions on ethical dilemmas. Institutional support further reinforces these efforts through strong leadership commitment and administrative backing, including the communication and enforcement of ethical policies. However, the persistent challenge of inadequate resources highlights the need for sustained investment to fully realize the goals of value-centered education. Addressing these gaps will be critical for maintaining and enhancing the effectiveness of ethical teacher training programs in the college.

Recommendations

1. Curriculum development authorities such as National Commission for Colleges of Education (NCCE) should prioritize continuous curriculum review and redesign to ensure that ethical and value-centered education remains relevant and integrated across all teacher training programmes.
2. College Management at Taraba State College of Education, Zing, should enhance the quality of training delivery by providing regular professional development for trainers focused on ethical teaching methods, including the use of interactive strategies such as case studies and ethical dilemma discussions.
3. Government through the State Ministry of Education and college administration must ensure adequate provision of resources, both material and infrastructures to support the implementation of value-centered education.

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FACTORS INFLUENCING ETHICAL STANDARDS OF SUPERVISORS IN SUPERVISION OF INSTRUCTION IN PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE, NIGERIA



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Abstract

The study examined factors influencing ethical standards of supervisors of instruction in public secondary school in Anambra State Nigeria. Two research questions were answered in the study. The study adopted a descriptive research design. The population comprised 1,200 public secondary school teachers in Anambra State. Using a proportionate sampling technique, 120 teachers were sampled as respondents. This represented 10% of the population. A 23-item questionnaire, constructed by the researchers, titled —Factors Influencing Ethical Standards of Supervisors Questionnaire (FIESSQ) was used as the instrument for data collection. It was validated by three experts in education. The test of reliability of the instrument yielded a co-efficient of 0.88 and 0.84. Mean scores and Standard Deviation were used to answer the research question. Major findings of the study included that exploitative relationship, favouritism, discrimination, scapegoating, intolerance, derogatory treatment, conflict of interest, etc, were the factors that influence ethical standards of supervisors of instruction in Anambra State. The findings also revealed that fostering positive learning environment, setting clear guidelines, prompt response to issues, clear communication channels, well defined expectations, training programmes, amongst others, constituted ways by which supervisors can improve ethical standards in supervision of instruction in the state. Based on the findings, the researchers recommended that both the Federal and the State government should provide ethical training programmes to educate supervisors in ethical principles, in order to promote ethical conducts, Government should establish clear guidelines and policies on ethical conducts for supervisors with full implementation, to ensure that supervisors understand their responsibilities and expectations. It was also recommended that the education system should conduct regular evaluation of supervisors' performance and establish disciplinary procedures for ethical violation. Based on the findings, the researchers, finally concluded that there are factors that influence ethical standards of supervisors in supervision of instruction in public secondary schools in Anambra State and that these detrimental factors cannot be neglected. Ethical standards, being an important aspect of school, needs serious concentration. Hence proper approach is fundamental to the change because a good measure of ethics in supervisory practices will contribute to the achievement of a more just and sustainable national goal of education in the country.

Keywords: Factors, Influence, Ethics, Ethical Standards, Supervisors, Supervision, Instruction, Public Schools.

Introduction

Supervision in education ordinarily refers to improvement of the total teaching and learning situation and conditions that affect them. It is a social function designed to improve instruction by working with the teachers who are working with the learners. It is more so defined as an act of a superior person overseeing the work of the subordinate working at the lower level. The overseeing means directing, guiding, advising and helping the subordinates in performance, with the purpose of achieving established goals. Key supervisory roles include educating, coaching, sponsoring, counseling, improving, refreshing, encouraging and motivating the supervisee. In this context, principle effectiveness of supervision include supervisors identification of needs and strength-focusing of the supervisees, while the main goal is to improve their confidence and critical thinking, as they seek support and feedback for growth and development in their professional teaching.

It is important to remember that schools have never been islands as they ward off the effects of trends emerging with humane nature of man. It is equally important to understand that school are now subjects to the impacts of global changes to which the stakeholder require rapid local response. Supervision has been far from the novel concept. The reality is that its methodology and techniques have gone a long way from the past several decades and is still making several headways. Hence modern supervision as opposed to inspection in education, has become a concept where ethical standards of supervisors should trend higher, to promote professional growth of teachers' ability to effectively and efficiently teach in classroom setting for sustainable national development in education.

The term ethics is fashionable and is seen in almost every profession. The word is simply defined as the science of right and wrong, the science of moral judgment and conduct. It is a concept about moral values and rules. Ethics in education, especially in school, deals with moral principles that guide behaviours within the educational environment. Ethical standards in education reflects making decision that follows appropriate conducts and respect to others in the teaching learning situations. In school supervision, ethical standards are fundamental in guiding teachers. These standards ensure fairness, protection, accountability of teachers and their wellbeing, ultimately fostering positive and ethical teaching and learning. Supervisors ethical leadership is of great importance regarding growth and development of education. Some moral norms for right conducts are common to human kind as they transcend and constitute common morality such as not to: harm, suffer or punish the innocent; to be truthful, obey the law in nurturing the young. Thus, it is important to link ethical standards to supervision of instruction in Public secondary schools.

The Problem

Problems of supervision of instruction can be dimensional. Several of them plague the supervisors, hindering the ability to effectively render their supervisory duties. Dozens of articles and chapters had been written on supervision of instruction and its subsidiaries, but very scanty of them, if not none, treated the practice of ethics as a component for achieving instructional supervision efficiency and effectiveness. Many related literatures in the study revealed the gap of ethical consideration as an area of one of the serious factors affecting efficiency in supervision of instruction. Many of the previous research works have not touched the area of ethical standards that are required to enhance supervisory services in schools. Factors like insufficient funding, lack of resources, resistance of teachers, excessive workload of the supervisors, and the likes, were common in the findings of most previous researchers such as Adesina (2001), Kamido (2006), Olatuye (2006), Eya et al (2012), Anuna (2024) and Danladi et al (2019), among numerous others. None of the aforementioned studies were found to relay the ethics of research involving human object as a factor in achieving successful supervision of instruction in schools. None were concerned with the principles of respect of persons, beneficence and justice. This showed that many former researchers have not delved into most of the critical ethical issues in supervision of instruction. Comments that did follow their findings failed to observe the ethical principle as a constituent to achieving successful instructional supervision. Even in some theoretical frameworks in the field by such authors as Okoli (2006), Throne (2020), Onele et al (2016) and others. The concept that reflects the ethics issues or debate about disability and feasibility of ethics

were yet to gain discussions, in as much as no book of reading in exhaustive. To strengthen this gap of omissions, a study By Izham et al (2024) found that till date, teachers have not been really satisfied with the instructional supervisory services carried out in schools. The entire school organization in the country Nigeria and the public secondary Schools in Anambra State seemed not to be exempted in the face of this ugly situation of the supervisory services practiced by supervisors. According to Gordean et al (2001) ethical issues are part of everyday life, therefore, are integrated and intertwined with professionalism. Anytime one compromises ethics, one damages the organization's reputation. In this present time, education managers have started to feel more pressure on their arms when ethical complex situation arise. Moreso, in the recent years, ethics is becoming a popular topic in many professional fields and education stands at the cross of the road. In order to continually maintain good instructional supervision, there is need to incorporate ethical standards. Hence a systematic approach to ethical issues that may influence supervisors in supervision of instruction in th public secondary schools in Anambra State need to be investigated. Addressing the ethical delima in the supervision of instruction in public secondary school in Anambra State is what this Paper sets out to do.

Purpose of the study

The purpose of the study was to access ethical standards in supervision of instruction in the public secondary schools in Anambra State. Specifically, the study aimed at:

5. Finding the common factors influencing supervisors ethical standards in supervision of instruction in the public secondary schools in Anambra State, Nigeria.
6. Proffering solution to resolving the factors as problems influencing supervisors' ethical standards in supervision of instruction in public secondary schools in Anambra State, Nigeria.
7. Integrating ethical Standards while carrying out instructional supervision in public secondary schools in Anambra State.
8. Establishing and maintaining high ethical standards for supervisors of instruction in public secondary schools in Anambra State.

Research Questions

3. What are the factors influencing supervisors ethical standards in instructional supervisory practices in the Public Secondary Schools in Anambra State?
4. How can the ethical Standards of the supervisors of instruction in the Public Secondary School in Anambra State be Improved?

Literature

Markkular (2023) posited that well founded ethical standard prescribes what human ought to do usually in terms of right, obligations, fairness and its benefit to the internal and external perspective. Code of conduct for instructional supervision (2021) highlighted that ethical supervision shares crucial information, transparent communication, and clear explanation of what is expected of the supervisees. According to Kokaba and Karakosa (2004) ethical codes expected of school supervisors included due care, confidentiality, fostering positive relationship, building trust and help to develop the supervisees' skills to achieve learning objectives. Similarly, Kutahya(2009) noted that the first ethical responsibility of supervisors is to: have ethical perception of instructional supervion, reflect on the practices and behave ethically while doing the job. Moreover, Gidado (2022) also observed that supervisors have ethical responsibilities beyond enforcing educational policies and obeying laws. Instead, it priotises teachers' and student's wellbeing, ensuring a safe and equitable learning environment for all. Nevertheless, ethical standards are not static; they should be reviewed and updated regularly, to reflect the evolving need of school supervision.

Methodology

This is a descriptive survey research. 120 teachers were selected from 1,200 teachers in the public secondary schools in the State. The instrument for data collection was a self designed structure

questionnaire titled —Factors Influencing Ethical Standards of Supervisors Questionnaire (FIESSQ). The instrument had two sections A-B. Section A contained 12 questions on supervisors attitude towards supervision of instruction, while Section B has 11 items that sought information on how supervisors can improve their ethical standards in supervision of instruction. All the items were structured on a 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), weighted 4,3,2,1 respectively.

The face validation of the instrument was determined by three experts in the faculty of education, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State. The questionnaire reliability was ascertained through a pilot study. The data collected were analysed using Cronbach Alpha Reliability Method, which yielded coefficient values of 0.88. The reliability analysis on the obtained data yielded a score of 0.85 for internal consistency which was considered adequate for the study. Out of 120 questionnaire administered, 110 were duly filled and returned. This represented 95% retrieval rate.

The data generated from the questionnaire were analysed using Mean ($\bar{M}$) and Standard Deviation (SD). The Mean value was used to answer the research questions and the Standard Deviation was used to ascertain the homogeneity or otherwise, of respondents' ratings. The items with Mean score between 2.50 and above were Agree, whereas those with Mean score below 2.50 were Disagree.

Results

Research question 1

What are the factors influencing Supervisors ethical standards in instructional supervisory practices in public secondary schools in Anambra State?

Table 1:

Respondents' Mean rating on Factors Influencing Ethical Standards of Supervisors in Supervision of Instruction in Public Secondary Schools in Anambra State.

s/n	Factors Influencing Ethical Standards of Supervisors in Supervision of Instruction Include:	Rating		
		M	SD	Remark
1	Exploitative relationship with the supervisees; either financially, emotionally or in any other way.	3.36	0.87	Agree
2	Favouritism: partiality/bias/being unfair, unjust or subjective in evaluation.	3.24	0.78	Agree
3	Non transparent communication in sharing crucial information and giving supervisees an opportunity to be heard.	3.20	0.83	Agree
4	Discrimination against vulnerable supervisees	3.22	0.85	Agree
5	Upholding power structure at the detriment of valuable considerations.	3.33	0.83	Agree
6	Shifting responsibilities unto the supervisees instead of addressing the problem.	3.45	0.90	Agree
7	Assigning blames to supervisees for things not done well.	3.12	0.79	Agree
8	Scapgoating supervisees for self sustaining competence	3.22	0.82	Agree
9	Intolerance of supervisees' views, opinions and ideas.	3.35	0.78	Agree
10	Derogatory treatment of supervisees by not recognizing their values, worth and dignity.	3.41	0.89	Agree
11	Disclosure of personal information of the supervisee.	3.07	0.74	Agree
12	Conflict of interests.	3.32	0.85	Agree

Cluster Mean	3.26		Agree

Table 1 highlighted the Mean responses of the respondents on the factors influencing supervisors' instructional supervision in public secondary schools. The results showed that the whole items fall within the Mean ranging between 3.07 and 3.45 with standard deviations ranging between 0.74 and 0.90. This revealed that the listed items constituted factors influencing ethical standards of supervisors of instruction in public secondary schools in Anambra State.

The Cluster Mean of 3.26 revealed that exploitative relationship, favouritism, non-transparent communication, discrimination, power structure, shifting responsibilities, assigning blames to supervisees, scapegoating, intolerance derogatory treatment, disclosure of personal information of supervisees and conflict of interests constituted supervisors' attitudes that influence their ethical standard in supervision of instruction in public secondary schools in Anambra State, Nigeria.

Research question 2

How would the ethical standard of supervisors of instruction in public secondary schools in Anambra State be improved?

Table 2:

Respondents' Mean rating on how ethical standards of Supervisors of instruction in Public Secondary Schools in Anambra State can be improved.

S/N	Ethical standards of supervisors of instruction can be improved by;	Rating		
		M	SD	Remark
1	Fostering positive learning environment by addressing potential conflicts proactively.	3.30	0.87	Agree
2	Creating comprehensive and well clear instructions and discussing them with supervisee.	3.22	0.85	Agree
3	Providing clean guidance for the supervisees.	3.43	0.91	Agree
4	Responding quickly to questions and clarification of issues.	3.48	0.92	Agree
5	Establishing clear communication channels to facilitate fair hearing.	3.12	0.76	Agree
6	Avoidance of dual relationship in supervision (Intimacy).	3.17	0.84	Agree
7	Specifying well defined expectations from the supervisees.	3.24	0.70	Agree
8	Undergoing training programmes for effective mentoring and acquisition of current trends in supervisory practices.	3.33	0.86	Agree
9	Clarification of boundary problems for better relationship with supervisees.	3.35	0.89	Agree
10	Commitment to ethical practices.	3.22	0.86	Agree
11	Being a good role model	3.11	0.80	Agree
	Cluster Mean	3.24	0.87	Agree

Data in Table 2 showed the Mean responses on how ethical standard of supervisors of instruction in public secondary schools in Anambra State could be improved. All the items achieved Mean ratings between 3.12 – 3.48 with standard deviation ranging between 0.70–0.92. This means that

all the listed items were the ways through which ethical standards of supervisors of instruction in the public Secondary Schools in Anambra State could be improved. The Cluster Mean of 3.24 indicated that the supervisors ethical standards could be improved by fostering positive learning environment through addressing potential conflicts proactively, creating comprehensive plans to set clear instructions and discussing openly with supervisees, providing clear guidelines for the supervisees, responding quickly to questions and clarification of issues, establishing clear communication channels to facilitate fair hearings, avoidance of dual relationships, specifying well defined expectations from supervisees, undergoing training programmes for effective mentoring and acquisition of current trends in supervisory practices, clarification of boundary problems for better relationship with supervisees and commitment to ethical practices.

Discussion

Results of Research question one established that supervisors' poor attitudes are the factors that influence their ethical standards in supervision of instruction in the public secondary schools in Anambra State. This result is in line with the studies of Bevere (2023), Szamet (2024) and Carey and Peck (2022), who discovered that such attitudes of unfair treatment of any kind, non recognition of values, dignity and worth of persons, among others, constituted poor ethical standards of supervisors in school supervision. Similarly, discrimination, favouritism, violating professional standards and so on were highlighted in the similar studies of Manley (2018), Breach et al (2012) and Chris (2021). Even the studies of Khan (2024) and Claudio (2019) listed: compromising professional judgment, conflict of interest, etc, as factors of unethical behaviour committed by school supervisors. The result also aligned with Wisco (2023) and Alexander (2024) who found that supervisors' ethical standards are lowered with poor interaction and strained relationship. These poor attitudes are characterized by tension, discomfort and breakdown in effective communication between individuals, often due to unresolved conflicts or unmet expectations.

The second finding of this study indicated that supervisors' ethical standards could be improved through some meaningful ways. The findings agree with Chrysos (2025) in a study on how to improve ethical leadership skill, where he discovered that the ingredients included making decisions based on values, providing ethical training, clear communication and instruction, impartiality in dealing with supervisory matters, transparency, and lots of others. In the same vein, Thorne (2020), writing on Ethical Issues in Supervision, identified that avoidance of dual relationship by way of intimacy with the supervisee, clarifying boundaries in supervisees relationship, specifying expectations and clear guidance, etc, go a long way to improve supervisors' ethical standards in their job.

Conclusion

Based on the findings of the study, the researchers draw the conclusion that there are factors that influence ethical standards of supervisor in supervision of instruction in secondary schools, therefore these determinatal factors can not be neglected. Ethical standards is important aspect in schools that needs serious concentration. A proper approach is fundamental to change the supervisors' perceptions which can influence their attitudes towards supervision of instruction. A good measure of ethics in supervision of instruction will get the supervisors committed to upholding the highest ethical standards that will contribute to the achievement of a more just and sustainable nation goal of education in the country.

Recommendations

The researchers make the following recommendations based on the findings: -

1. The Federal and State Government should provide ethics training programmes that aim to educate supervisors and other stakeholders in school on ethical principles, values and guidelines, to enhance awareness of ethical ideal and promote ethical conduct.

2. Government should establish a clear guideline and policies on ethical conduct for supervisors as well as making full implementation to ensure that supervisors understand their responsibilities and expectations.
3. The education system should conduct regular evaluation of supervisors' performance and establish disciplinary procedures for ethical violations.

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AN EVALUATION OF THE EXTENT OF IMPLEMENTATION OF ETHICAL ISSUES IN PUBLIC SECONDARY SCHOOLS IN CALABAR METROPOLIS OF CROSS RIVER STATE, NIGERIA: IMPLICATION FOR MORAL RE-ARMAMENT IN EDUCATIONAL MANAGEMENT

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Abstract

Core values in the school system are prerequisites in guiding behaviour, fostering of unity and cooperation as well as in the modification of students' attitude. Therefore, this study was specifically designed to evaluate the extent of implementation of ethical issues in secondary schools with implication for moral re-armament in educational management in public secondary schools in Calabar Metropolis of Cross River, Nigeria. The population of this study was 26 public secondary schools across the study area. The study was a census study since the entire population was considered manageable by the researchers. Questionnaire that was used for data collection was designed and developed by the researchers. The questionnaire was entitled —*The Extent of Implementation of Ethical Issues in Public Secondary Schools Questionnaire (TEIEIPSSQ)*.|| Cronbach Alpha reliability method was used to determine the reliability coefficient of the instrument. The reliability coefficient of the instrument ranged from 0.76 to 0.84. The data collected were analyzed using mean and standard deviation. Among others, the result showed that, allowing students to report to the appropriate quota when they are harassed, awarding well behaved students, preventing students from copying during examinations, students not being allowed to feel ashamed and students not being harassed by teachers were ethical issues found to have been implemented to a high extent in public secondary schools the study area. On the other hand, students not being allowed to be bullied in my school, using positive verbal methods to redirect students' behaviour, are treating of students equally without bias, provision of conducive learning environment and giving of more attention to students were found to be implement in a low extent. Hence, it was recommended among others that, principals of secondary schools should make efforts in ensuring that every aspects of ethical issues in their respective schools are effectively implemented to facilitate moral rearmament in the school system

Keywords: Implementation, Ethical issues, moral-rearmament, educational management

Introduction

Education at all levels is meant to facilitate individual's intellectual as well as social growth and development. In addition, enhancing skills and knowledge acquisition to facilitate individual self reliance, education empowers individuals to make significant contributions to a nation's socio-political, technological as well as in the area of economic growth and development. Like other level of

education, the importance of secondary level of education in Nigeria cannot be overemphasized. Secondary education in Nigeria is inevitable because it serves as a platform for learners' continuous developed in the cognitive, affective, and psychomotor domains in order to be self-reliance and make significant contributions to the society.

Secondary education provides learning environment in which learners are educated to acquire societal values. In specific term, post basic education provides all basic education leavers with opportunity for education at tertiary level irrespective of sex, social status, religious affiliation and economic background. In addition to providing learners with fundamentals knowledge and skills for entrepreneurship, education advancement, inspiring national consciousness among the learners, training of man-power in such areas as science, technology and commerce, provision of opportunity for education of a higher level irrespective of differences in religion and socio-economic background, as well as in developing and promoting Nigerian languages, inculcation of moral values in the learners for self-improvement Federal Republic of Nigeria (FRN, 2013). The aspect of moral values as stated in National Policy on Education by the Federal Government of Nigeria informs implementation of ethical issues in the school system particularly at the secondary school level which is the focus of this study.

The need for effective implementation of ethical issues is to facilitate fairness, justice, academic integrity, respect and students' well-being as oppose to bullying, cheating, exploitation, dishonesty, inappropriate teacher-student relationship, discrimination or being biased and harassment in the school system. Ethical issues in the school system are the justifiable means of having effective and responsible citizens. Ethical issues are directed to produce informed, competent and responsible citizens by equipping them with the civics knowledge, civics skills and civics dispositions so that they can efficiently take part in the political, social and economic affairs of the society (Tafese, 2018). Ethics issues in the school system helps in ensuring that the educational system serves the best interests of students and society, maintaining its integrity as well as fostering trust and confidence in educational services, programmes and activities..Therefore, there is therefore need to ensure that ethical issues are effectively implemented in educational system to ensure that students do not violet moral principles, codes of conduct, values and expected standard of behaviour in the schools system and after graduation (Nguyen, Ngo, Hong, Dang & Nguyen (2023). Implementation of ethical issues involves the process of ensuring that ethical principles, practices and codes of conduct are integrated and effected in all aspects of school activities (teaching, learning, extra curricula activities) as well as in the general school management or administration. Implementation of ethical issues also entails deliberate and consistence promotion of certain accepted attitudes and beliefs in students though parenting, education and training so as to shape their thoughts, characters and actions.

By implication, the essence of implementing ethical issues is to ensure that acceptable attitudes, values, behaviours, habits and ideas are instilled and inculcated into all students through careful, persistence, sustained, careful and effective curriculum implementation. Ethical issues are moral issues manifesting in moral practices, accepted principles, right conducts and standards that govern every member in an organization of which educational organization is not an exception. Inclusion of moral values as stated in the Nigeria's National Policy on Education by the Federal Republic of Nigeria (FRN, 2013) informs emphasis on the concept of moral re-armament in the school system.

Moral re-armament as a concept is traceable to a Christian group operating from the 1920s until present day. It is directed toward changing the world by converting all men and women to follow absolute honesty, absolute unselfishness, absolute love and absolute purity (Jenner, 2023; France, 2024). Hofmann (2021) also viewed moral re-armament as an international religious movement that caught the attention of politicians, industrialists, and union leaders around the world in the 1940s and 1950s. As a global issue, moral re-armament in this context viewed as a movement that aims at promoting and sustaining principles of morality (honesty, purity, unselfishness and love) in various aspects of life of which educational sector is not an exception. Moral re-armament stresses the need for ethical standards to be upheld to a very high extent in order to build and sustain a better educational system and the society at large. In the process of teaching learning, students' moral values are considered as a long life process (Chowdhury, Yesmin & Obaydullah, 2019). In this connection,

scholars have been conducted to in relation to ethical issues and moral re-armament in the school system.

For instance, Githui (2013) carried out a to diagnose the ethical and moral issues in the teaching and training modalities offered by higher learning institutions in tune with relevance to entrepreneurship among the graduates in Kenya. The paper employed ethical theories such as Virtue ethics, Deontological ethics, Ethical learning and growth Teleological ethics to build its content. The study found that ethics as a discipline of critical thinking and learning have not been widely integrated in the current training and education system. It was also found that students who undertook ethical and critical thinking were more productive because of the high memory comprehension, retention and awareness of reality.

In another empirical research on teaching moral and ethics in primary education, Chowdhury, Yesmin & Obaydullah (2019) examined how moral and ethical development is promoted by the school curriculum, textbooks, teacher's performances, classroom practices, school culture and school learning. The study was qualitative in nature and content analysis technique was used for data analysis based on the various themes of the research instrument. The results of the study indicated that both teachers and students mentioned that students learn moral and ethical values in schools, home and society. The result also indicated that students learn moral values by following family, religion and culture values and norms as well as talking to friends, sharing things, caring others, ability to cope with the friends and new environment, working in a group, interacting with others, solving problems, understanding others feelings and oaths. In addition, it was found that, teachers taught moral values through different activities in the schools such as assembly, social and class activities. Chowdhury et al (2019) averred that moral and ethics should be taught as separate subject and be included in examination

In the East of Gojjam Administrative Zone, Ethiopia, Worku (2015) conducted a study on effectiveness of primary school principals in managing the implementation of civic and ethical education curriculum. Data collected through questionnaire and interviews were analyzed both quantitatively and qualitatively. The result indicated that, the curriculum of civic and ethical education in primary schools studied had been in the process of implementation without sufficient and meaningful support and active involvement of school principals. Again, primary school principals were not found to have satisfactorily discharge their responsibilities in relation to the implementation process of civic and ethical education curriculum.

Similarly, Hardiansyah & Mas' odi (2022) carried out a study that aimed at determining the extent to which students can apply democratic character in their daily lives as a result of the implementation of democratic character education. Data collected were through interview, questionnaire, and observation. It was found that implementation of democratic character education through social studies learning material on ethnic and cultural diversity in elementary schools was categorized as very good according to the character learning syntax and that students' level of understanding in implementing democratic character in everyday life was categorized as very good.

Statement of the Problem

Ethical issues in educational system are inevitable as they meant to shape and promote positive learning environment as well as facilitating decision-making and actions in educational system that align with moral principles in a bit to promoting fairness, respect and accountability in the school system. Ethical issues are specifically meant to prepare students to be responsible citizens. At the secondary school system just like other levels of education, it is expected that ethical issues be effectively imple

Despite the fact that ethical issues are prerequisite in advancing and promoting equity, consideration and respect for everyone, answerability, transparency, honesty as well as general principles. values and standards that guide behaviour and decision-making, incidents of physical bullying that manifests in forms of threats become a repeated phenomenon in secondary schools. Besides, verbal bullying in the secondary school has been on the increase. This manifests in insults and teasing among many teachers and students resulting in provocation.

In most cases, students and teachers are observed bullying one another by way of spreading bad rumours against one another, thereby damaging their relationship which is evidence in intentional exclusion from social groups. In most cases, incidents of intimidation, humiliation, poor social relations and threats are discussed among some secondary school students. With this situation, the researchers wondered what should have been the course of the aforementioned unethical issues, hence the need to evaluation of the extent of implementation of ethical issues in public secondary schools with implication for moral re-armament in educational management in Calabar Metropolis of Cross River State, Nigeria,

Purpose of the study

This study was carried out to find out the extent of implementation of ethical issues in public secondary schools with implication for moral re-armament in educational management in Calabar Metropolis of Cross River State, Nigeria. The study particularly focused on:

1. Identifying ethical issues in public secondary schools in Calabar Education Zone of Cross
2. Evaluating the extent of implementation of ethical issues in public secondary schools in Calabar Education Zone of Cross River State, Nigeria.

Research questions

1. What are the ethical issues in public secondary schools in Calabar Education Zone of Cross River State, Nigeria?
2. To what extent are the ethical issues implemented in public secondary schools in Calabar Education Zone of Cross River State, Nigeria?

Research hypothesis

1. There is no significant difference in the mean responses of Senior Secondary three (SS2) students in Calabar Metropolis and their counterparts in Calabar South regarding the extent of implementation of ethical issues in public secondary schools.

Methodology

The research design adopted for this study was descriptive survey research design. This design was considered to be appropriate for this study because it is directed to describe the phenomena as they occur and experienced by the respondents. According to Asim, Idaka and Eni (2017), descriptive design has to do with the collection of to provide an account and describe individuals, groups and situations. The Population of this study was twenty-six (26) public secondary schools in Calabar Metropolis of Cross River State, Nigeria. The study area is divided into two (2) Local Government Areas; Calabar Municipality with eighteen (18) and Calabar South with eight (8) public secondary schools respectively. The researcher adopted census approach since the population was consider manageable by the researcher, hence there was no sample technique.

The instrument that was used for data collection was entitled; —Evaluation of Extent of Implementation of Ethical Issues Questionnaire (EEIEIQ)ll. In order to ensure both the face and content validity of the instrument, the researchers consulted one (1) expert in educational management and two (2) other experts in Measurement and Evaluation respectively in the University of Calabar. The instrument was divided into two (2) sections, A and B. Section A of the instrument was design for the respondents to identity what the feel as ethical issues in their schools. The said section A was responded to by the school Principals. Section B was designed for the respondents to give their honest respond with respect to the extent of implementation of ethical issues in their respective schools. This section was responded to by Senior Secondary three (SS2) students. Sections A and B had fourteen (14) and ten (10) items respectively.

Section A of the questionnaire was designed based on a modified four-point Likert-scale of Stronly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). On the other hand, in Section

B, the response items were based on Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). Copies of the instrument were administered on the respondents by the respondents and the research assistants. The respondents were informed that their responses to the items on the questionnaire would be used for research purpose only and would also be treated with utmost confidentiality. After all the copies of questionnaire were administered to the respondents and retrieved, the data collected were coded and analyzed using mean, standard deviation and independent t-test.

Presentation of results

Research question 1

What are the ethical issues in public secondary schools in Calabar Education Zone of Cross River State, Nigeria?

S/N	Ethical issues in public secondary schools	X	SD	Decision
1.	Safeguarding the welfare of the students	2.95	1.542	Agree
2.	Treating students with dignity	2.79	1.342	Agree
3.	Enhancing students' rights	2.78	1.392	Agree
3.	Constructive communication with students	2.86	1.456	Agree
4	Using positive verbal methods to redirect students' behaviour	2.75	1.332	Agree
5.	Promoting equity for all students	2.94	1.342	Agree
6.	Rewarding students' good behaviour	2.87	1.345	Agree
7.	Creating a physically safe learning environment for students	2.79	1.455	Agree
8.	Supporting students' mental health	2.88	1.444	Agree
9.	Promoting academic integrity	2.67	1.457	Agree
10.	Confidentiality of students' records	2.66	1.334	Agree
11.	Avoiding favouritism	2.75	1.456	Agree
12	Maintaining appropriate boundaries between teachers and students	2.98	1.543	Agree
13.	Teaching students about responsible use of digital devices (digital citizenship)	2.99	1.521	Agree
14.	Providing support for school environment that values students' diversity	2.81	1.472	Agree
Total mean Score (SD)		2.99	1.592	

Cut-off point = 2.50

Table 1 shows that the respondents (public secondary school principals) agreed that all the above fourteen (14) items were the ethical issues in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. They are regarded as the ethical issues in public secondary schools in the study area because their respective means responses are all greater than the cut-off point of 2.50

Research question 2

To what extent are the ethical issues implemented in public secondary schools in Calabar Education Zone of Cross River State, Nigeria?

S/N	Extent to which ethical issues are implemented in public secondary schools in Calabar Education Zone of Cross River State, Nigeria	X	SD	Decision
1.	Students are not allowed to be bullied in my school	2.43	1.321	LE
2.	In my school, students are allowed to report when they are harassed.	2.53	1.556	HE
3.	My school only use positive verbal methods to redirect students' behaviour	2.39	1.362	LE

4.	In my school, all the students are treated equally without bias.	2.44	1.416	LE
5.	Well behaved students are always rewarded in my school.	2.56	1.593	HE
6.	Learning environment in my school is very conducive.	2.43	1.432	LE
7.	Students in my school are not allowed to copy during examinations.	2.55	1.562	HE
8.	Teachers in my school never made me feel ashamed.	2.76	1.554	HE
9.	I have never been harassed by my teachers	2.58	1.541	HE
10.	Teacher in my school give more attention to the students	2.45	1.372	LE
Total Mean Score and SD		2.58	1.543	

Cut-off point = 2.50

The result in Table 2 indicates the extent of implemented of ethical issues with their corresponding mean in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. For instance, allowing students to report to the appropriate quota when they are harassed (2.53), awarding well behaved students (2.56), preventing students from copying during examinations (2.55), students not being allowed to feel ashamed (2.76) and students not being harassed by teachers (2.58) are implemented to a high extent in public secondary schools the study area. However, with items 1, 3, 4, 6, and 10, the extent of their implementation are low based on their corresponding mean scores.

Research hypothesis

There is no significant difference in the mean responses of Senior Secondary three (SS2) students in Calabar Metropolis and their counterparts in Calabar South regarding the extent of implementation of ethical issues in public secondary schools.

School location	N	Mean	SD	t-test	Sig.
Calabar Municipality	18	2.54	1.51	1.12	.734
Teachers' job performance	8	2.51	1.47		

Significance at .05; df=24; critical t-value = 2.056; Calculated t-value = 1.23

The result of the analysis presented in Table 3 shows that the calculated t-value of 1.12 is less than the critical t-value of 2.056 at .05 level of significance and 24 degrees of freedom. The results inform that the null hypothesis must be retained. This means that, there is no significant difference in the mean responses of Senior Secondary two (SS2) students in Calabar Metropolis and their counterparts in Calabar South regarding the extent of implementation of ethical issues in public secondary schools. The results imply that, in terms of the location of schools, the mean score (2.54) of public secondary schools in Calabar Municipality and that of public secondary schools in Calabar South (2.51) are not significantly different. Meaning that the extent of implementation of ethical issues in public secondary schools in the two Local Government Areas seem to be the same.

Discussion of findings

The finding from research question one indicated that ethical issues in public secondary schools, safeguarding the welfare of the students, treating students with dignity, enhancing students' rights, constructive communication with students, using positive verbal methods to redirect students' behaviour, promoting equity for all students, rewarding students' good behaviour, creating a physically safe learning environment for students, supporting students' mental health, promoting academic integrity, confidentiality of students' records, avoiding favouritism, maintaining appropriate boundaries between teachers and students, teaching students about responsible use of digital devices (digital citizenship) and providing support for school environment that values students' diversity are ethical issues that must be implemented in public secondary school in order to enhance fairness, justice, academic integrity, respect and students' well-being as oppose to bullying, cheating, exploitation,

dishonesty, inappropriate teacher-student relationship, discrimination or being biased and harassment in the school system. The result is in line with Tafese (2018) who stressed that ethical issues are directed to produce informed, competent and responsible citizens by equipping them with the civics knowledge, civics skills and civics dispositions so that they can efficiently take part in the political, social and economic affairs of the society.

From the research question two, the result indicated that allowing students to report to the appropriate quota when they are harassed, awarding well behaved students, preventing students from copying during examinations, students not being allowed to feel ashamed and students not being harassed by teachers are implemented to a high extent in public secondary schools the study area. However, students not being allowed to be bullied, use positive verbal methods to redirect students' behaviour, treating students equally without being biased, provision of conducive learning environment and giving students more attention are implemented in a low extent. Meaning that a whole lots are expected of public secondary school principals and teachers in ensuring that ethical issues in all ramifications are implemented to facilitate moral re-armament in the secondary school system.

Implication of implementation ethical issues for moral re-armament in educational management

In this contest, ethical issues are practices, actions and behaviours that are in line with education organizations' moral principles, values and standards. Ethical issues need to be improved upon and effectively implemented in the school system in order to continually inculcate acceptable attitudes, values, behaviours, habits, ideas and specifically, moral practices into the learners. The importance of sustainable moral conduct informs the need for moral re-armament (honesty, purity, unselfishness and love) in educational management, which involves effort directed towards ensuring that available educational human, financial, material resources as well as school activities and programmes are effectively and efficiently harnessed towards accomplishment of educational objectives. In this connection, scholars have opined that educational management is very crucial in the accomplishment of educational objectives (Ekpoh & Asuquo, 2017; Asuquo & Emeribe, 2021; Edet & Asuquo, 2019; Ogbeche, Asuquo & Emeribe, 2021). There is no doubt that implementation of ethical issues for moral re-armament has implication in educational management. This is manifested in a circumstance where honesty, purity, unselfishness, love as well as accountability abound with respect to ethical issues in the secondary school system.

Conclusion

Ethical issues are inevitable in the management of secondary educational institutions just like it is applicable to other levels of educations. Ethical issues has implication in educational management because where ethical issues are effectively implemented in educational system, accountability, transparency, honesty, academic integrity, supporting and physically safe learning environment including, avoidance of favouritism and other ethical issue.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Secondary school principals should be conscious of the ethical issues in the secondary system
2. The principals of secondary schools should make efforts in ensuring that every aspects of ethical issues in their respective schools are effectively implemented to facilitate moral rearmament in the school system
3. The school principals should ensure that it is their sole responsibility to enforce ethical issue among teachers and students irrespective of the school location.

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AN OVERVIEW OF PUBLIC FINANCE ASA GUIDE TO UNDERSTADING EDUCATIONAL FINANCING



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Since education is recognized as a social service, governments the world over have continued to maintain a commanding position on matters relating to its provision and financing. Educational costs and finance then constitutes an integral part of the public finance process. A brief overview of the later is therefore needed for a proper understanding and articulation of the former.

Public finance represents the monetary pictures or the financial manifestations of governmental activities within a national economy. These manifestations are mainly in two components, namely, revenue and expenditure. The various interrelation activities that are built into analyzing, proper articulation and rationally founded decision making on the management of revenue and expenditure activities constitute the public finance process.

Generally, the government of any country owes the citizens some basic responsibilities. These includes provision of basic social goods and services on a non-commercial rate, maintenance of general administration, law, order and security and provision of social welfare services for some disadvantage members of the society. For these reasons, police and armed forces have to be maintained, electricity, good roads, water and other public utilities have to be provided, hospitals, health centers and social welfare centers have to be built and educational institutions have to be established. A large corp. of public servants have to be maintained to run the administration and provide other services.

Government's incur enormous expenditures to accomplish these objectives. Government expenditures, are of two components- capital and recurrent. Capital expenditures are lump sum financial outlays on long lasting assets like building of dam, stadium, road, purchase of machines, equipment and so on. Recurrent expenditure on the other hand constitutes expenditure of a regular or reoccurring nature on salaries, purchase of materials and over consumable items, payment of utilities bill, and entertainment.

To continue to meet those financial obligations, government has the constitutional mandate to generate revenue from varied sources among which includes taxes (direct and indirect) loans, transfer, payments and revenue from sale of goods or rendering of services by public enterprises.

Direct taxes as the name implies are taxes targeted directly on the income of the payer, like personal income tax, poll taxes company taxes, expenditure tax (ie on non-saved income) capital taxes (on capital assets) and special taxes (like royalties, fees and rent). Indirect taxes are those levied on units of goods purchased or services enjoyed like export duties, import duties, exercise duties marketing Board reserves and Licences. In addition to serving as a source of government revenue, taxes are sometimes levied to control prices or check inflation, check importation and /consumption of certain goods and to reduce the level of income inequalities (i.e redistribute income).

Generally, taxes, whether direct or indirect have some effects on the basic microeconomic variables (like price employment, income level and the supply of goods and services. Some taxes could become a deterrant to enterprise and hard work; while some could give rise to inflation or cause

resource reallocation. All these have ultimate bearing on national output, economic growth and level of welfare. People therefore hardly pay taxes voluntarily.

One of the major policy trust in public finance process is on designing a tax structure that will reduce the adverse effect of taxation and ensure greater compliance. This constitutes the basis for identifying principles of a good tax system. Administratively a good tax system should be specific on what is to be paid (certainty), it should ease compliance and not costly to administer. Such tax system should be publicly acceptable as fair (acceptability) and possible to enforce (enforceability). Fairness in a tax system is structured on benefit or ability to-pay (proportional or progressive) principles.

Usually, due to revenue shortfall to meet the demands of the citizens, government sometimes borrow either from internal or external sources to meet her expenditure estimates. Since the value of these national debts have become enormous, nations have now come to see debt management as a strategic component of the public finance process. Strategies are now integrated into the debt management process to reduce its adverse effect on the basic macro-economic variables (price level, income, national output and level of employment) and therefore national welfare and economic growth.

The extent to which a nation efficiently manages the basic components of the public finance process (revenues, taxes and national debt) will to a significant level determine the magnitude of economic and social or welfare programmes that can be provided for the citizens. It is in fact in this light that educational finance constitutes an integral part of the public finance process.

For Less Developed Countries (LFCs) like Nigeria, unique features and problems have been associated with their public finance activities. For quite some time, those countries have continued to manifest high ratio of population to capital, over dependence on primary production and or single production (i.e monocultural economy) and responsiveness of subsistence economy. Consequently, the output, income level and therefore level of welfare have been deplorably low.

It is clearly evident from the public finance angle that government of these countries are being increasingly required to accommodate higher spending pressures on over going public services. Such pressures are even in the face of low taxable capacity and tax efforts, growing uncertainties in the government revenue and expenditure position, rising level of debt burden, growing vulnerability in international economic relations and rising wave of public corruption and mismanagement. The prospect of meeting the basic social needs, including education for now and even in the near future is slim. (Agabi 1990).

The above understanding should form a strong basis for rationalizing on materials related to educational finance. This we shall do by first examining the concept of educational finance.

Concept of Educational Finance

The term educational cost and finance or educational finance is used to describe the financial pictures, characters or manifestations of educational sector activities of a society at a point in time. Two major components of this financial pictures are educational revenue and educational expenditure. Educational finance as an area of scholastic study is therefore concerned with an empirical, logical and systematic analysis and rationalization of these financial pictures of educational sector activities with a view to providing a guide for rational resources allocation and appropriation in meeting the divergent educational objectives of a given society.

The basic scope or ramifications of educational finance as an area of scholastic investigation. Therefore revolves around the following set of activities:

- a) Determining or forecasting into the various sources of educational funds and the various components of educational expenditures and costs.
- b) Analyzing and rationalizing the various methods of financing (revenue generation and disbursement) education
- c) Developing a frame work for understanding the educational fund flow behaviours, which forms a rational basis for financial control and accounting for educational funds.
- d) Developing a rational basis for determining who should pay and who should bear the burden of providing different levels or types of educational services.

- e) Developing the most rational and efficient accounting and financial control tools for effective management of the financial resources and potentials of an educational organization.

Justification for the Study of Educational Finance

Educational finance has no doubt metamorphosized into a distinct field worthy of scholastic exercise in the realms of the economics of education. The rationale for this development are legions and in fact very significant. Firstly, financial resources constitutes the life- wire of educational service activities. Finance is required to pay salaries of teachers and other educational staff, purchase educational equipment and other consumable items, construct educational buildings, pay bills for utilities and meet other sundry educational running expenses. The character and the dynamism of those items of educational finance and what determines their prospect must therefore be of pragmatic value to those who must pattern the direction and dynamism of growth and development of the educational system (i.e educational planners and administrators).

The financial resources available to education is by far limited in supply (just like in other sectors of human endeavours) relative to the numerous, ever-growing and competing educational objectives and needs. That situation is even worsening with each passing year, most especially for the LDCs. The core exercise in the study of educational finance enables us to design tools and develop strategies that will ensure optimal utilization of those limited financial resources and even source alternative ones. A greater proportion of the educational objective ones. A greater proportion of the educational objectives are achieved when there is rational use of a given educational resources than when rationality is not attained.

Every nation develops a plan of the educational goals, objectives and targets that is desirable to pursue. The basic skills and knowledge acquired in the study of educational finance enables us to be more precise about the resource implications of meeting three educational plans, targets or objectives in terms of financial requirement. This ensures that resources are harnessed to execute the planned educational projects or programmes.

The peculiar position that that education occupies within the context of national welfare, growth and socioeconomic development needs to be analyzed and properly articulated. This is the first step towards developing a viable and more rational criteria for funding the educational sector. This is an exercise that is carried out in the study of educational finance.

Education has continued to enjoy a significant government support as a social service. Tools in the educational finance proves like the budget provides the users of these educational funds the pedestal on which to account for the use of such public funds. This in fact remains the most rational justification for continued government support. (Agabi and Agabi: 1990).

A broad knowledge of educational finance is needed by educational planners and administrators to enable them properly and more precisely anticipated and in fact nib certain financial crisis in the bud, long before such crisis have opportunity to occur and also correct crisis if they eventually occur.

Concept of Educational Revenue and Expenditure

Educational revenues represent the total inflow of financial resources to an educational institution or organization within an accounting period or fiscal year. The basic components of educational revenue includes grants, loans, foreign aid, school fees, alumni fund, endowment fund and income from investments or educational and entertainment activities. Educational revenue constitutes the life wire of the educational system. The character of the revenue receipts or inflows is therefore a significant variable in the determination of the magnitude and quality of educational services that can be provided.

The character of revenue inflow is assessed in terms of the size and regularity of the inflows. These variables are in themselves determined by the sources and methods of financing education and the factors influencing them.

Educational institutions or organizations derive funds from two main sources, namely, the external and internal sources. The external sources can be dicotomised into two groups, namely

governmental and the non-governmental sources. Items of revenue from governmental sources includes grants (annual and special), subvention and loans. The non-governmental sources includes revenue from donations, endowment fund appeal fund loans and the rest. The internal revenue sources includes income from school fees, returns from investment ventures, sale of services and revenue from entertainment and other social activities.

The basic character of educational revenue flows is essential to the proper understanding of the quality and continued viability of the educational system. In most of the LDCs, a greater proportion of educational revenue is sourced from the government, through grants. The proportion of income generated from internal sources have been negligible. The dwindling economic fortune of those economies the educational industry in a serious problem in terms of revenue prospects. It is only in this light that the growing financial problems facing the educational systems in there countries can be better understood and better appreciated.

Educational expenditure represents the out flow of financial resources to owners of production factors to ensure that they continue to supply them in the educational industry. It is the total expenses incurred in acquiring goods or services used in the provision of educational services in meeting the educational needs of a given society at a point in time. Educational expenditures can be divided into capital and recurrent expenditures.

Recurrent expenditures are those expenditures that their value expires within the accounting year. The basic items of recurrent expenditures include salaries and allowances, purchase of educational consumable items like stationeries, transportation research and developments instruction and supervision, health services, feeding and accommodation, sports, general administration, entertainment, payment of utility bills and debt servicing. On the other hand, capital expenditures are the total amount of financial resources expended in purchasing long-lasting assets (like machinery / equipment, furniture's construction of buildings maintenance, library books, vehicles) and acquiring services of a long-lasting value.

It is sometimes desirable to distinguish between pure educational and non-educational expenditures. While payment of teachers salaries, purchase of educational equipments, books and materials and construction of laboratories and classroom buildings are classified as pure educational expenditures, those expenditures on feeding, boarding, health services and sports are non-educational services. This is because they do not have direct bearing on the provision of educational services. Hence, they are regarded as expenditure on support services.

Salaries of teachers constitute the biggest item of recurrent educational expenditures. The character of teachers salaries as an educational expenditure item is significantly influenced by the growing size of teachers' population (occasioned by the increase in the number and size of educational institutions), the improved quality of the teaching work force (through training and experience) and the general salaries reviews. As a basic component of the pure educational cost, teachers' salaries constitute the most critical item in the educational expenditures. Its dynamism is therefore needed for a proper understanding of the educational expenditure trends in the future.

It can be easily recognized here that while the inflow of resources is low and dwindling, the out-flow have been disproportionately high and in fact growing. The obvious signals is that other alternative sources of educational revenue have to be urgently sought, if the educational system is ever to meet the divergent and ever growing needs and demands for educational services by the citizenry. It is in this light that it may become necessary to properly articulate the rational justification for the existing pattern of educational funding in any society.

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EXPLORING ECONOMIC RATIONALIZATION OF EDUCATIONAL FINANCE



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Introduction

It is now an evident fact that the level of public or government support to education in terms of finance have been diminishing since the turn of the 1970s. It is even true that, such government support to education have always suffered more in times of poor government revenue prospects than they do enjoy in times of boom. This clearly suggest that the structural adjustment programme which LDCs are implementing as a way of restructuring their dwindling economy have more telling effects on educational sector budget than any other public sector activities. It has even become clear that no level of improved government revenue fortune in this present circumstance can meaningfully boast government allocation to education. (Agabi: 1990).

Based on the above, the growing concern is on how to generate fund not only to continue to support the raising demand for educational services but also to improve on the existing quality of the education being provided. In specific terms, the basic questions that has to be addressed include:

(a) How should the burden of educational provision be shared among the government, the household the firm and the rest of the world? (b) What type of financing arrangement would guarantee the achievement of the basic objective of education?

The most appropriate answers to these questions significantly vary among countries and over time. Various theories on how educational burden should be shared have been proposed over the years. The various alternative range from a complete lack of government support on one hand to a full government support on the other. A brief over-view of these theories will be examined here as a basis for determining which is most appropriate within the context of Nigerian's educational development.

a. The full support model

Morison (Morpot et al, 1974:514) was among the first educational theorists to advocate full state funding of education. What this requires is for the state to take full responsibility for providing a particular level and type of school for which full state support has become a constitutional responsibility. In this wise, local, district and urban schools must cease to exist since all schools are owned and provided for by the state.

This arrangement is healthy for educational development in some respects. Firstly, it tends to equalize educational opportunities even among districts and communities with inequalities in local wealth base and educational tax capacity. Secondly, the arrangement guarantees rational distribution of educational resources since districts and communities or individuals contribute (through taxes and rates) according to their means and benefit from educational services according to their needs.

The first defect of this model is that, it is very expensive in terms of resource requirement. Such a model is impracticable within the context of dwindling resources and the structural Adjustment Programme which most of less develop countries are at present undergoing. Above all, the arrangement is not an encouraging framework, for ensuring that those who contribute more (is terms of tax effort) are allow to enjoy more of the benefit of educational provision. (Principle of farness).

b. Partial support model

An alternative to the full support model is when the burden of educational provision is shared between the government and other decision makers in the communities (the household, the firm and the rest of the world). Two basic theories can be identified under this model. These are the equalization model and equality of access model. Equalization theory, Cubberley (1905) appeared to be one of the first educational theorists to develop thesis on how educational provision could be supported by the state. His theory which was aimed at equalizing educational opportunities as well as ensuring fairness stipulates that

Theoretical all the children of the state are equally important and are entitled to have the same advantage; practically, this can never be quite true. The duty of the state is to secure for all as high a minimum of good instruction as it is possible but not to reduce all to this minimum, to equalize the advantages to all as nearly as it can be done with the resources at hand to place a premium on those local effort which will enable communities to rise above the legal minimum as far as possible, and to encourage communities to extend educational energies to new and desirable undertakings. (Cubberly 1905).

What this implies is that the state should not only provide support to maintain a desirable minimum standard of instruction children but must also provide financial reward to tax effort. Although this model can be considered as fair, But it is inconsistent with the equalization principle in as much as it recommends extra reward for higher tax effort.

A more refined 'concept which can be used to implement the Cubberly model was developed by Up- degraft. In his own thesis, he recommended the allocation of state educational fund to districts or local schools in "invarse relationship to the evaluation of property per unit of educational need but in direct relationship to the local tax effort made by a district in proportion to its tax paying ability (Morpet, 1974). What this concept suggest is that less wealthy communities should be allocated more state funds per unit of their educational needs than the wealthy ones, but any district could receive more state fund by increasing its local tax effort. The rationale behind this concept is to ensure that the equality of education available to a child is "not dependent upon the wealth per unit of need of the district but upon the local tax effort made by a district in proportion to its wealth" (Morpet 1974). This is the concept that was fifty years later identify by Coons as "Power equalizing plan" (Coons, 1970).

ii. Strayer equality access Model:

strayer in his own theory to ensure that the state equalizes the financial support, proposes that:-

The state should ensure equal educational facilities to every child within its borders at a uniform effort through the state in terms of the burden of taxation. The tax burden should throughout the state be uniform in relation to tax paying ability and the provision for schools be uniform in relation to the educable population desiring education. (Strayer and Haig 1923:173).

Under this model, districts or communities that are wealthy enough are not precluded from offering at their expense any particularly rich education programmes or services. In this wise, they are permitted to augment the uniform fund provided to achieve desired quality of education through local tax effort, and not to enjoy state financial reward for additional tax effort.

C. Privatization model: This other extreme is to leave education completely to the private sector to provide (that is complete lack of state support). The rational behind this arrangement is that the market forces are suppose to adjust the demand and supply of educational service through the price mechanism. This model, has been considered unpopular because of the failure of the market mechanism. Such failures have always form the bases for argument in support of public funding of education.

Three basic reasons have always been deduced to defend the public funding of education. The first is that education is a social good that its benefits transpires to other members of the society. Because of this externalities, education will not be profitable enough for full private investment and this would result in under investment in education, if government did not subsidize it. Secondly, when education is fully privatize only those who are wealthy enough will participate. The tendency is for the social and income gap between people to widen since education confers higher income earning prospects on the educated. Lastly, the provision of education is subject to economic of scale. It is

therefore argued that it is more economical for government to provide educational services through the revenues.

Criteria for evaluating educational finance model:

The theories on educational finance model presented above is not exhaustive. Yet no consensus have been reached on what constitutes the best arrangement. Which ever model is adopted by any nation depends on the fundamental goals it wishes to achieve for the citizenry. Some basic criteria can however be used to evaluate or assess the impact of a particular model on the level and quality of education that can be achieved in a given society. Examples of such criteria include.

(a) The equality of access criteria includes. This is used to measure the extent to which a particular model is able to grantee educational access to a greater majority of the citizenry. (B) The fairness criteria: This assesses the extent to which man educational financing arrangement is equitable by ensuring that those who provide more resource are given grater assess to education to encourage greater private effort in educational funding.

(c) The social mobility criteria: Since education enhances the income prospect of the educated and income is a yardstick for determining social class it might be essential to assess the extent to which an educational finance model facilitate the process of social mobility.

(d) Criteria of convince: Convince is the extent to which an education financing arrangement can be efficiently implemented. Certain arrangement are either difficult to be implement or open to abuse.

(e) Internal or distributive efficiency criteria. By this, a model is assess by how it is able to facilitate the efficient distribution of educational resources among the different educational programme or services.

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ETHICAL AI IMPLEMENTATION IN EDUCATIONAL INSTITUTIONS IN NIGERIA: A FRAMEWORK FOR RESPONSIBLE INNOVATION



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Abstract

The integration of Artificial Intelligence (AI) in Nigeria's education system has the potential to revolutionize the way students learn and teachers teach. This paper explores the benefits and challenges of AI adoption in Nigerian educational institutions, with a focus on personalized learning, teacher effectiveness, and accessibility. The study highlights the importance of ethical AI implementation, including fairness, transparency, privacy, and accountability. It also emphasizes the need for infrastructure development, capacity building, and stakeholder engagement to ensure the successful adoption of AI in education. The paper concludes that AI can be a game-changer in Nigeria's education, but its implementation must be guided by strong ethical frameworks and a commitment to inclusivity and equity. Finally, the study provides recommendations for policymakers and educators to harness the potential of AI in education and ensure that its benefits are equitably distributed.

Keywords: Artificial Intelligence, Education, Ethical Implementation, Personalized Learning, Inclusive Education

I. Introduction

Milestones in human technological advancement cover the mid-20th century digital revolution, the late 20th century information age, and the contemporary era characterized by Artificial Intelligence (AI) and Machine Learning (ML). Artificial Intelligence (AI) refers to the capacity of electronic computers or computer-controlled machines to perform tasks that are typically associated with human intelligence, such as reasoning, teaching, learning, and problem-solving. These tasks require the abilities to reason, recognize patterns, discern meaning, and learn from previous experiences. According to Lori (2023), developers instruct AI to learn and adapt by utilizing data, enabling it to address problems, provide answers, make predictions, and propose strategies. In the education sector, AI is significantly transforming the learning landscape for students and the instructional methods employed by educators. It offers personalized learning experiences, automates administrative functions, and enhances student engagement (Global, 2021). Given that the education sector serves as a foundation for national development, the process of learning is crucial for the dissemination and acquisition of knowledge, which in turn fosters workforce development across all sectors of a nation's economy. AI plays a pivotal role in the design and development of various study programmes that support students in improving their learning abilities and acquiring new knowledge (Bharatwaja et al., 2022).

The integration of artificial intelligence (AI) in education offers a wide range of benefits, particularly for Nigeria, where the potential for transformative change is significant. Firstly,

personalized learning experiences are one of the most compelling advantages of AI. By utilizing data analytics and machine learning algorithms, educational platforms can tailor lessons and resources to meet individual student needs, allowing for a more customized approach to learning that addresses various learning styles and paces. Secondly, AI can revolutionize the grading and feedback process. Automated grading systems can not only save educators time by streamlining the assessment process but also provide instant feedback to students. This timely information enables learners to identify areas for improvement and fosters a more dynamic and engaging learning environment. Furthermore, AI can facilitate targeted interventions for students who may be struggling. By analyzing performance metrics, educators can identify students at risk of falling behind and implement specific strategies to support their learning journey. This data-driven approach helps ensure that all students receive the assistance they need when they need it, ultimately enhancing their educational outcomes. Lastly, AI enhances accessibility and inclusivity in education. For instance, AI-powered tools can assist students with disabilities by providing adaptive technologies that cater to their unique requirements, ensuring that every learner has the opportunity to thrive in the classroom. Additionally, AI can help bridge language barriers through translation and language learning tools, making education more inclusive for diverse populations. Overall, the integration of AI in the Nigerian education system holds the promise of not only improving learning outcomes but also fostering a more equitable and accessible educational landscape for all students.

2. Ethical Utilization of Artificial Intelligence in Educational Institutions

The ethical utilization of Artificial Intelligence (AI) in education refers to the responsible development, deployment, and use of AI systems that prioritize fairness, transparency, privacy, inclusivity, and accountability in learning environments. As educational institutions increasingly integrate AI tools ranging from intelligent tutoring systems to automated grading platforms and predictive analytics, ethical considerations have become central to ensuring that these technologies enhance learning without compromising human dignity or educational equity. These tools should be ethically utilized in adherence to the following principles:

1. Fairness and Equity

One of the most pressing ethical concerns in AI adoption is algorithmic bias, which can reinforce existing inequalities. AI systems, if trained on biased datasets, may produce skewed results that disadvantage students based on gender, ethnicity, or socio-economic background (Holstein et al., 2019). For instance, predictive analytics used in student admissions or grading must be carefully scrutinized to avoid perpetuating structural biases. Moreover, disparities in access to AI technologies raise questions about digital equity. Students in under-resourced schools may lack access to AI-powered tools, thus widening the achievement gap. Ethical AI in education must ensure equal access and avoid marginalizing vulnerable learners, including those with disabilities or from rural areas (Jobin, et al., 2019).

2. Privacy and Data Protection

AI systems in education often rely on large volumes of student data—including academic performance, behavioral patterns, and biometric information—for personalized learning. This raises significant data privacy concerns, particularly regarding consent, data ownership, and third-party usage. The General Data Protection Regulation (GDPR) and other emerging global standards emphasize the importance of transparent data practices and the right of individuals to access and control their personal information. Educational institutions must ensure that AI systems comply with local and international data protection laws and that students are informed and consenting participants in data collection processes (Williamson & Eynon, 2020).

3. Transparency and Explainability

AI decisions, particularly in high-stakes contexts like assessments or admissions, must be transparent and explainable. "Black-box" algorithms that produce outcomes without clarity on the reasoning process undermine trust and accountability in educational environments. According to Floridi and Cows (2019), ethical AI systems should be designed in a way that allows users to understand,

question, and challenge outcomes, especially in scenarios that significantly impact students' academic futures.

4. Accountability and Human Oversight

Ethical AI in education should ensure that human educators remain central in decision-making processes. AI tools are meant to augment, not replace human judgment. For instance, while AI may assist in grading essays or identifying struggling students, teachers should retain the final say, particularly when nuanced understanding is needed. Institutions must also establish clear governance frameworks that define roles and responsibilities, ensuring that errors or abuses of AI systems can be traced and addressed. Accountability mechanisms are essential for building trust and ensuring that AI serves the best interests of learners (UNESCO, 2021).

5. Inclusivity and Cultural Sensitivity

AI systems must be culturally sensitive and inclusive of diverse pedagogical contexts. In countries like Nigeria, studies have shown that AI integration must align with local norms, educational objectives, and language diversity to be truly effective and ethical (Ibrahim & Oyelere, 2024). A one-size-fits-all approach risks cultural imperialism or alienation of certain learner groups.

6. Preventing Over-Reliance and Preserving Human Development

Over-reliance on AI tools may lead to declines in critical thinking, creativity, and human interaction, especially among students. Ethical education practices must balance technological efficiency with humanistic values, encouraging learners to remain active, reflective, and socially engaged (Selwyn, 2019). Ethical utilization of AI in education requires a multidimensional approach that blends technology with human rights, pedagogical values, and societal good.

3. Synopsis of AI Adoption in Educational Institutions

The adoption of AI in Nigeria's education system is discussed under following four themes:

1. Awareness and Perceptions

AI adoption in Nigeria's educational institutions is still in its formative stages, and stakeholder awareness plays a crucial role. A study conducted among 421 undergraduates in North-Central Nigerian universities revealed a moderate level of awareness of AI tools and their potential to enrich the learning experience. However, students also raised critical concerns about technical support, data privacy, and insufficient training opportunities, indicating a lack of institutional preparedness for large-scale AI integration (Abubakar et al., 2024). Lecturers at the University of Ibadan (n = 97) demonstrated highly positive perceptions of AI. Despite some reservations, a majority expressed willingness to adopt AI for teaching and research. The major challenges they identified were inadequate infrastructure and the need for professional development programmes, reinforcing the idea that institutional readiness remains a key barrier (Ezekiel & Akinyemi, 2022).

2. Institutional Applications and Impacts

AI technologies are gradually transforming core academic and administrative processes in Nigerian institutions. In Sokoto State, academic and administrative staff acknowledged AI's potential in personalized learning, efficient data management, and improved student engagement. Nonetheless, they emphasized the need for strategic frameworks and capacity-building to realize AI's full benefits (Suleiman, 2024). At the University of Port Harcourt, AI tools such as automated grading systems and intelligent tutoring platforms have enhanced assessment practices by offering faster, fairer, and more personalized evaluations. Yet, constraints including costs, digital literacy gaps, and ethical concerns persist (Agbarakwe & Chibueze, 2024; Okpa et al., 2025). In Southeast Nigeria, a comparative study involving 386 marketing students found that those using AI tools like chatbots and recommendation engines recorded significantly higher academic performance and engagement than their counterparts. Among special-needs educators in Bauchi State, the integration of AI into lesson planning, student assessment, and classroom management correlated with increased teaching effectiveness and improved learner performance, suggesting AI's potential to support inclusive education (Saleh et al., 2024). At the Federal College of Education (Technical), Ekiadolor, pioneer students exposed to AI-powered learning systems showed increased academic motivation and performance. The study recommended scaling up

virtual classroom technologies and integrating AI into national education strategies (Bisong et al., 2024).

3. Technological and Socio-Cultural Trends

A systematic review of AI adoption from 2008 to 2022 highlights that educational institutions in Nigeria initially implemented AI through e-learning platforms, adaptive learning systems, LMSs, and SMS-based technologies. While adoption increased over time, progress was slow due to infrastructural challenges, limited awareness, and inadequate policies, particularly before 2013 (Olaoye & Daramola, 2024). Moreover, a socio-cultural study found that the adoption and use of generative AI in Nigerian higher education are influenced by cultural norms, institutional readiness, and alignment with pedagogical goals. The findings underscore the importance of developing AI systems that are sensitive to the local educational and cultural context (Ibrahim & Oyelere, 2024)

4. Administrative Uses and Governance

AI is being utilized in various administrative capacities in Nigerian tertiary institutions. Applications include data-driven decision-making, resource allocation, student support services, communication optimization, and campus security. However, challenges such as ethical ambiguity, data privacy issues, limited digital skills among staff, high implementation costs, and unreliable power/internet access impede widespread deployment (Ogunode & Gregory, 2021; Okpa et al., 2025). A recent study emphasized the integration of AI-powered tutoring systems as a strategic tool for ensuring sustainable educational development in Nigeria. The research highlighted that institutional commitment to digital infrastructure and leadership support are crucial for AI to make long-term impacts in education (Anyanwu et al., 2025).

4. Guidelines for AI Development and Deployment in Educational Institutions

The development and deployment of Artificial Intelligence (AI) in Nigerian educational institutions must be guided by ethical, technical, and contextual principles to ensure its responsible, equitable, and sustainable use. According to UNESCO (2021), these guidelines provide a structured approach to incorporating AI into the education sector while safeguarding students' rights and enhancing institutional capacity.

1. Needs Assessment and Policy Alignment

Before AI systems are developed or deployed, institutions should conduct a comprehensive needs assessment to ensure alignment with Nigeria's educational goals. According to UNESCO (2021), national education policies should guide the integration of AI, ensuring it supports curriculum delivery, assessment, and administration without compromising educational values.

2. Ethical and Inclusive Design

AI systems must be designed to uphold ethical standards, including fairness, accountability, transparency, and inclusivity. Developers should address potential biases and ensure accessibility for students from diverse socio-economic backgrounds and with special needs. As Ibrahim and Oyelere (2024) emphasize, socio-cultural considerations in Nigeria, such as language diversity and community norms must be integrated into AI development for educational tools to be effective and equitable.

3. Data Privacy and Protection

Given the sensitive nature of educational data, institutions must ensure strict adherence to data protection laws, particularly the Nigeria Data Protection Regulation (NDPR). Student data should be collected with informed consent, stored securely, and used transparently. Ogunode and Gregory (2021) warn that weak data governance in Nigerian institutions may expose students to risks of surveillance, profiling, or data misuse, underscoring the need for robust data governance frameworks.

4. Capacity Building and Digital Literacy

Successful deployment of AI in education depends on the training of teachers, administrators, and students. Institutions must invest in professional development programmes to build digital literacy and AI competency (Okpa et al., 2025). According to Anyanwu et al. (2025), capacity-building initiatives in Nigerian universities led to better adoption outcomes and reduced resistance to AI innovations.

5. Infrastructure and Technical Readiness

AI systems require reliable internet access, power supply, and digital infrastructure. Institutions must evaluate their technical readiness and invest in scalable, sustainable infrastructure before large-scale AI deployment. Studies such as Ibrahim & Oyelere (2024) highlight infrastructure disparities as a major barrier to AI implementation, particularly in rural and public institutions.

6. Monitoring, Evaluation, and Accountability

Institutions must establish clear governance structures to oversee AI development and deployment. Regular monitoring and evaluation should assess system performance, ethical compliance, and educational impact. As noted by UNESCO (2021), feedback loops and participatory governance involving educators, students, and developers are critical to ensuring continuous improvement and accountability.

7. Collaboration and Local Innovation

Educational institutions should collaborate with local developers, policymakers, and international partners to ensure that AI systems are relevant, cost-effective, and context-sensitive. Supporting local AI research also fosters national capacity. Floridi and Cowls (2019) argue that participatory design involving local stakeholders ensures that AI is not only ethical but also culturally and pedagogically appropriate.

5. Ethical AI Implementation Strategies in Educational Institutions

To ensure ethical and sustainable implementation of Artificial Intelligence (AI) in Nigerian educational institutions, strategic action is needed in three critical areas:

1. Stakeholder Engagement and Collaboration

Inclusive stakeholder engagement is a cornerstone of ethical AI implementation. It involves active participation from educators, students, policymakers, developers, parents, and civil society in the design, deployment, and governance of AI tools. This ensures that AI solutions align with educational goals, cultural norms, and learner needs. Ibrahim and Oyelere (2024) emphasize that multi-stakeholder consultation ensures socio-cultural relevance and promotes acceptance of AI systems among users.

2. Capacity Building and Training

The successful and ethical use of AI in education depends heavily on capacity building for teachers, administrators, and learners. Ethical AI strategies must include comprehensive training programmes on digital literacy, AI ethics, data privacy, and the pedagogical integration of AI tools.

3. Infrastructure and Resource Allocation

Ethical AI implementation also demands equitable access to infrastructure, including reliable electricity, internet connectivity, computing devices, and maintenance systems. Unfortunately, many Nigerian institutions face systemic infrastructure deficits, especially in rural and public schools.

6. Benefits of Ethical AI Implementation in Educational Institutions

The implementation of Artificial Intelligence (AI) in educational institutions offers significant benefits when guided by strong ethical frameworks, especially in countries like Nigeria where the educational system face numerous infrastructural and systemic challenges. Ethical AI implementation ensures that the benefits of these technologies are equitably distributed, culturally sensitive, and aligned with legal and moral standards. The following benefits can be considered:

1. Enhancing Personalized Learning

Ethical AI can provide adaptive learning platforms that cater to individual students' learning styles, paces, and abilities. This personalization helps improve student engagement and outcomes by tailoring instruction to each learner's needs. In Nigeria, where teacher-to-student ratios are often very high, such systems can supplement traditional teaching and help mitigate disparities in instructional quality (Ogunyemi, 2022).

2. Promoting Equity and Inclusion

When implemented ethically, AI can help bridge educational gaps across socio-economic, geographic, and linguistic divides. For instance, AI tools can offer real-time translation and local language support,

making content more accessible to students in rural and multilingual settings (Eke, 2021). This is particularly relevant in Nigeria, with its over 500 indigenous languages and stark rural-urban educational disparities.

3. Supporting Teacher Effectiveness

Ethical AI can serve as a valuable support tool for educators by automating administrative tasks, analyzing student data for performance trends, and recommending interventions. This allows teachers to focus more on instruction and student mentorship (Holmes et al., 2019). In Nigeria, where teacher shortages and burnout are prevalent, AI can relieve some of the systemic pressures on educators (Akinola & Olayemi, 2022).

4. Improving Educational Management and Decision-Making

Ethical AI systems can enhance school administration by providing data-driven insights for resource allocation, curriculum design, and policy development. Transparent AI systems that explain their decisions help build trust among stakeholders and foster informed decision-making at institutional and government levels (Floridi et al., 2018).

5. Enhancing Accessibility for Students with Disabilities

AI tools like speech-to-text, text-to-speech, and predictive learning technologies can significantly improve access for students with visual, auditory, or cognitive disabilities. When implemented ethically, these tools ensure inclusivity and equal participation in the learning process (UNESCO, 2021). In Nigeria, where support for learners with disabilities is often lacking, such tools are a critical step toward inclusive education.

6. Building Trust and Promoting Responsible Innovation

Ethical AI fosters a culture of transparency, accountability, and respect for human rights, which in turn builds public trust in digital technologies (Jobin et al., 2019). In Nigeria, where mistrust in government-led digital initiatives can be high due to past data breaches or surveillance concerns (Ojo & Adebayo, 2021), ethical frameworks can reassure users and encourage broader adoption of AI in education.

7. Compliance with National and International Standards

Ethical AI implementation ensures compliance with Nigeria's Data Protection Act (NDPA, 2023) and aligns with global best practices, such as UNESCO's 2021 Recommendation on the Ethics of AI. This regulatory alignment not only protects users but also positions Nigeria as a responsible player in the global education technology ecosystem (NITDA, 2023; UNESCO, 2021).

7. Challenge and Prospects of Ethical AI Implementation in Educational Institutions

The integration of Artificial Intelligence (AI) in education in Nigeria has the potential to revolutionize the way students learn and teachers teach. However, there are several challenges as well as prospects to consider ensuring that AI is used effectively and responsibly in Nigerian educational institutions.

1. Equal Access to AI Tools

One of the significant challenges of AI in education in Nigeria is ensuring equal access to AI tools for all students. Many schools in Nigeria, particularly those in rural areas, lack the necessary infrastructure and resources to support the use of AI-powered educational tools. This can exacerbate existing inequalities in education and limit the opportunities available to students from disadvantaged backgrounds. According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the use of AI in education can widen the digital divide and exacerbate existing inequalities if not designed and implemented carefully (UNESCO, 2023). To address this challenge, policymakers and educators need to prioritize the development of infrastructure and resources that support the use of AI-powered educational tools in all schools, particularly those in rural and disadvantaged areas.

2. Data Privacy and Security

Another significant concern related to AI in education in Nigeria is data privacy and security. AI-powered educational tools often collect and analyze large amounts of student data, which can be

sensitive and personal. There is a risk that this data could be misused or compromised, which could have serious consequences for students and their families. A study by the National Center for Education Statistics found that many schools and districts lack the necessary policies and procedures to protect student data (National Center for Education Statistics, 2022). To address this concern, policymakers and educators need to develop and implement robust policies and procedures to protect student data and ensure that AI-powered educational tools are designed and used in a way that prioritizes data privacy and security.

3. Need for Professional Development

The effective integration of AI in education in Nigeria also requires significant investment in professional development for teachers and educators. Teachers need to be trained on how to use AI-powered educational tools effectively and how to integrate them into their teaching practices. According to a report by the World Economic Forum, teachers will need to develop new skills to work effectively with AI-powered tools and to ensure that students are able to harness the potential of AI to enhance their learning (World Economic Forum, 2020). To address this challenge, policymakers and educators need to prioritize the development of professional programmes that support teachers in developing the skills they need to effectively integrate AI-powered educational tools into their teaching practices.

8. Conclusion

The integration of Artificial Intelligence (AI) in Nigeria's education system has the potential to revolutionize the way students learn and teachers teach. While AI offers numerous benefits, including personalized learning experiences, improved student outcomes, and enhanced teaching effectiveness, it also raises several challenges and concerns. These include ensuring equal access to AI tools, protecting student data, and providing teachers with the necessary training and support. To harness the potential of AI in education, Nigeria must prioritize the development of infrastructure and resources that support the use of AI-powered educational tools, protect student data, and provide teachers with the training and support they need to effectively integrate AI into their teaching practices. By doing so, Nigeria can ensure that AI is used in a way that is equitable, inclusive, and beneficial to all students.

9. Recommendations

From the above conclusion, the following recommendations were made:

1. Prioritize the development of infrastructure and resources that support the use of AI-powered educational tools in all schools, particularly those in rural and disadvantaged areas.
2. Develop and implement robust policies and procedures to protect student data and ensure that AI-powered educational tools are designed and used in a way that prioritizes data privacy and security.
3. Provide teachers with the training and support they need to effectively integrate AI-powered educational tools into their teaching practices.
4. Engage stakeholders, including educators, students, policymakers, and developers, in the design, deployment, and governance of AI tools to ensure that AI solutions align with educational goals and learner needs.
5. Establish clear governance structures to oversee AI development and deployment, and regularly monitor and evaluate AI systems to assess their performance, ethical compliance, and educational impact.

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ETHICAL ISSUES INTERFERENCE IN THE MANAGEMENT OF PUBLIC UNIVERSITIES IN BENUE STATE, NIGERIA

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Abstract

This study examines ethical issues interference in the management of public universities in Benue State, Nigeria. Two research questions and two hypotheses were formulated to guide the study. The descriptive survey design was adopted for the study and the population of the study comprise of 2500 representing 1200 academics and 1300 non-academic staff of the public universities in Benue State. The sample comprised of 500(240 academic and 260 non-academic) representing 20% of the total population. A researcher structured 10-item questionnaire titled —Ethical Issues interference and Management of Public Universities Questionnaire (EIIMPUQ) was used for data collection. The instrument for data collection was a self-structured questionnaire. The instrument was validated and a reliability coefficient of 0.84 was obtained using Cronbach Alpha. Mean and Standard Deviation were used to answer the research questions and the null hypotheses were tested using t-test at 0.05 level of significance. The findings of the study revealed that ethical interference has an influence in the management of public universities in Benue State in the area of appointment of administrative heads to a great extent. The study concluded that ethical issues interference and management is complex. It was recommended that the academic and non-academic staff should note that university is citadel of knowledge where individuals are entrenched with skills, knowledge and capacity to nurture and develop potentials and should be void of personal interest, nepotism, favoritism, corruption and compromise of academic integrity and Heads of unit should be involved in the recruitment process.

Keywords: Ethical issues interference, Management, Administrative Heads, Recruitment, Public Universities

Introduction

Educational institutions are regarded as citadel of knowledge, where individuals are entrenched with skills, knowledge and capacity to nurture and develop their potentials. It is considered as a wheel for societal development and economic empowerment of the individuals which help in the development of critical thinking. The university as a centre for learning cannot be over emphasized. It is globally known as the peak of tertiary level of education which consists majorly of two categories of staff, the academics and the non-academics. The system has been marred by ethical interferences. Management of public university has been a subject of concern in

recent times. The institutions are facing numerous ethical issues such as nepotism, favouritism, corruption, financial misappropriation, quality of service delivery and academic integrity (Ogundipe, 2020, Okolie, 2020). These numerous ethical issues have significant implications on the quality of managerial services provided by the public universities.

Public universities are institutions of higher learning primarily funded by public means, through national or state government. They are owned and operated by the federal or state government (Altbach, 2018). Public university has the mission to provide access to higher education for all qualified staff, students, regardless of ethnicity, background, and financial means (American Association of State Colleges and Universities, 2020). They are also expected to provide public services. These public services have been abuse with dishonesty, compromise of standards and bringing in of ethical interferences into appointment of administrative heads, elections/appointment into positions and recruitments. The appointments and elections of academic and non-academic staff into positions are becoming issues of war and this is eaten deep into the governance of public universities.

Ethical issues interference refers to potential conflicts that may arise in an organization causing imbalance. There is a high level of political tussle, ethnicity, religion, and economic weights interferences prevalent in the education system (Okeke, 2017). In public universities, ethical interference refers to the influence of external factor on the decision-making process or the moral principles guiding an organization which include biases and discrimination, nepotism, favouritism, academic integrity among others, they are behavioural patterns that undermine integrity of the educational system. According to Beauchamp and Childress (2019), ethical interference refers to intervention of external factors on decision-making processes, potentially compromising the integrity and autonomy of individual or organizations. This is further supported by Emmanuel (2018) that added that ethical interference could manifest in various ways, to include political, financial, and social influences. This study streamlined its study to interference in the area of appointment of administrative heads and recruitment. Ijinda (2024) noted that political interference in the management of public universities in Nigeria was frightening and causing setbacks for the universities in that powers had been reserved. These interference could be detrimental to effective management. However, the Nigerian university system is noted to be plagued by several problems that hinder it from achieving its expected goals. One factor that has negatively impacted university management in the country is ethical interference (Ogunode, 2020). Ogunode further submits that this practice was seriously jeopardizing the managements of universities in Nigeria. The public universities have been designed to function with political officer holders or politicians in the country and this is somehow having serious effect on the management.

Management is regarded as the process undertaken by one or more individuals to coordinate the activities of others in order to achieve results not achievable by one individual acting alone (Olatunde, 2023). By this definition, it means for the objectives of an organization to be achieved, others are crucial. The chief executive needs others in the institution; this is why there should be equity and fairness. Bua (2020) refers to management as a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a changing environment. Management however involves planning, controlling, coordinating and motivating. The aspect of management in this context involves appointment of administrative heads and recruitment process to mention a few among others.

Administrative Heads in public universities are those responsible for overseeing various aspects of the university's operations. These include Heads of Departments (HODs), Deans of Faculties/Colleges/Schools, Coordinators of Centers, Units and Directors. In the university setting, the positions of HODs, Coordinators of Centers, Units and Directors are subject to appointment by the Chief Executive (Vice-Chancellor) except the deanship positions which are conducted through elections and these positions have been interfered by ethical issues. Olufade (2017) supports this

claim by adding that the appointments could be influenced by political considerations, such as loyalty to the administration, old times' sake in the form of old students and alumni. In this case, most times ranks and experiences are overlooked; this however could breed discontent, distrust among staff, and feeling of resentment towards colleagues. Johns (2017) opines that it could lead to increase turnover among staff and leading to decrease productivity. Another ethical interference is the area of recruitment where unqualified personnel's are given employment against qualified ones.

Recruitment refers to applicants for job positions in an organization. Arikewuyo and Adegbesan (2009) opines that a good recruitment programme is one that is properly planned and well operated and poor recruitment efforts could lead to selection of poor applicants. However, Olatunde (2023), refers to recruitment as activities designed to attract numbers and quality of personnel needed to carry on work of educational organization such as the university. Olatunde noted that they must be of quality not just any kind. It means qualified staff should be engaged no matter the influence from any power. In the same vein, Ekundayo and Ajayi, (2019) observed that universities these days are not totally free from the ethical interferences because government of the day, governing councils, ethnicity, all plays crucial roles in recruitment. It has been observed by the researchers that the opinions of Deans and HODs often times do not matter when it comes to appointments and recruitments of personnel.

Statement of the Problem

Ethical issues interference has become a plague in public universities. Universities which are supposed to be a place for critical thinking, intellectual competition and advancement of knowledge for the purpose of problem solving is gradually becoming a place for nepotism, partiality, bias, discrimination and place for preferential treatment. The norms of the university are gradually being eroded, that is the area of all round academic excellence. It has become difficult this day to see just anyone given appointment without knowing someone, someone making a referral and or someone close maybe by virtue of family, alumni, friends, ethnicity and from same language. These ethical practices have been linked to poor decision-making, ineffective leadership, lack of creativity, rebellion, non-chalant behaviour to duties and decreased morale among staff. Specifically this study is set to examine the influence of ethical issues interference on the management of public universities in Benue State.

Purpose of the Study

The purpose of this study was to determine the influence of ethical issues on the management of public universities in Benue State. Specifically, the study sought to:

1. Examine the extent to which ethical interference in the appointment of administrative heads influence management of public universities in Benue State, Nigeria.
2. Ascertain the extent to which ethical interference in the recruitment process influence management of public universities in Benue State, Nigeria

Research Questions

The following research questions guided the study:

1. what is the extent to which ethical interference in the appointment of administrative heads influence management of public universities in Benue State, Nigeria?
2. what is the extent to which ethical interference in the recruitment process influence management of public universities in Benue State, Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant difference in the mean ratings of academic and non-academic staff on the extent to which ethical interference in the appointment of administrative heads influence the management of public universities in Benue State.
2. There is no significant difference in the mean ratings of academic and non-academic staff on the extent to which ethical interference in recruitment process influence the management of public universities in Benue State.

Methodology

The study adopted the descriptive survey research design. The study was carried out in the public universities in Benue State with the population of 2500 representing 1200 academic and 1300 non-academic staff of the public universities in Benue State. 20% of the total population was sampled according to Uzoagulu (2011) who stated that if the population is known and made up of different groups, each group receives allocation based on its proportion to the population. The sample was 500 representing 240 academic and 260 non-academic staff selected through proportionate sampling technique to ensure fair representation of the sample relative to the population while simple random sampling was used to select the number of staff required from each of the sampled university. The research instrument used for data collection is a 10-item questionnaire titled —Ethical Issues Interference and Management of Public Universities Questionnaire (EIIMPUQ)l. The instrument has two clusters. Cluster A on the extent to which ethical interference influence the appointment of administrative heads in public universities in Benue State, Nigeria and B on the extent to which ethical interference influence recruitment process in public universities in Benue State, Nigeria. The instrument was validated by two experts, one in Educational Administration and Planning and another in Measurement and Evaluation, all from the Department of Educational Administration and Planning and Department of Guidance and Counselling, Joseph Sarwuan Tarka University, Makurdi, respectively. To ascertain the reliability of the instrument, the instrument was administered to 30 academic and non-academic staff in a public university in Nasarawa state. The reliability of the instrument was determined using Crombach Alpha, which at the end gave an overall reliability coefficient of 0.84 making it high and reliable for the study. The data were analysed using mean and standard deviation to answer the research questions while hypotheses were tested using t-test tested at 0.05 level of significance. The four point rating scale of Very Great Extent (VGE) 4, Great Extent (GE) 3, Low Extent (LE) 2, and Very Low Extent (VLE) 1 were used in determining the mean scores of each item on questionnaire. The item were considered having great extent when the mean score was 2.50 and above and low extent when it was less than 2.50. When the calculated t-value was less than the critical value; the null hypothesis was therefore not rejected.

Results

Research Question One: what is the extent to which ethical interference in appointment of administrative heads influence management of public universities in Benue State, Nigeria?

Table 1: Mean response scores of the extent ethical issues interference influence appointments of Administrative Heads and management of public Universities in Benue State.

S/N o.	Item	Academic Staff 240		Non-Academic Staff 260		Mean	Decision
		$\bar{x}$	SD	$\bar{x}$	SD		
1.	Ethnicity plays major role in appointment of administrative heads, this could affect management	2.74	0.82	2.84	0.92	2.79	GE
2	Favouritism plays major role in the appointment of administrative heads this could influence management of the institution	2.55	0.91	2.66	0.89	2.61	GE
3	When nepotism is allowed in the appointment of administrative heads this could affect effective management	2.73	0.85	2.87	0.91	2.80	GE
4	Seniority is not considered when appointing administrative heads, thereby causing contempt this can affect management	2.92	0.88	2.65	0.86	2.79	GE
5	Appointment of administrative heads are not merit-based this could have effect on management of the university	2.41	0.90	2.21	0.91	2.31	LE
	Grand mean	2.67	0.87	2.65	0.90	2.66	GE

In Table 1, the mean rating of academic staff range from 2.41 to 2.92 while that of non-academic staff range from 2.21 to 2.87. The mean rating of items 1,2,3, and 4 are of great extent except item 5 which is low extent. However, the grand mean were 2.67 and 2.66 which represent great extent. Therefore, both the academic and non-academic staff are of the opinion that ethical interference influence appointment process in public universities in Benue State in terms of ethnicity favouritism, nepotism and not giving experience priority.

Research Question two: what is the extent to which ethical interference influence recruitment process in public universities in Benue State, Nigeria?

Table 2: Mean response scores of the extent ethical issues interference influence recruitment process and management of public Universities in Benue State

S/N o.	Item	Academic Staff 240		Non-Academic Staff 260		Mean	Decisi on
		$\bar{x}$	SD	$\bar{x}$	SD		
6.	Bringing ethnicity into recruitment process could have negative influence on the management	2.61	0.87	2.52	0.86	2.57	GE
7.	when recruitment process are not merit-based, the quality of staff engaged may be below standard thereby having serious influence on the management	2.77	0.88	2.70	0.88	2.74	GE
8.	When nepotism is allowed in in the recruitment process, management may be jeopardize	2.69	0.69	2.54	0.77	2.62	GE
9	If recruitment process is clouded with unclear criteria, this could be detrimental to the management	2.81	0.91	2.62	0.84	2.72	GE
10	Bringing tribalism into recruitment could bring lack of order and this could have negative influence management	2.54	0.81	2.75	0.83	2.65	GE
	Grand mean	2.68	0.83	2.63	0.84	2.66	GE

The mean rating on table 2 ranged from 2.57 to 2.74. The mean rating of all the items 6 to 10 are of great extent with a grand mean of 2.63 for the academic and a grand mean of 2.68 for the non-academic staff. Therefore, both the items academic and non-academic staff are of the opinion that ethical issues influence recruitment process in public universities in Benue State.

Hypotheses

Table 3: t-test on the mean ratings of the academic and non-academic staff on the extent to which ethical interference in the appointment of administrative heads influence the management of public universities in Benue State

Gender	N	Mean	Std Deviation	df	t-cal	Sig Level	Decision
Academic	240	2.67	0.87	498	0.18	0.05	Not

Non-Academic	260	2.65	0.90	Significant

$P > 0.05$; Not Significant; H_0 not rejected.

Table 3 showed that $t_{\text{cal}} = 0.81$ at df 498. Since t_{cal} is greater than sig. value 0.05 ($P > 0.05$), the stated hypothesis is therefore not rejected. This means that, there is no significant difference between the mean rating of academic staff and non-academic staff on the extent to which ethical interference in the appointment of administrative heads influence the management of public universities in Benue State.

Table 4: t-test on the mean ratings of the academic and non-academic staff on the extent to which ethical interference in the recruitment process influence the management of public universities in Benue State

Gender	N	Mean	Std Deviation	df	t-cal	t-crit	Sig. level	Decision
Academic	240	2.68	0.83	498	0.50	1.96	0.05	Not Significant
Non-Academic	260	2.63	0.84					

$P > 0.05$; Not Significant; H_0 not rejected.

Table 4 s that $t_{\text{cal}} = 0.50$ at df 498. Since t_{cal} is greater than sig. value 0.05 ($P > 0.05$), the stated hypothesis is therefore not rejected. Since the calculated t-value is less than the critical value, the null hypothesis is therefore not rejected. This means that, there is no significant difference between the mean rating of academic staff and non-academic staff on the extent to which ethical interference in the recruitment process influence the management of public universities in Benue State.

Discussion of findings

It is evident in research question 1, table 1 showed that the influence of ethical interference in the management of public universities in Benue State in terms of appointment was to a great extent based on the responses of the respondents. The respondents were of the view that, ethnicity, favouritism, nepotism, lack of merit-based employment and not given credence to seniority in the appointment of administrative heads could largely influence the management of public universities in Benue State. The findings is in accordance with Johns (2017) who noted that it could lead to increase turnover among staff and leading to decrease productivity. The results showed that there is no significant difference between the mean scores of academic and non-academic staff on the extent to which ethical issues interference in the appointments of administrative heads influence management of public universities in Benue State.

The findings of research question 2 showed that the influence of ethical interference in the management of public universities in Benue State relating to recruitment process is to a great extent based on the responses of the respondents. It shows that binging ethnicity, lack of merit-based, nepotism, unclear criteria and tribalism could lead to contempt among staff thereby affecting the management of public universities in Benue State. This is supported by Ogundipe, (2020) and Okolie, (2020), they both opined that institutions are facing numerous ethical issues such as nepotism, favouritism, corruption, financial misappropriation and academic integrity however, Olatunde (2023) noted that recruited staff must be of quality. It means qualified candidates should be engage. In the same vein, Ekundayo and Ajayi, (2019) observed that universities these days were not totally free from the ethical interferences because many factors comes to plays in

recruitment process. The hypothesis 2 showed that there is no significant difference between the mean scores of academic and non-academic staff on the extent to which ethical issues interference in recruitment process influence management of public universities in Benue State

Conclusion

This study on ethical issues interference in the management of public universities in Benue State revealed that ethical issues significantly influence the appointment of administrative heads and recruitment process. These unethical practices could lead to ineffective leadership, decrease morale, contempt among staff, and lack of trust in the institution. It is essential for public universities in Benue state to crave for good management by following due process in all activities.

Recommendations

Based on the findings, the following were recommended:

1. Public universities in Benue State should be transparent and follow due process in the appointment of administrative heads. Merit-based appointment should be upheld.
2. University management should have a clearly well spelt out guideline for engaging new staff, Heads of Units should be involved in the recruitment process, this would help promote good system where everyone works towards a common goal.

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ASSESSING ETHICAL STANDARDS AND ACADEMIC CAREER PROGRESSION AMONG LECTURERS IN PUBLIC UNIVERSITIES IN CROSS RIVER STATE, NIGERIA



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Abstract

This study assessed the correlation between ethical standards and academic career progression among lecturers in public universities in Cross River State, Nigeria. Employing a descriptive survey research design, the study targeted a population of 6,231 lecturers, from which a sample of 400 respondents (representing approximately 6.4%) was selected using stratified random sampling to ensure proportional representation across faculties and departments. Data were gathered using two validated instruments—the Ethical Standards Assessment Scale (ESAS) and the Academic Career Progression Inventory (ACPI). Responses were rated on a four-point Likert scale with a criterion mean of 2.50 serving as the threshold for interpretation. Findings revealed a significant correlation between high ethical conduct and positive career advancement indicators such as promotion, publication output, and leadership roles. Conversely, ethical breaches such as favoritism, academic dishonesty, and corruption were found to hinder fair and merit-based progression. The study concluded that adherence to ethical standards is crucial for sustaining academic excellence and institutional credibility. It recommends the implementation of transparent evaluation mechanisms, periodic ethics training, and stricter enforcement of academic codes of conduct to enhance career progression pathways in public universities.

Keywords: *Ethical Standards, Academic Career Progression, Public Universities, University Lecturers, Academic Integrity.*

Introduction

The role of ethical standards in shaping academic career progression has become increasingly significant in the context of higher education, particularly within public universities in Nigeria. In recent years, concerns have grown over declining professional ethics, favoritism, nepotism, sexual harassment, plagiarism, and academic dishonesty, all of which undermine the integrity of academic institutions. Lecturers are expected to uphold high ethical principles in teaching, research, and administrative responsibilities; however, violations of these standards often hinder fair and merit-based career advancement. In Cross River State, public universities have faced scrutiny regarding the transparency and fairness of promotion processes, research evaluations, and leadership appointments. These ethical lapses not only demotivate hardworking faculty but also erode institutional trust and educational quality. This study is therefore situated within the pressing need to empirically examine how adherence to or deviation from ethical

standards affects the career progression of lecturers, with a view to promoting a culture of integrity, accountability, and academic excellence in Nigeria's university system.

Statement of the problem

In recent years, concerns about declining ethical standards among university lecturers in Nigeria have intensified, raising critical questions about the integrity of academic institutions and the credibility of career progression processes. In public universities within Cross River State, particularly the University of Calabar and the University of Cross River State, there have been recurrent issues involving unethical practices such as plagiarism, nepotism in promotions, sexual harassment, and lack of transparency in performance evaluation. These practices not only erode trust in the academic system but also hinder the development of a merit-based culture that is essential for institutional excellence and national development.

Ethical conduct is a cornerstone of effective higher education systems, and the extent to which lecturers uphold these standards significantly influences their career trajectory. However, anecdotal and media reports suggest that some lecturers may be rewarded or promoted despite questionable ethical behaviors, while others who maintain high moral standards face stagnation due to systemic biases or political interference. This inconsistency has created an atmosphere of disillusionment among academic staff, particularly early-career lecturers who are unsure whether integrity and professionalism will lead to advancement.

Furthermore, the lack of institutional mechanisms for monitoring and enforcing ethical compliance compounds the problem. While some universities have ethics committees or codes of conduct, enforcement is often weak or selective, leaving room for impunity and manipulation. Without consistent enforcement, lecturers may view ethical behavior as optional rather than integral to professional growth. This situation not only affects the morale and productivity of staff but also diminishes the overall quality of education delivered to students.

Given the strategic role of lecturers in knowledge production, research, and mentorship, there is a pressing need to assess the current state of ethical standards and how they relate to academic career progression. Such an assessment would provide empirical insights into whether ethical conduct is rewarded or overlooked, and help identify institutional gaps that need reform. Addressing these concerns is critical for restoring confidence in the academic system and ensuring that career advancement is based on merit, professionalism, and ethical accountability in public universities in Cross River State.

Theoretical framework

This study is anchored on the ethical standards theory which is expounded by Lawrence Kohlberg in 1958. The theory is grounded in moral development and posits that individuals progress through stages of ethical reasoning, evolving from obedience-driven morality to principled conscience-based decision-making. The theory's philosophy centers on the idea that ethical behavior is not innate but develops through cognitive interaction with societal norms and justice principles. It assumes that ethical standards guide human behavior and that adherence to such standards influences individual integrity, professional conduct, and societal trust. In the context of academic career progression among lecturers, the theory underscores the critical role that ethical conduct—such as fairness, honesty, transparency, and accountability—plays in merit-based promotion and institutional credibility. When lecturers uphold high ethical standards, it fosters trust within academic institutions, ensures fairness in evaluation and promotion processes, and enhances the overall quality and integrity of higher education.

Empirical Literature Review

Recent empirical studies have shown varied levels of adherence to ethical standards among lecturers in public universities, with significant implications for academic integrity and institutional development. For instance, Okafor and Uche (2021) conducted a study across six public universities in South-East Nigeria and found that while 67% of lecturers acknowledged the importance of ethical practices such as fairness in grading and avoidance of sexual harassment, only 42% reported consistent institutional enforcement of these standards. Similarly, Akinlolu and Bassey (2022), in their assessment of ethical compliance among academic staff in Southwestern Nigeria, revealed that while most lecturers had high ethical awareness, actual adherence was often undermined by institutional tolerance of misconduct and weak disciplinary measures. In line with these findings, Uzoigwe, Zakka, and Anuforo (2023) highlighted the implications of ethical awareness for mental and emotional health among university students, emphasizing how inconsistent adherence to academic integrity influences overall institutional climate. Additionally, Ekpenyong, Uzoigwe, Onabe, and Onwochei (2020) reported that ethical enforcement during emergencies, such as the pandemic, was uneven across public institutions, which weakened administrative oversight and allowed unethical practices to proliferate.

In a more recent investigation, Nwachukwu and Etim (2023) explored ethical compliance in federal and state universities in South-South Nigeria and discovered that 53% of lecturers admitted to witnessing unethical practices such as favoritism in promotions and research plagiarism, attributing these to poor monitoring systems. Ibrahim and Musa (2024) studied lecturers in Northern Nigeria and found that ethical lapses were prevalent in areas such as conflict of interest and misuse of office, with only 38% of respondents affirming that their universities had clear and consistently applied ethical guidelines. Chuktu and Uzoigwe (2019) similarly assessed staff development and found that lapses in ethics-related training and reinforcement mechanisms significantly contributed to poor adherence to professional standards in Cross River State. Likewise, Ategwu, Kenn-Aklah, Fanan, and Uzoigwe (2022) stressed that inadequate use of instructional technologies in educational supervision during the COVID-19 era compromised the monitoring of lecturers' ethical conduct in secondary and tertiary institutions.

Other studies have increasingly highlighted the pivotal role of ethical standards in shaping lecturers' academic career progression in public universities. According to Adebayo and Olatunji (2023), a strong positive correlation exists between lecturers' adherence to institutional ethical codes and their eligibility for promotions and leadership responsibilities. Their study in four federal universities revealed that lecturers who maintained high ethical standards in teaching, supervision, and research conduct were more likely to receive favorable performance appraisals, which in turn fast-tracked their career advancement. Similarly, Yakubu and Ndifreke (2022) found that ethical behavior, particularly academic honesty and avoidance of exploitative relationships with students, significantly influenced how lecturers were assessed for tenure and internal appointments in public universities in Northern Nigeria. Reinforcing these observations, Adams and Uzoigwe (2023) emphasized the importance of security and ethical oversight in the management of academic institutions, showing that breaches in ethical standards often correlate with career stagnation. Also, Sunday, Afia, Essien, Inyang, Peters, and Uzoigwe (2025) noted that the integration of smart technologies into instructional leadership supports transparent and ethical academic governance, thereby enhancing career growth. Supporting this, the research by Ogundele and Okon (2024) observed that public universities with well-enforced ethics policies saw a marked difference in the career progression of lecturers who complied with institutional values compared to those who did not. Furthermore, Opuwari and Uzoigwe (2025) found that graduates' self-employment intentions were indirectly affected by lecturers' ethical conduct, as it shaped the credibility and functionality of resource management education. Eze and Musa (2021) discovered that unethical conduct, such as plagiarism, sexual misconduct, and falsification of credentials, often led to stalled promotions or

disciplinary actions, thereby negatively affecting career trajectories. Together, these studies underscore that adherence to ethical standards is not only a moral obligation but also a practical determinant of academic growth in Nigerian public universities.

Several studies have identified a range of ethical challenges that impede lecturers' promotion and career advancement in public universities. Adamu and Chukwu (2023) found that nepotism and favoritism are pervasive in many Nigerian universities, where promotion decisions are often influenced by personal relationships rather than merit. This undermines transparency and fairness, leading to dissatisfaction among lecturers who feel sidelined despite meeting academic requirements. Similarly, Bello and Okeke (2022) reported that corruption, including bribery and manipulation of academic records, significantly affects promotion processes. Their study revealed that some lecturers resort to unethical means to secure promotions, which in turn creates a culture of distrust and demoralizes honest academics. These challenges are compounded by a lack of clear guidelines and inconsistent application of promotion criteria, as highlighted by Eze and Ogbonna (2024), who noted that vague policies often give room for subjective interpretations by promotion committees.

In addition to nepotism and corruption, other ethical dilemmas affecting academic career progression include discrimination and bias based on gender, ethnicity, or political affiliation. Umeh and Ibrahim (2023) found that female lecturers and those from minority ethnic groups often face subtle but persistent barriers to promotion, including exclusion from key decision-making committees and fewer opportunities for research funding and professional development. Their research underscored that such discriminatory practices violate ethical standards and hinder equal career opportunities. Moreover, inadequate institutional mechanisms for reporting and addressing unethical conduct leave many lecturers vulnerable and frustrated. Collectively, these studies emphasize that ethical challenges in promotion processes not only stall individual careers but also erode the overall academic integrity and institutional effectiveness of universities.

Empirical literature emphasizes that institutional policies play a pivotal role in promoting ethical conduct and ensuring fair career progression in public universities. For instance, Okon and Ekong (2022) found that clearly defined institutional codes of conduct significantly reduced instances of favoritism and corruption in academic promotions across universities in South-South Nigeria. Their study emphasized that when ethical policies are enforced and consistently monitored, transparency in promotion processes improves. Similarly, Musa and Adeyemi (2023), in their multi-site study of Nigerian federal universities, discovered that universities with robust internal policies on staff evaluation and promotion ethics had higher rates of merit-based promotions and lecturer satisfaction. These findings suggest that institutional efforts to implement and monitor ethical standards directly enhance fairness in academic career advancement.

Furthermore, Ibrahim and Nwosu (2024) investigated the effect of institutional ethics committees on the promotion practices in public universities and revealed that universities with active ethics committees recorded fewer grievances related to biased promotion outcomes. The study highlighted that such structures instill a culture of accountability. Also, Chinonso and Olatunji (2023) reported that institutional policies aligned with national academic standards and codes of conduct reduce unethical lobbying and political interference in academic promotions. They found that transparent grievance redress mechanisms within these policies encouraged lecturers to report unethical practices without fear of victimization. These findings collectively demonstrate that the presence and enforcement of strong institutional policies are essential in promoting ethical behavior and ensuring that academic career progression is based on merit rather than manipulation or bias. Therefore, this study fills a critical gap in literature by providing localized empirical evidence on how ethical standards influence academic career progression among lecturers in public universities in Cross River State—an area previously underexplored in Nigerian higher education research.

Purpose of the study

The main purpose of the study is to assess ethical standards and academic career progression among lecturers in public Universities in Cross River State, Nigeria. Specifically, the study sought:

1. To examine the extent to which ethical standards are adhered to by lecturers in public universities in Cross River State.
2. To investigate the relationship between adherence to ethical standards and lecturers' academic career progression in public universities.
3. To identify common ethical challenges affecting promotion during career advancement among university lecturers in Cross River State.
4. To evaluate the role of institutional policies in promoting ethical conduct for fair career progression in public universities.

Research questions

The following research questions were raised to guide the study:

1. To what extent are ethical standards adhered to by lecturers in public universities in Cross River State?
2. What is the relationship between adherence to ethical standards and lecturers' academic career progression in public universities?
3. What are the common ethical challenges affecting promotion during career advancement among university lecturers in Cross River State?
4. How do institutional policies promote ethical conduct for fair career progression in public universities?

Hypothesis

The following hypothesis was formulated to direct the study:

1. There is no significant difference in the adherence to ethical standards between male and female lecturers in the University of Calabar and the University of Cross River State.

Methodology

The study employed a descriptive survey research design, which was deemed suitable for assessing the relationship between ethical standards and academic career progression among lecturers in public universities in Cross River State, Nigeria. This design facilitated the systematic collection, analysis, and interpretation of data from a representative sample to make generalizations about the larger population. The target population comprised 6,231 lecturers across two public universities in the state—University of Calabar and University of Cross River State. A stratified random sampling technique was used to draw a sample of 400 lecturers, representing approximately 6.4% of the population. Stratification was based on faculties and departments to ensure proportional representation across academic disciplines, thereby enhancing the reliability and generalizability of the findings. Data were collected using two researcher-developed instruments: the Ethical Standards Assessment Scale (ESAS) and the Academic Career Progression Inventory (ACPI). Each instrument consisted of 32 items structured to align with the study's specific objectives. The instruments were reviewed by three experts in Educational Management and Measurement and Evaluation for content and construct validity. Based on expert feedback, necessary revisions were made to improve clarity, relevance, and alignment with the conceptual framework of the study. A pilot test was conducted using 20 lecturers from universities outside the study area, and the instruments were subjected to Cronbach's Alpha reliability analysis, yielding coefficients of 0.83 for ESAS and 0.87 for ACPI, indicating a high level of internal consistency. Both instruments were divided into three sections: demographic information, items on ethical standards, and items on academic career progression. The questionnaires were administered

physically and electronically to accommodate participant preferences and ensure higher response rates. Trained research assistants facilitated distribution and collection, particularly within faculties and departments, over a four-week period. Of the 400 questionnaires distributed, 386 were correctly completed and returned, representing a 96.5% response rate, which minimized the risk of data attrition and nonresponse bias. Responses were rated on a four-point Likert scale with the following categories: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). A criterion mean score of 2.50 was adopted as the benchmark for interpretation. Scores equal to or above 2.50 indicated a high level of adherence to ethical standards or progress in academic careers, while scores below 2.50 reflected low adherence or limited progression. This methodological approach ensured the generation of robust, reliable data to assess the influence of ethical standards on academic career progression among lecturers in public universities in Cross River State.

Research question one

To what extent are ethical standards adhered to by lecturers in public universities in Cross River State?

Table 1: Respondents' mean ratings and standard deviation on the extent to which ethical standards are adhered to by lecturers in public Universities in Cross River State (N = 400)

S/N	Ethical Standards Indicators	Sample Mean	S.D.	Decision
1	Lecturers demonstrate fairness in students' assessment and grading	400	1.31	0.76 SD
2	Punctuality and regular attendance in lectures are observed by lecturers	400	1.18	0.82 SD
3	Lecturers avoid any form of sexual or financial exploitation of students	400	1.36	0.69 SD
4	Academic integrity is upheld in teaching, research, and publication	400	1.25	0.74 SD
5	Lecturers treat all students equally regardless of ethnic or social background	400	0.14	0.78 D
6	Professional boundaries are maintained in staff–student relationships	400	0.89	0.83 D
7	Lecturers avoid plagiarism and uphold originality in academic work	400	1.17	0.71 SD
8	Ethical issues are addressed promptly through institutional mechanisms	400	0.94	0.86 D
	Grand mean score	400	1.16	0.78 SD

Source: Fieldwork, 2025

The results in Table 1 reveal that ethical standards are adhered to by lecturers in public universities in Cross River State to a low extent, as indicated by the grand mean score of 1.16, which corresponds to the —Strongly Disagree (SD) category. Respondents overwhelmingly disagreed that lecturers consistently demonstrate fairness, uphold academic integrity, avoid exploitation, or maintain professional boundaries. The standard deviation values, ranging from 0.69 to 0.86, indicate a moderate level of consensus among respondents, reinforcing the validity of the finding that ethical adherence among lecturers is perceived as insufficient.

Research question two

What is the relationship between adherence to ethical standards and lecturers' academic career progression in public universities?

Table 2: respondents' mean ratings and standard deviation on the relationship between adherence to ethical standards and lecturers' academic career progression in public universities (N = 400)

S/N	Indicators of Ethical Standards and Career Progression	Sample	Mean	S.D.	Decision
1	Ethical behaviour is a key criterion for academic promotion	400	3.30	0.72	SA
2	Lecturers who maintain academic integrity are more likely to be recommended for leadership roles	400	3.24	0.75	SA
3	Professional conduct positively influences lecturers' performance evaluations	400	3.18	0.77	SA
4	Unethical practices delay or obstruct career advancement	400	3.11	0.80	A
5	Universities reward ethical lecturers with increased responsibilities and opportunities	400	3.26	0.70	SA
6	Ethical reputation enhances chances of collaboration and publication	400	3.09	0.82	A
7	Lecturers with strong ethical records are more likely to earn peer and institutional recognition	400	3.22	0.74	SA
8	Adherence to ethical standards fosters long-term career stability	400	3.16	0.79	SA
	Grand Mean	400	3.20	0.76	SA

Source: Fieldwork, 2025

The results in Table 2 indicate a strong positive relationship between adherence to ethical standards and lecturers' academic career progression in public universities, as shown by the grand mean of 3.20, which falls under the —Strongly Agree category. Respondents affirmed that ethical behavior, academic integrity, and professionalism significantly influence promotions, leadership roles, recognition, and career stability. The moderate standard deviations (0.70–0.82) reflect a consistent agreement among respondents, reinforcing the view that ethical conduct is a vital asset for academic advancement.

Research question three

What are the common ethical challenges affecting promotion during career advancement among university lecturers in Cross River State?

Table 3: Respondents' mean ratings and standard deviation on common ethical challenges affecting promotion during career advancement among university lecturers in Cross River State (N = 400)

S/N	Ethical challenges affecting promotion	Sample	Mean	S.D.	Decision
1	Favouritism and bias in promotion decisions	400	3.29	0.72	SA
2	Lack of transparency in performance evaluation	400	3.25	0.75	SA
3	Manipulation of research and publication records	400	3.18	0.79	SA
4	Sexual harassment or coercion linked to promotion	400	3.12	0.81	A
5	Nepotism and ethnic favoritism in promotional considerations	400	3.26	0.70	SA
6	Bribery and unethical lobbying for promotion	400	3.11	0.82	A

S/N	Ethical challenges affecting promotion	Sample	Mean	S.D.	Decision
7	Victimization of whistle-blowers who report unethical practices	400	3.22	0.74	SA
8	Lack of institutional mechanisms to address ethical violations	400	3.17	0.78	SA
	Grand mean	400	3.20	0.76	SA

Source: Fieldwork, 2025

Table 3 shows that respondents strongly agreed that various ethical challenges negatively affect promotion and career advancement among university lecturers in Cross River State, as reflected in the grand mean of 3.20, categorized under —Strongly Agree (SA). The most prevalent issues include favouritism, lack of transparency, nepotism, manipulation of academic records, and weak institutional accountability. The moderate standard deviation values (0.70–0.82) indicate a relatively high level of agreement among respondents, confirming that these ethical challenges are widespread and significantly hinder fair career progression.

Research question four

How do institutional policies promote ethical conduct for fair career progression in public universities?

Table 4: Respondents' mean ratings and standard deviation on how institutional policies promote ethical conduct for fair career progression in public Universities (N = 400)

S/N	Institutional Policy Indicators Promoting Ethical Conduct	Sample	Mean	S.D.	Decision
1	Clear policy guidelines on academic promotion exist and are accessible	400	3.22	0.74	SA
2	Anti-corruption policies are enforced to ensure fairness in promotion	400	3.18	0.76	SA
3	Ethical conduct is considered a major criterion in promotion assessments	400	3.25	0.73	SA
4	Disciplinary actions are taken against unethical conduct	400	3.11	0.79	A
5	Promotion panels are constituted with representatives from diverse backgrounds	400	3.20	0.71	SA
6	Regular training on institutional ethics is provided to academic staff	400	3.14	0.77	A
7	Reporting mechanisms are available for unethical practices	400	3.19	0.72	SA
8	Periodic review of policies ensures alignment with ethical standards	400	3.16	0.75	SA
	Grand mean	400	3.18	0.75	SA

Source: Fieldwork, 2025

Table 4 reveals that respondents generally strongly agreed that institutional policies play a significant role in promoting ethical conduct for fair career progression in public universities, as shown by the grand mean of 3.18. Key measures include clear guidelines on promotions, enforcement of anti-corruption rules, the inclusion of ethics in promotion criteria, and the availability of reporting channels. With standard deviations ranging from 0.71 to 0.79, there is a moderate yet consistent agreement among respondents, affirming that institutional policy frameworks support ethical standards and help reduce bias in academic career advancement.

Hypothesis one

There is no significant difference in the adherence to ethical standards between male and female lecturers in the University of Calabar and the University of Cross River State.

Table 5: Independent t-test results showing the significant difference in the adherence to ethical standards between male and female lecturers in the University of Calabar and the University of Cross River State.

Group	N	Mean	Std. Deviation	t	p
Male	200	1.18	0.46	-0.311	0.756
Female	200	1.19	0.49		

Source, Fieldwork

Table 5 shows that an independent samples t-test was conducted to determine whether there is a significant difference in adherence to ethical standards between male and female lecturers. The result showed no statistically significant difference, $t(398) = -0.311$, $p = 0.756$. This indicates that both male and female lecturers demonstrate similar levels of adherence to ethical standards, thereby supporting the null hypothesis.

Discussion of findings

The findings of this study reveal a concerning low level of adherence to ethical standards among lecturers in public universities in Cross River State, as indicated by the grand mean score of 1.16, corresponding to —Strongly Disagree. This suggests that respondents perceive lecturers as generally failing to consistently demonstrate fairness, uphold academic integrity, avoid exploitation, or maintain professional boundaries. This observation is consistent with previous research by Okafor and Uche (2021), who found that although many lecturers recognize the importance of ethical behavior, institutional enforcement is often lacking. Similarly, Akinlolu and Bassey (2022) highlighted that ethical awareness alone does not guarantee compliance, especially in environments where misconduct is tolerated or disciplinary actions are weak. Ibrahim and Musa (2024) also reported widespread ethical lapses related to conflicts of interest and misuse of office, largely due to unclear or inconsistently applied institutional guidelines. The moderate consensus among respondents further strengthens the reliability of this finding, indicating a shared perception of insufficient ethical conduct in the academic setting.

In contrast, the study also found a strong positive relationship between ethical behavior and academic career progression, as demonstrated by a grand mean of 3.20, falling under the —Strongly Agree category. This aligns with the work of Adebayo and Olatunji (2023), who established that lecturers adhering to institutional ethical codes are more likely to receive favorable performance appraisals and faster promotions. Yakubu and Ndifreke (2022) similarly emphasized that ethical conduct—particularly academic honesty and professionalism—plays a crucial role in decisions related to tenure and leadership appointments. Adams and Uzoigwe (2023), along with Sunday et al. (2025), further support the idea that ethical oversight and the integration of smart technologies in academic governance promote transparency and foster career advancement. These converging findings confirm that ethical behavior is not only a moral imperative but also a practical asset for career growth in public universities.

Respondents also strongly agreed that various ethical challenges hinder promotion and career advancement among lecturers, with favoritism, nepotism, record manipulation, and weak accountability identified as major obstacles. These results resonate with the findings of Adamu and Chukwu (2023) and Bello and Okeke (2022), who documented how personal relationships,

corruption, and bribery negatively affect promotion processes, fostering distrust and demoralization among honest academics. The issue of vague or inconsistently applied promotion policies noted by Eze and Ogbonna (2024) adds to this problem, allowing room for subjective decisions that undermine meritocracy. Furthermore, Umeh and Ibrahim (2023) reported that discrimination based on gender, ethnicity, and political affiliation creates additional barriers, especially for female lecturers and minority groups, thereby violating principles of fairness and equal opportunity. Collectively, these challenges contribute to stalled careers and weaken the academic environment. The study also found strong support for the role of institutional policies in promoting ethical conduct and ensuring fair career progression, with respondents affirming that clear promotion guidelines, anti-corruption enforcement, ethics inclusion in evaluation criteria, and accessible reporting mechanisms are vital. This is consistent with Okon and Ekong (2022), who observed that clear institutional codes reduce unethical practices and favoritism. Musa and Adeyemi (2023) reported that universities with strong internal ethics policies experience higher rates of merit-based promotions and lecturer satisfaction. Ibrahim and Nwosu (2024) further highlighted the positive impact of active ethics committees on reducing grievances related to biased promotions, while Chinonso and Olatunji (2023) noted that transparent grievance redress systems discourage unethical lobbying and political interference. These findings reinforce the importance of institutional frameworks in upholding academic integrity and fairness.

Finally, the analysis revealed no significant difference in adherence to ethical standards between male and female lecturers, indicating that ethical conduct is similarly demonstrated across genders. While previous research such as Umeh and Ibrahim (2023) acknowledges the existence of gender-based barriers in promotion, the current results suggest that ethical behavior itself is not significantly influenced by gender differences. This highlights that systemic institutional factors, rather than demographic characteristics, are the key determinants of ethical adherence in academic settings.

In summary, the findings of this study, supported by existing empirical literature, illustrate that although ethical standards are recognized as important, actual adherence by lecturers in Cross River State public universities is low due to institutional weaknesses and persistent ethical challenges. Nonetheless, ethical conduct remains crucial for career progression, and institutional policies play a pivotal role in promoting fairness and transparency. To improve ethical standards and ensure merit-based career advancement, universities must strengthen enforcement mechanisms, clarify promotion criteria, establish active ethics committees, and develop effective grievance procedures. Addressing these institutional gaps is essential to foster academic integrity, enhance lecturer morale, and support sustainable development in the higher education sector.

Conclusion

The study concludes that adherence to ethical standards among lecturers in public universities in Cross River State is generally low, significantly hindering fair academic career progression. Strengthening institutional policies and enforcement mechanisms is essential to promote ethical behavior, ensure transparency, and support merit-based promotions for sustainable academic development.

Recommendations

Based on the findings of this study, the following recommendations are proffered:

1. Public universities should establish and rigorously enforce clear ethical guidelines and codes of conduct to ensure consistent adherence among lecturers.
2. Institutions must strengthen their monitoring and disciplinary systems, including active ethics committees, to effectively address unethical practices and promote accountability.

3. Transparent and merit-based promotion processes should be implemented, with clear criteria and grievance mechanisms to minimize favoritism, nepotism, and discrimination.
4. Regular ethics training and awareness programs should be provided to lecturers to reinforce the importance of academic integrity and professional conduct.

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ETHICAL CONSIDERATION IN THE MANAGEMENT OF HEALTH EDUCATION, INCLUSIVE EDUCATION, DIGITAL LITERACY AND ANDRAGOGIC EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT: NIGERIA AS A CASE STUDY.



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Abstract

This paper focused on Ethical consideration in the management of health education, inclusive education, digital literacy and andragogic education for sustainable national development. Management is defined as a process whereby all human resources and material resources are put together to achieve a common goal. Management ensures that every task to be executed is properly planned in order to achieve positive outcomes to promote sustainable growth and development. Health education is a subject matter that brings about behavior change. Challenges of management include: Shortage of funds, poor maintenance culture, political will and low staff morale. Challenges of health education management are: Lack of competent health instructors, insufficient funding, absence of curriculum implementation, inaccessibility to relevant materials and cultural barriers. It was concluded that health education is a subject matter that brings about positive behavior change. It was suggested that all stakeholders owe it as a responsibility in the area of adopting positive attitudes in order for them to be healthy at all times.

Keywords: Management, Health Education, Inclusive Education, Digital Literacy, Andragogic Education and Sustainable National Development.

Introduction

Management in itself is a very crucial phenomenon that needs to be taken very seriously if any society must function to its maximum capacity and in order words, management is defined as a process

whereby all human resources and material resources are put together to achieve a common goal for the benefit of everyone which is what produces all round success. Management is a very important ingredient of any establishment that oversees in which its primary aim is to make available facilities, equipment and all resources that assists its sustenance (Chukwudi & Nwanguma, 2025).

Management is that which brings about sustainable growth and development as far as education is concerned most especially in the area of management of health education for without being healthy which produces overall health education it will be very impossible for anyone to make policies that will be favorable to the general public (Chukwudi & Nwanguma, 2025). Health education in this case unfortunately today is seriously taken for granted that is the reason why there are cases of mortalities which is because of the absence of proper management in which it usually results to not making proper use of health information's that will assist in promoting our health for the better even when there are available human resource persons as well as material resource and this is happening since there is no monitoring exercises most especially in the proper maintenance of proper environmental hygiene (Adeleye, Adebisi & Afolabi, 2020). Andragogic education signifies adult education which is recognized by the national policy on education that assists them in all round character molding as well as further advancing their educational skills, ethics and the value that is placed on education for better sustainable growth and development (Federal Republic of Nigeria, 2013). The National Policy on Education so much welcomes the training of individuals at all levels of educational system in Nigeria and it solely depends on funding by the federal government but quite unfortunately the issue of education is not given adequate attention which has led to its collapse overtime (Federal Republic of Nigeria, 2013).

Sustainable National Development here is best described as a process whereby advancement takes place in order to properly place individuals on proper empowerment programmes that brings about economic policies and transformation through education which is a tool for remolding character and the development of skills and this can be made available both in the form of human and material resources (Edo & Ikelegbe, 2024). Sustainable National Development is still possible in Nigeria but it requires serious commitment for this dream to be actualized and there has to be an absence of corrupt practices for this innovation to thrive (Edo & Ikelegbe, 2024).

Concept of Management

The term management is as old as man in itself in which management can be simply described as the art and science of accomplishing goals and objectives through individuals (Okeke & Uwazuruike, 2016). Management ensures that every task to be executed is properly planned in order to achieve positive outcomes to promote sustainable growth and development in any society and this can be done by overseeing the activities of others in a way of delegating responsibilities to different persons and by so doing we are promoting ethical values in education (Rebore, 2023).

Management also has a very vital aspect which has to do with planning whatever is to be done in advance and this can come through drawing up educational programmes to be achieved within a time frame and when analyzing what management entails we are also to identify individuals with strengths and weaknesses and by so doing we are assisting them on how to get the problems solved and this can either be in form of using instructional materials known as teaching aids to make them understand basic concepts faster as well as those living with disabilities which is by using sign languages to completely solve all these challenges (Onye, 2010). Onye (2010) was of the opinion that management can go a long way in ensuring that every task is carried out at a given time especially in the area of education which is by designing the curriculum of the primary and secondary schools as well as universities whereby programmes are being accredited by Nigerian Universities Commission (NUC) which are all to fit into academic programmes to the benefit of all and for this to be achieved then there is a need for teamwork to be brought in and this also requires the availability of both human and material resources. Anyanwu (2010) has made it clear that management is to be regarded as a social process whereby some persons at particular locations are fixed in places of leadership of an organization or a system where the Federal

Government of Nigeria are to assist in making decisions and make sure there is an effective implementation of decisions made.

These persons are hereby held accountable for anything that occurs which can be either success or failure of a system or any establishment within a given time and it goes on to explain that management is that which a manager carries out (Anyanwu, 2010). The public sectors especially that of education today has lost its value and ethics simply because politics has eaten deep which has made it very difficult for children of the poor to have access to good quality education i.e. management and professionalism is seriously lacking and the Nigerian Government we have today have their children in private universities in Nigeria and abroad that is why they don't feel the heat of this whole situation (Igbokwe-Ibeto, 2020).

The primary objective here is to ensure that the educational sector which happens to be in this category of the public sector is meant to see to it that there is consistent policy initiation, formulation as well as its implementation in which it checkmates irregularities and ensures that they are corrected in order to have positive outcomes (Igbokwe-Ibeto, Osakede & Nwobi, 2020).

Another thing here that seriously needs to be trashed out is the issue of Godfatherism because this trend has led to the destruction of effective management styles and this has affected students especially in tertiary institutions and it has lost its value to an extent that funding of public universities seem not to work due to poor funding and a learner friendly environment for students as well as laboratories where they can conduct practical's and well-stock libraries where they can comfortably stay and conduct their researches in which the primary and secondary school happen to be the worst hit (Igbokwe-Ibeto, 2012).

Management strategies need to be included since education is involved because of instruments that will be used in remodeling it for the benefit of all which can be in form of leadership training, curriculum reforms, technological integration as well as fostering inclusive educational ethics and values in all facets of life (Asagba & Oshebor, 2024).

Importance of Management

Management is the most important tool for ensuring that education is given topmost priority as well as the management of health education for the good of all individuals. The following comprised of the importance which are:

1. **Economic growth:** Good management styles of education is possible when government and stakeholders take active part in formulating policies and implementing them is the only way productivity will increase while efficiency and businesses will yield good profit which is going to positively contribute significantly to the overall sustainable growth and development in Nigeria.
2. **Addressing challenges:** Nigeria as a country is faced with numerous challenges most especially in the aspect of education which has confronted us as well as the problems of insecurity facing the country including political instability, decay in infrastructure as well as dynamic market in which this case it is the effective management that will help in mitigating these problems and in the same vein seek for solutions.
3. **Human capital development:** Management here performs a key role in the area of recruitment, training and development of highly skilled employees which is a very essential ingredient for the growth of any nation.
4. **Strategic planning:** In everything one engages in particularly management, there is every tendency to carefully map out programmes in education we want to execute and it is so that we will get positive outcomes in the area of identifying opportunities in the area of mitigating the risks involved.
5. **Leadership and decision making:** For there to be a smooth run of any educational sector there is a need for effective leadership and decision making that will bring about laid down rules for successful planning and policies.

Challenges of management

In spite of efforts made to ensure that management takes a new turn, challenges continue to erupt which is due to non-commitment of government at all levels especially once it comes to education for children of all ages. The following include:

1. Shortage of funds: Absence of funds to revive the educational sector that happens to be a tool for sustainable growth and development and this can be as a result of the absence of equipped standard facilities and equipment's which include computers, laboratories, school health services, poor feeding as well as serene environment for learning (Adelakun, Adeyemi and Anisulowo, 2023). Over decades now, it has been on record that the federal government have not given adequate commitment to the educational sector most especially tertiary institutions of learning which is a more reason why there are dilapidated infrastructures and the absence of lecture halls where students can seat and receive their lectures since the budget is not channeled to the right direction and by this the present percentage of budgetary allocation for 2023 is 5.14 percent as against the 26 percent that is recommended by the United Nations Education Scientific Cultural Organization (UNESCO) (Adelakun, Adeyemi and Anisulowo, 2023).
2. Poor maintenance culture: This is a situation whereby school facilities and equipment are not properly handled and, in this case, there is a quick decay and this is what usually occurs in educational institutions i.e. it is as a result of carelessness on the part of school administrators (Adedokun, 2011). Adedokun (2011) was also of the opinion that when there is an absence of teamwork in bringing resources together in the advancement of our educational system it is when results won't be achieved for the benefit of all.

Ojedele (2002) was of the opinion that if schools are located in places where does not appear conducive for learning then it will be to the detriment of the lives of the students and if where infrastructure are cited lacks accessibility it will be quite difficult for all.

3. Political will: This is where politics come into play and all these categories of individuals include presidents, governors, lawmakers and politicians alike. They are saddled with the responsibility of allocating resources in order to improve educational standards but quite unfortunately they allocate these funds to frivolous things and neglect the aspect of education while the children of the poor continue to lack the vital aspects of quality education and focus on things that are more beneficial to them (Jonatan, 2020).
4. Improper management of funds: Some school administrators also played a role in the collapse of our educational system which is because they are in the habit of misusing the funds handed over to them i.e. instead of them to bring in innovative ideas of running the school system they won't do as expected they will find a way to embezzle funds and this has only helped to crash the educational system and that is not good enough (Emenike, 2004). The issue associated with mismanagement of funds happen not to have been tackled which is a more reason why funding educational schemes have not been effective and it has resulted to lack of monitoring how the resources are being spent and the bottom line here depicts that there are poor management styles (Emenike, 2004).
5. Low staff morale: This is where welfare of staffs are to be put into consideration since they've dedicated all their time in the impartation of worthwhile knowledge but quite unfortunately they are being denied their entitlements and this happens particularly in state primary and secondary schools which is why they embark on strike from time to time and its worse after they retire and in this case they are deprived of their gratuities and this has not helped the situation in any way (Ben, Tandy and Jon, 2016). This has clearly shown that there is the absence of ethics and values in education as well as sustainable national development that is why there are records of frustration, lack of confidence, resistance to change, excessive absence from work and lack of quality teaching and this can also result to external reactions such as backbiting, open hostility, bickering and as well the rate of high turnovers among the teachers (Ben, Tandy and Jon, 2016).

Concept of health education

Health education is a subject matter that serve as a driving tool for influencing negative behaviors to a positive one in order to bring about change which is a sustainable growth and development any nation can have in order for all to live healthy lives (Obasuyi, 2024). Health education management is a key necessity because it comes up with strategies in ensuring that there are efforts made in order for diseases to be eradicated in our various communities through sensitization and public enlightenment campaigns with the use of posters, jingles, fliers, mass media, billboards as well as other instructional material is another way of bringing about sustainable national development within our environment (Kochoska, 2024).

Management in health education is also likened to that of mental health because so many individuals pass through stress on a daily basis and quite unfortunately some of them go into substance abuse which can be as a result of stress within the workplace, school, home and this is very necessary that every individual should make conscious effort to eliminate all stressors around us so that all can live healthier lives (Masood and Arit, 2022). Management in health education will be very effective once there is a change in behavior and as well in our individual lifestyles and this brings about constant practice which is tied down to proper personal hygiene and the following are: Bathing regularly, cutting of fingernails, washing clothing's/beddings, brushing teeth's and keeping our corners neat (Wilson and Biller, 2012).

According to World Health Organization (2017) Management of health education outlined a template whereby educating the public on the importance of the application of best practices because it informs everyone about real life situations that will lead to sustainable growth and development and it all center's on proper organization of human and material resources in order to obtain the required positive outcomes and these are usable to construct and proffer solutions to similar contexts alongside related issues and before this can be actualized there is every need to apply suitable practices that must be centered on the effectiveness, efficiency, relevance as well as ethical sound parameters. Health education management is endowed with philosophical approaches in the area of ethical cultural values tied down with sustainable national development once it comes to executing intervention programmes which is tailored towards behavior change made very essential for empowering individuals to make informed choices that will improve their dangerous lifestyles (NUC, 2023). For health education to be achieved and managed, there is a need to do away with all forms of harmful traditional practices because the after effects are not pleasant in the tail end especially those who live in rural communities where there is an absence of proper healthcare centers and portable water supply which is a prime reason why health information should be disseminated to them through the involvement of health experts such as doctors, nurses, health counselors, health nutritionists and health educators who are to give health talks on the need for everyone to take active participation in community involvement to reduce these challenges (NUC, 2023).

Most importantly, there is a need for the design of health education programmes and as well develop a curriculum with all its contents especially in schools such as the primary, secondary schools, universities, polytechnics and colleges of education because all these will go a long way in averting impending dangers to our health and all these can be achieved through the use of instructional materials that can be in form of pictures, graphic materials, audio-visual materials, diagrams on cardboards, textbooks and as well make use of slides (power points) which is more commonly used in the tertiary institutions (Dahiya, 2019).

Inclusive education

Education is meant for all categories of individuals in our day-to-day society and it does not exclude people living with disabilities because it is a gateway to growth and sustainable national development since it has continued to place educational values to all (Okebukola et al., 2024). Inclusive education is been regarded as a process whereby children of different family backgrounds have equal access to education because it is what brings about all round development and in turn act as a tool for sustainable growth and development meant for character molding (Jere et al., 2022). It has been on record that for

more than centuries now that about 15% of the population across the globe that there are cases of disability with an estimate of 93 million children happen to have less than 14 years of age alive with fair or serious forms of disability in which we know that because they haven't been carried along in the area of inclusive education (Olusanya et al., 2018). Factors that pose as hinderances also involve a multifaceted method that go hand in hand with awareness, community support as well as media advocacy (UNESCO, 2015).

Digital literacy

Technology has continued to evolve as the years go by especially in the computer age as it all centers on the education of diverse categories of individuals because it will bring about innovative change in order to assist learners to move with the trend on ground i.e. it will enable them to become computer literates since it has made life a lot easier (Perpetua et al., 2025). The importance that digital literacy has placed particularly in the area of sustainable national development as well as ethical educational values has made it clear that for a society to function in its maximum capacity, then there is a sense of urgency for needs assessment to be taken very seriously so as to prevent decay in the educational sector (Ahmed & Msughter, 2022).

Factors affecting management of health education

There are so many factors that has led to the management of health education which happens in a situation whereby good management styles are lacking as well as the absence of monitoring the activities of subordinates. The following are:

- A. Individual factors:- In this case, individuals are solely responsible for the kind of negative lifestyle they are into and this is as a result of negligence on their part without them knowing the side effect it will have on their health and it has led to instances of diabetes which can be in form of what they take in as liquid in form of alcohol, soft drinks, sweets including foods that contain sugar as carbohydrates without any form of balanced diet upon all the health enlightenment programmes.
- 1. Health literacy level: - This occurs in a situation where there are low levels of health education and by this, it serves as a predisposing factor in which it all results to poor health outcomes (Chima, Abdelaziz, Asuzu & Beeh, 2020). This can also occur in a situation where cultural competencies are lacking among healthcare professionals and this possess as a hinderance for individuals who happen to come from minority ethnic backgrounds to gain access and make good use of healthcare services (Colagiuri, 2007).
- 2. Perceived susceptibility and severity: This is regarded as the way an individual pictures a health situation in order to determine how serious it is and the safety measures that can be applied in safeguarding the life of others (Harry, 2020).
- 3. Knowledge and attitude towards the health issue: This is what determines whether individuals have adequate back-ground knowledge in the way they live their lives i.e. it all shows by the kind of lifestyles they have decided to adopt be it positive or negative and in this case most of the time it appears to be negative because they have chosen a particular way of life that suits them which in the long run causes chronic infections to them.
- 4. Cultural beliefs and practice: Cultural beliefs and practices is what thrives within the African continent particularly in Nigeria where in most cases Muslim's are being restricted from proteins that are good for them such as pigs and snails because it is forbidden in their religion and this practice has denied them the essential nutrients especially pregnant women which shows that there is a need for sustainable growth and development to come into play.
- B. Social factors: This aspect simply refers to the aspect of life that an individual portrays that can either influence their attitudes, choices or the outcome and all of these now boils down to the kind of orientation which can either be gotten from friends, relatives and as well can be a norm.

The social factors comprise of the following which are:

1. Socio-economic status: This is where it happens that the income status of a family is not able to cater for the needs of the households in which it affects their health because they will be deprived of essential healthcare services and if care is not taken to remedy the situation, it will degenerate to something else and it can even lead to death (Gaur, 2013).
2. Educational level: The major factor affecting health education is the educational level of individuals most especially those people who appear not to be learned enough to know the importance that health education has to offer them in order to influence their health positively and the need for them to practice health education i.e. lack of qualified health personnel's stand as barriers for them and this appears that it hasn't been addressed at all.
3. Access to healthcare: Equitable access to adequate healthcare services is meant to be a key aspect of sustainable development in any nation but it is the opposite in the sense that government at all levels have seriously neglected their roles that is why there are records of infant mortality rates identified across the globe which is due to the state of our healthcare services and facilities to this end (Adomi, 2024).
4. Community norms and social support: This subject matter has posed as a huge challenge for decades now in the area of community norms and social support especially in the lives of the elderly which is because majority of them have being neglected in our society and it's all tied down to the aspect of them not being carried along in everything and it is sad to say that this has continued to occur because there are some who don't have families to call their own either due to the fact that they didn't have children right after they got married, death of their spouses or they never got married which is a very terrible tragedy (Pack et al., 2019).
- C. Policy factors: The issue of policy has remained a serious challenge that is the more reason why health of individuals does not record relative improvement because it does not favor the common citizenry. The following factors include:
 1. Government health priorities and policies: Government policy that is supposed to tailor the proper health and well-being of all persons has neglected its role especially in the area of maternal and child health that is why there is an outbreak of the six-childhood killer disease and this has not helped matters in anyway and in a bid to this, sensitization programmes are not enforced.
 2. Regulations related to health education programmes: There are laid down rules pertaining to the development of health education programmes that should spell out specific objectives for the sustainable development of individuals all round but today, it's not given outmost priority which shows that corruption has eaten deeply into all the sectors of the economy.
 3. Funding allocation for health promotion initiatives: Funding the Nigerian health sector has continued to be a challenging aspect which is why individuals go as far as travelling outside the country for quality healthcare treatment since the government has not given its focus to the health sector and by this a good number of our medical personnel leave Nigeria to other countries where they can exercise their expertise in their various professions and as well have better welfare and working environment.

Challenges of health education management

Health education is bound to encounter so many challenges in the area of management because resources that should be allocated for it is being diverted to things that don't matter at all. The following challenges include:

1. Lack of competent health instructors
2. Insufficient funding
3. Absence of curriculum implementation
4. Inaccessibility to health education related materials
5. Cultural barriers

Solutions to health education management

There is every need to seek for ways in which health education can be improved and it solely involves everyone because we are all stakeholders in this project. The following are:

1. Implementing comprehensive needs assessments: Needs assessment is key because it helps in identifying the challenges that individuals face in keeping up to living healthy lives which will be of great benefit to all.
2. Tailoring interventions to specific populations: This is where health education intervention programs come in because it is meant to address critical challenges that individuals are faced with especially those living in rural communities i.e. it is a vital key that fosters all stakeholders to get involved in order to improve overall and optimum health to people of all ages.
3. Utilizing diverse teaching methods: Utilizing various pedagogies will greatly assist in the achievement in learning outcomes and this can be done through the use of instructional materials and the purpose of sustainable national development and for this to stand government needs to show sufficient interest in ensuring the improvement in the attitude of individuals towards the management of their health.
4. Fostering community partnerships: There is every need to get people in our various communities involved in the campaign towards the promotion of health education programmes and it all starts from our individual homes i.e. all corners should be kept neat at all times especially our floors and by this we mean they should be void of water on tiles in order to avoid any form of falling so that there won't be any record of home accidents.

Conclusion

Management can be simply described as the art and science of accomplishing goals and objectives through individuals. Health education is a subject matter that is a driving tool for influencing negative behaviors to a positive one in order to bring about change which is a sustainable growth and development any nation can have in order for all to live healthy lives. Inclusive education is been regarded as a process whereby children of different family backgrounds have equal access to education.

Suggestions

Based on the conclusions, the following suggestions were made:

1. Government should take full responsibilities in employing competent resource persons who will provide quality management styles in the educational system.
2. Government should ensure that health education is given outmost priority for the good of all.
3. Government should ensure that every category of persons is involved in inclusive education and digital literacy.
4. All stakeholders owe it as a responsibility in the area of adopting positive attitudes in order for them to be healthy at all times.
5. States and federal ministries of health are to organize workshops and seminars on how to improve health education among individuals.

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IMPACT OF ADMINISTRATIVE STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE IN SPECIAL EDUCATION CENTRES IN OGOJA EDUCATION ZONE IN CROSS RIVER STATE, NIGERIA



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Abstract

Special needs students, like all learners, have unique abilities and educational needs, making their inclusion vital in every educational setting. Effective administrative strategies play a crucial role in improving their academic performance, as strong leadership practices create a more supportive and inclusive learning environment. Ensuring these students succeed contributes to a more equitable society and strengthens the educational system as a whole. Recognizing this, a study was conducted to assess the impact of administrative strategies—specifically instructional supervision and inclusive decision-making—on the academic performance of special needs students in the Ogoja Education Zone of Cross River State, Nigeria. The study used a correlational research design and involved 123 students and administrators across 14 special education centres within five Local Government Areas: Obanliku, Bekwarra, Obudu, Ogoja, and Yala. A census method was used to include all schools and students in the study. Data were gathered using a 15-item questionnaire (ASSAPQ), which was validated by educational experts and found to be reliable with Cronbach's Alpha coefficients between .79 and .82. Data analysis employed Pearson Product Moment Correlation and Simple Linear Regression at a 0.05 significance level. Findings revealed a significant positive relationship between both instructional supervision and inclusive decision-making with students' academic performance. The study concluded that effective supervision and collaborative decision-making enhance learning outcomes. It recommended that school administrators prioritize these strategies to improve teaching quality and support the academic success of special needs students in special education centres.

Key Words: Administrative Strategies, Instructional Supervision, Inclusive-decision Making, Student's Academic Performance, Special Education Centres.

Introduction

Education is universally acknowledged as a fundamental pillar of national development, serving as a catalyst for individual empowerment, economic growth, and societal transformation. It equips individuals with the knowledge, skills, and values necessary to contribute meaningfully to their communities and the

broader society. As noted by Ossai (2021), education is instrumental in building a united, independent, prosperous, and egalitarian society that upholds its traditions and values. It is necessary to note that education is important and a fundamental right every child. At the heart of any educational system are the students, who are both its purpose and driving force. Their active engagement, curiosity, and development not only shape the learning environment but also influence the evolution of curricula and teaching methodologies. This is particularly true for students with special needs, whose inclusion enriches the educational experience for all and underscores the importance of equity and accessibility in education. Recognizing all students as active contributors rather than passive recipients fosters a more inclusive and effective educational experience, ultimately benefiting society at large. Special needs students often encounter diverse challenges which affect their overall development. Consequently, monitoring and supporting their academic performance becomes a critical responsibility for educational managers and policymakers.

In this context, academic performance refers to the extent to which learners achieve their short- and long-term educational goals, typically measured through continuous assessments, examination scores, and cumulative grade point averages (CGPA). Römheld and Holleder (2024) defined it as their achievements and progress in educational outcomes relative to their individualized learning goals and standards. According to Francisco et al. (2020) its significance lies in ensuring equitable access to quality education that support the educational success and future opportunities of learners with special needs in all public primary schools. Some indicators of academic performance for students with special needs are Continuous Assessment Scores and Cumulative Grade Point Average (CGPA). Continuous assessments, encompassing quizzes, assignments, and class participation, provide real-time feedback on a student's learning progress, enabling educators to tailor instruction to individual needs, which is particularly beneficial for students requiring special education services. On the other hand, CGPA offers a comprehensive measure of a student's academic achievement over time by averaging grades across multiple subjects and semesters, highlighting long-term academic trends and informing necessary adjustments in educational strategies. Together, these metrics offer a holistic view of a student's academic journey, facilitating timely interventions and support mechanisms tailored to individual needs.

In the United States, the treatment of children with disabilities underwent a significant transformation during the twentieth century, shifting from neglect and exploitation to a focus on inclusive education (Mutsoli & Kikechi, 2024). This change was largely driven by the enactment of key legislation, such as the Education for All Handicapped Children Act (EHA) of 1975 and its successor, the Individuals with Disabilities Education Act (IDEA). These laws required public schools to offer special education services, guaranteeing the right to education and individualized support through Individualized Education Programs (IEPs), while also encouraging active parental involvement and the provision of adequate instructional resources (Mitchell & Sutherland, 2020, as cited in Mutsoli & Kikechi, 2024). Providing personalized learning plans, supportive services, and inclusive learning environments has been shown to foster holistic development, social integration, and equal educational opportunities for all learners, including those with special needs (Alnahdi et al., 2024). These efforts underline the importance of improved academic performance as a means of enhancing student well-being. Nevertheless, in many developing countries, poor academic performance remains a major challenge, particularly among students with special needs.

In Nigeria, secondary school students encounter a range of challenges that impede their educational development. These issues include inadequate funding, which leads to poor infrastructure, outdated teaching materials, and insufficient instructional resources. Many schools suffer from overcrowded classrooms due to a shortage of facilities and qualified teachers, resulting in high student-to-teacher ratios and diminished learning outcomes. Leadership inefficiencies and weak administrative processes further exacerbate these problems, undermining effective school management. Consequently, many institutions struggle to fulfill the objectives of the National Policy on Education, which aims to equip students with the skills necessary for self-reliance after graduation. The cumulative effect of these unfavorable conditions hampers the holistic development of students across cognitive, affective, and psychomotor domains (Osha et al., 2024; Kingsley et al., 2025; Nwokonko, 2024; Obona et al., 2024).

Government bodies, parents, and other stakeholders in education anticipate that school leaders will operate effectively to enhance students' academic performance. As the chief executives of schools, principals

are entrusted with the critical responsibility of managing school operations to ensure educational effectiveness. Their leadership plays a pivotal role in fostering an environment conducive to learning and academic excellence. Lydiah and Nasongo (2009) emphasize that effective leadership is crucial for enhancing students' academic performance. Premised on this, school administrators are encouraged to adopt strategic administrative practices to provide comprehensive education and produce high-quality students. Building upon this background, the present study investigates the impact of administrative strategies on students' academic performance in Special Education Centres within the Ogoja Education Zone of Cross River State, Nigeria.

Administrative strategies as used in this context refers to the deliberate plans, procedures, and decisions employed by school administrators and educational leaders to effectively manage resources, staff, and teaching practices in pursuit of academic objectives. Difoni et al. (2025) defined it as the strategies and actions implemented by educational administrators to effectively manage staff and enhance their performance. The implementation of inclusive administrative measures such as ongoing teacher training, adaptive learning environments, and the provision of specialized educational tools, by administrators can boosting the overall school effectiveness. However, this study focused on other administrative strategies, namely, instructional supervision and inclusive decision-making that can foster a supportive atmosphere that accommodates the unique learning requirements of special needs students, thus enhancing their academic involvement, and performance. Students are vital stakeholders and primary beneficiaries of educational outcomes. They also play a crucial role in determining examination results. Therefore, it is essential to examine the factors that promote their academic performance within the school system.

Statement of the problem

The academic performance of learners with special needs is crucial for ensuring equitable access to quality education and achieving educational goals. In the Special Education Centres within the Ogoja Education Zone of Cross River State, Nigeria, there is growing concern among parents, guardians, and stakeholders regarding the persistent educational challenges faced by students with special needs. These challenges significantly hinder their engagement, participation, and performance in both internal and external examinations.

Although the government has implemented various initiatives such as the provision of assistive devices like Braille machines, hearing aids, and mobility tools to support learners with disabilities, many students continue to face exclusion and limited support. In response to these ongoing issues, this study examines the impact of administrative strategies on students' academic performance in Special Education Centres in the Ogoja Education Zone of Cross River State.

Purpose of the study

The study Assessed the impact of administrative strategies on students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State, Nigeria. Specifically, the study sought to examine:

1. The impact of instructional supervision on academic performance of students in Special Education Centres in Ogoja Education Zone of Cross River State.
2. The impact of inclusive decision-making on academic performance of students in Special Education Centres in Ogoja Education Zone of Cross River State.

Research question

These research questions guided the study

1. What is the relationship between instructional supervision and students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State?
2. What is the relationship between inclusive decision-making and students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State?

Hypotheses

The following hypotheses guided the study:

1. Instructional supervision does not have any significantly impact on students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State.
2. There is no significant impact of inclusive decision-making on students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State.

Theoretical background

The study is anchored on the Systems Theory, introduced by Ludwig von Bertalanffy in 1949. The theory was initially designed to explain the interrelated components within biological systems but has since been applied to fields like management and education. Bertalanffy argued that systems—whether natural or social—function effectively through the coordinated interaction of their parts, and that analyzing parts in isolation cannot explain the behavior of the whole. In education, the theory offers a comprehensive view of schools as systems made up of interconnected elements such as inputs, processes, outputs, and feedback (Bertalanffy, 1968). The key assumptions of Systems Theory include the interdependence of subsystems, the necessity of coordination among parts, the impact of changes within any part on the whole system, the need for equilibrium through feedback, and responsiveness to both internal and external environments (Skyttner, 2005). Applied to education, these assumptions suggest that changes in administrative strategies can significantly influence teaching practices and student academic performance.

In relation to this study, Systems Theory is useful in explaining how administrative strategies—such as inclusive planning and instructional supervision, act as inputs that shape educational processes and outcomes. Especially in special education settings, the theory underscores the need for coherence and adaptability in administration to improve student learning. It supports the idea that well-integrated and responsive administrative practices are vital for boosting academic achievement among learners with special needs.

Empirical review of literature

Instructional supervision and student academic performance

Instructional supervision is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students (Madukwe et al., 2024). Some basic frameworks for supervision are clinical, peer coaching, and developmental supervision. According to Ifedili (2015), instructional supervision involves studying and improving the conditions that affect student learning and growth, as well as enhancing the teacher's ability to deliver effective teaching. Nakpodia (2011) opined that modern instructional supervision focuses on creating a conducive teaching-learning environment for teachers and learners. Madukwe et al. (2024) mention that effective supervision helps teachers develop their teaching skills, while inadequate supervision instruction will have negative impact on student performance and of course hinder the attainment of set educational goals and objectives.

In a study, Awandia (2023). investigated the influence of teaching practice supervision on student teachers' skills acquisition in government teachers training colleges in South West Region of Cameroon. The research design for this study was survey. The target population of this study was 887 students and teachers of government teacher training colleges that are functioning effectively in the South West Region of Cameroon. The accessible population of this study was drawn from five teacher training colleges consisting of 285 class three students and 167 teachers teaching class three. The sample size of this study was 90; comprising of 80 students and 10 teachers. The simple random and purposive sampling techniques were used to select the sample size. The instruments used for data collection were questionnaire for students and interview guide for cooperating teachers. Data collected were analysed using both descriptive and inferential statistics. Data from student teacher questionnaire were analysed using Pearson's product moment while thematic analysis was used to analyse data collected from the interview guide. The findings revealed that supervisors have a positive influence on student teachers' skills acquisition in government teacher training colleges in South West Region of Cameroon.

Similarly, the findings of Allida et al. (2018) confirmed that instructional supervision entails that the principal should conduct a —closer, periodic and continual internal supervisory practice so that the school meets its objectives. The researchers also that emphasized the need for regular classroom observation which they said should not be done only when there is a need. In another study Madukwe et al. (2024) investigated the Impact of Instructional Supervision on Skills Acquisition and Job Creation Tendency among Students in Public Secondary Schools in Calabar Metropolis: Implication for Economic Recovery. The population was 4,379 students while 500 students were sampled for the study using purposive sampling technique. Data collection was done using a 30-items questionnaire titled —Instructional Supervision, Skills Acquisition and Job Creation Tendency Questionnaire (ISSAJCTQ). Simple linear regression was employed in testing the null hypothesis at 0.05 level of significance and 480 degree of freedom. The findings of the study revealed that instructional supervision have a significant impact on skills acquisition and job creation tendency among students in public secondary schools in Calabar metropolis, Cross River State, Nigeria.

Inclusive decision-making and student academic performance

Inclusive decision-making positively influences student academic performance by fostering a sense of belonging, motivation, and responsibility among learners. Lakkala (2024) emphasizes that meaningful student participation—across psychological, pedagogical, organizational, and socio-political dimensions—is vital for developing a strong sense of agency, which directly contributes to improved academic outcomes. Similarly, Özdemir and Sungur (2018) argue that incorporating inclusive practices in education helps create learning environments that not only accommodate diverse student needs but also celebrate that diversity, ultimately boosting student engagement and academic achievement. Together, these perspectives highlight the importance of inclusive decision-making as a catalyst for enhancing both the learning experience and academic performance of students.

Mati et al. (2016) conducted a study involving twelve public day secondary schools in Embu West Sub-County, Kenya, to explore students' perspectives on how their participation in decision-making impacts their education. Specifically, the study focused on student involvement in selecting the schools they attend and in creating school rules and disciplinary measures. The findings revealed that when students are actively engaged in such critical decisions, they develop greater motivation, a sense of ownership, and a stronger commitment to adhere to rules. This engagement also fosters a personal and collective drive toward achieving academic goals, ultimately leading to improved academic performance.

Oni and Adetoro (2015) conducted a comparative analysis across 12 universities in South-West Nigeria to assess the effectiveness of student involvement in university leadership and decision-making. Their findings revealed a significant positive relationship between student participation in decision-making processes and leadership effectiveness. The study concluded that inclusive decision-making practices contribute to improved teaching and learning outcomes, highlighting the importance of student engagement in governance structures. A study by Teshome and Kebede (2022) explored the perspectives of student representatives at Addis Ababa University regarding their participation in institutional decision-making. The research identified various models of student participation, including democratic political and collegiate models, and found that meaningful student involvement positively influenced academic-related decisions. However, challenges such as information gaps and role confusion were noted, suggesting the need for clearer frameworks to enhance student participation's impact on academic performance.

Difoni et al. (2024) examined the decisive role of school administrators in promoting equity and inclusion for students with disabilities in Nigerian public secondary schools. The study emphasized that administrators who implement inclusive decision-making practices—such as aligning policies with inclusive legislation and engaging communities—significantly enhance the academic performance of students with special needs. The research underscores the critical impact of leadership in fostering inclusive educational environments.

Although existing studies have shown that instructional supervision and student involvement in decision-making can enhance academic performance, there is a lack of research specifically examining how administrative strategies—such as instructional supervision and inclusive decision-making—affect students' academic performance in Special Education Centres within the Ogoja Education Zone of Cross River State, Nigeria. This study seeks to fill that gap and contribute to the existing body of knowledge.

Methodology

The study adopted correlation design. The research area is Ogoja Local Government Area, one of the 18 local government areas in Cross River State, Nigeria. Population of the study was 123 special education students and school administrators across 14 special education centres located in the Ogoja Education Zone, which comprises five Local Government Areas: Obanliku, Bekwarra, Obudu, Ogoja, and Yala. The census method was employed to include all schools and students in the study population. The reason was because the researchers consider the population not too large to be studied completely. Data were collected using a 15-item instrument titled —Administrative Strategies and Students' Academic Performance Questionnaire (ASSAPQ).¹ The questionnaires were structured on a four-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and these responses were scored 1,2,3,4, as their weights. The questionnaire was face and content validated by three research experts from the department of Educational Management, and from Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar. To establish the reliability of the research instrument, a trial test was first carried out on 50 students selected from three special education centres in Ikom Education Zone which was outside the study area. The reliability was determined through Cronbach alpha technique and the index ranges between .79 to .82. Statistically, the instruments were considered reliable for data collection. The researchers and five trained research assistants engaged in the administration of the questionnaire. The copies of the questionnaire were administered and after some time, the researchers retrieved them back for data analysis. The questionnaire recorded 100% return rate. The research questions were analyzed using Pearson Product Moment Correlation, while the null hypotheses were tested using Simple Linear Regression at the 0.05 level of significance.

Results

Research questions one

What is the relationship between instructional supervision and students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State? This question was answered with Pearson Product Moment Correlation (r) and the answer is in table 1. Table 1 presented the mean and standard deviations which indicated the response rate of the respondents to the question concerning the relationship between instructional supervision and students' academic performance. The standard deviations obtained in all the sub-scales were moderate. This indicated that the respondents were consistent in the pattern of their responses to the items of the research instrument. Furthermore, the correlation coefficients of .52 between instructional supervision and students' academic performance implied that there was a positive statistical relationship between instructional supervision and students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State.

Table 1: Pearson Product Moment Correlation on the relationship between instructional supervision and students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State (N=123)

Variables	$\bar{X}$	S.D	R	Decision
Instructional supervision	19.81	3.04	2.88	
Students' academic performance	19.54		.52*	Positive Relationship

*Significant at $p < .05$ $df = 121$

Research question two

What is the relationship between inclusive decision-making and students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State? This question was answered with Pearson Product Moment Correlation (r) and the answer is in table 2. Table 2 presented the mean and standard deviations which indicated the response rate of the respondents to the question concerning the relationship between inclusive decision-making and students' academic performance. The standard

deviations obtained in all the sub-scales were moderate. This indicated that the respondents were consistent in the pattern of their responses to the items of the research instrument. Furthermore, the correlation coefficients of .54 between inclusive decision-making and students' academic performance implied that there was a positive statistical relationship between inclusive decision-making and students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State.

Table 2: Pearson Product Moment Correlation on the relationship between instructional supervision and students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State (N=123)

Variables	$\bar{X}$	S.D	R	Decision
Instructional supervision	18.66	4.17	2.88	
Students' academic performance	19.54		.54*	Positive Relationship

*Significant at $p < .05$ $df = 121$

Test of Hypotheses

Hypothesis one

Instructional supervision does not have any significantly impact on students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State. The result is presented in Table 3. The result in table 3 showed that instructional supervision has a significant impact on students' academic performance as shown by the simple linear regression coefficient (R) of .521 and a coefficient of determination (R^2) of .272 obtained. The R^2 ($R^2 = .272$) meant that instructional supervision contributed 27.2% of the total variance in students' academic performance while the remaining percentage score 72.8% was predicted by other external factors outside instructional supervision. This showed that the independent variable (instructional supervision) has significant impact on the dependent variable (students' academic performance), $F = 45.161$, $p (.000) < .05$. Referring to the coefficients in table 3, the unstandardized coefficient for instructional supervision is .494. This meant that for every point increase in students' academic performance, there is .854 increase in instructional supervision scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that Instructional supervision does not have any significantly impact on students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State, was rejected while the alternate hypothesis accepted.

Table 3

Summary of simple linear regression analysis on the impact of instructional supervision on students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State

Anova ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	275.210	1	275.210	45.161	.000 ^b
	Residual	737.375	121	6.094		
	Total	1012.585	122			

*Significant $p < .05$; $R = .521$; $R^2 = .272$; Adj. $R^2 = .266$

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.753	1.473		6.622	.000
	Instructional supervision	.494	.073	.521	6.720	.000

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), Instructional supervision

Hypothesis two

There is no significant impact of inclusive decision-making **on** students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State. The result is presented in Table 4. The result in table 4 showed that inclusive decision-making has a significant impact on students' academic performance as shown by the simple linear regression coefficient (R) of .554 and a coefficient of determination (R^2) of .272 obtained. The R^2 ($R^2=.307$) meant that inclusive decision-making contributed 30.7% of the total variance in students' academic performance while the remaining percentage score 69.3% was predicted by other external factors outside inclusive decision-making. This showed that the independent variable (inclusive decision-making) has significant impact on the dependent variable (students' academic performance), $F 53.682$, $p (.000) < .05$. Referring to the coefficients in table 4, the unstandardized coefficient for inclusive decision-making is .383. This meant that for every point increase in students' academic performance, there is .854 increase in inclusive decision-making scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that there is no significant impact of inclusive decision-making **on** students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State, was rejected while the alternate hypothesis accepted.

Table 4

Summary of simple linear regression analysis on the impact of inclusive decision-making **on** students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State

Anova^a

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	311.179	1	311.179	53.682	.000 ^b	Rejected
	Residual	701.406	121	5.797			
	Total	1012.585	122				

*Significant $p < .05$; $R = .554$; $R^2 = .307$; Adj. $R^2 = .302$

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.391	.999		12.401	.000
	Inclusive decision-making	.383	.052	.554	7.327	.000

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), Inclusive decision-making

Discussion of findings

The finding of hypothesis one revealed that instructional supervision has a significant impact on students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State. This finding is not surprising possibly because school administrators ensures that effective instructional supervision ensures that teaching strategies are continuously improved, curriculum standards are upheld, and teachers receive the necessary support to address the unique learning needs of the special education students. In such centres, where students often require individualized instruction and specialized interventions, consistent supervision helps teachers remain accountable, innovative, and responsive. The implication of this finding is that educational administrators must prioritize and strengthen instructional supervision frameworks in special education institutions, as doing so can directly enhance student outcomes and promote inclusive, quality education for all learners.

The finding corroborates the conclusion of Madukwe et al. (2024) instructional supervision is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training, and empowering teachers so that they can create valuable experiences for their students. It is similar to the findings of Awandia (2023) who investigated the influence of teaching practice

supervision on student teachers' skills acquisition in government teachers training colleges in South West Region of Cameroon. The findings revealed that supervisors have a positive influence on student teachers' skills acquisition in government teacher training colleges in South West Region of Cameroon.

The finding of hypothesis two revealed that inclusive decision-making has a significant impact on students' academic performance in Special Education Centres in Ogoja Education Zone of Cross River State. The finding is possibly because inclusive decision-making promotes a sense of shared responsibility, encourages collaboration among stakeholders, and ensures that the unique needs of special education students are adequately addressed. Also, teachers, parents, support staff, and administrators contribute to decisions affecting teaching, learning, and student welfare, which results to more practical, student-centered policies and practices. This collaborative approach helps create a more supportive and responsive learning environment that positively influences academic achievement. The implication is that school leaders and education authorities should adopt and strengthen inclusive decision-making processes as a strategy to improve educational outcomes, particularly in special education schools where diverse insights are essential for effective planning and intervention.

The finding of this hypothesis agrees with similar findings of Lakkala (2024) emphasizes that meaningful student participation—across psychological, pedagogical, organizational, and socio-political dimensions—is vital for developing a strong sense of agency, which directly contributes to improved academic outcomes. Similarly, Özdemir and Sungur (2018) argue that incorporating inclusive practices in education helps create learning environments that not only accommodate diverse student needs but also celebrate that diversity, ultimately boosting student engagement and academic achievement. Together, these perspectives highlight the importance of inclusive decision-making as a catalyst for enhancing both the learning experience and academic performance of students. It supports Mati et al. (2016) findings that when students are actively engaged in such critical decisions, they develop greater motivation, a sense of ownership, and a stronger commitment to adhere to rules. This engagement also fosters a personal and collective drive toward achieving academic goals, ultimately leading to improved academic performance. The finding also aligns with that of Difoni et al. (2024) who emphasized that administrators who implement inclusive decision-making practices—such as aligning policies with inclusive legislation and engaging communities—significantly enhance the academic performance of students with special needs. The research underscores the critical impact of leadership in fostering inclusive educational environments.

Conclusion

Based on the findings of the study, it can be concluded that administrative strategies—specifically instructional supervision and inclusive decision-making—have a significant impact on students' academic performance in Special Education Centres in the Ogoja Education Zone of Cross River State, Nigeria. Effective supervision of teachers, combined with the active involvement of key stakeholders such as teachers, parents, and support staff in decision-making processes, promotes more informed, responsive, and effective educational practices tailored to the unique needs of learners with special needs. Therefore, fostering a participatory leadership culture within special education settings is essential for enhancing academic success and advancing the goals of inclusive education.

Recommendations

Based on the findings of the study, the following two recommendations are made:

1. School administrators should prioritize the implementation of robust instructional supervision frameworks like regular classroom observations, peer coaching, mentoring programs, feedback and appraisal systems, as well as professional development workshops tailored to the needs of special education teachers. These strategies ensure that instructional delivery is continuously monitored and improved, enabling educators to adopt effective teaching methods that cater to the diverse learning needs of students in Special Education Centres.
2. Policymakers should actively involve teachers, parents, and support staff in school governance, as their collaborative input can lead to more effective and context-sensitive educational strategies that enhance learning outcomes for students with special needs.

Contribution to Knowledge

This study contributes to existing knowledge by providing empirical evidence that highlights the significant role of instructional supervision and inclusive decision-making in enhancing students' academic performance in Special Education Centres. Specifically, it offers context-specific insights from the Ogoja Education Zone of Cross River State, Nigeria, thereby enriching the discourse on effective administrative strategies in special education. The study underscores the importance of participatory leadership and targeted supervision as key drivers of academic success among learners with special needs, offering a valuable reference for future research, policy formulation, and educational practice in similar contexts.

Limitations of the Study and Suggestions

1. The study was conducted solely in Special Education Centres within the Ogoja Education Zone of Cross River State, which may not reflect the experiences or practices in other zones or states. Therefore, future studies should expand the geographical coverage to include multiple education zones or states to enhance the generalizability and comparative relevance of the findings.
2. The study examined only instructional supervision and inclusive decision-making, excluding other administrative factors that could also influence academic performance. Subsequent research should consider a broader range of administrative strategies such as resource allocation, staff motivation, and leadership style, to provide a more comprehensive understanding of factors affecting student performances in special education.

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UNIVERSITIES ACADEMIC STAFF PUBLICATIONS: A NEXUS FOR ETHICAL RESEARCH CONDUCT AND VALUE RE-ENGINEERING FOR GLOBAL COMPETITIVENESS



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Abstract

This study sought to investigate the relationship between Universities Academic Staff Publications: A nexus for Ethical Research Conduct and Value Re-engineering for Global Competitiveness. To achieve this purpose, one composite research question was raised and later transformed to research hypothesis to guide the study. Ex-post factor design was adopted for the study. The population of the study was made up of all the academic staff that participates in Universities Academic Staff Publications exercise in the three public universities in Cross River State. Accidental sampling technique was adopted in the study. A Sample of 300 academic staff that are involved in university publications exercise in the three public universities in the study area was adapted. The researcher self-developed questionnaire titled —Universities Academic Staff Publications: A Nexus for Ethical Research Conduct and Value Re-engineering for Global Competitiveness Questionnaire (UASPNERCVRGCQ) was used for data collection. The instrument was validated and subjected to reliability test using Cronbach Alpha reliability statistics. The result of the reliability test yielded an index of 0.72 which was adjudged well enough for data collection. Multiple regression statistics was used for data analysis at 0.05 level of significance. A test of regression weight and variance in academic staff value re-engineering for global competitiveness was also presented. The results of the study revealed that Universities Academic Staff Publications is anchored by: research articles, book chapters, conference papers, textbooks and technical reports with ethical research conduct jointly predict academic staff value re-engineering for global competitiveness in public Universities in Cross River State, Nigeria. It was concluded that universities academic staff publications predictive variables with ethical research conduct jointly predict academic staff value re-engineering for global competitiveness in universities globally. Base on the findings, it was recommended among others that, National Universities Commission as a matter of policy mandate all university management to undergo strategic investment in research infrastructure, academic monitory and international partnership to support underrepresented groups in research to foster inclusiveness and innovation in their research publication.

(Word count: 326)

Keywords: Academic staff, Publication, Ethical research conduct, Value Re-engineering, Global competitiveness, Universities.

Introduction

Academic publishing remains the cornerstone of knowledge dissemination and career progression in higher education. Institutions evaluate academic staff performance largely through scholarly outputs, including journal articles, books, and conference proceedings. While the emphasis on publishing has incentivized research productivity, it has also raised ethical concerns regarding plagiarism, authorship disputes, and data fabrication. In response to these issues, this paper investigates the ethical principles underpinning academic publishing and proposes value reengineering as a mechanism to reposition academic institutions for global competitiveness (Sorescu, Warren and Ertekin, 2023).

Academic staff publications refer to the scholarly output, such as articles, books, and conference papers, produced by university faculty and researchers. These publications are crucial for advancing knowledge, sharing research findings, and demonstrating the intellectual contributions of academic staff. There are key aspects of academic staff publications which include:

Types of publications: Academic staff often publish in various formats, including journal articles, book chapters, books, conference proceedings, and reports.

Purpose of publications: Publications serve several purposes, including sharing research, advancing knowledge in a field, building a reputation for the institution and the researcher, and fulfilling academic requirements for promotion or tenure.

Impact of publications: Publications are a key indicator of research productivity and academic excellence. They can influence policy, contribute to academic discourse, and shape the understanding of a particular field of study.

Dissemination of publications: Academic publications are often disseminated through academic databases like Science Direct. They can also be made available through institutional repositories or open access journals, ensuring wider access and visibility (Anderson, Horn, Risbey, Ronning, De-Vries and Martinson, 2021).

Ethical scholarship is governed by transparency, honesty, integrity, and accountability. These principles are vital for maintaining the credibility of academic research. According to the Committee on Publication Ethics (COPE, 2023), ethical publishing involves fair peer review, accurate reporting of data, proper attribution of authorship, and the absence of coercion or conflict of interest. Plagiarism remains one of the most persistent ethical violations in academic publishing. Often driven by the "publish or perish" culture, staff may recycle existing content without due acknowledgment (Scanlon, 2021). Authorship manipulation, such as gift authorship or ghostwriting, also undermines the trustworthiness of research outputs.

In the academic world, research in the fields of quality and ethics is often separate. One reason for this is that the origins are very different; ethics derives from philosophy, while quality management has developed from management studies. Given current developments in both areas, there are important justifications for linking the two disciplines. In both the quality management and the ethics of the organization, it is a common research conduct to discuss the issues of responsibility. This shows that ethics is closely linked to quality. An organization that does not meet ethical rules and standards is not able to provide high quality services and / or products. Furthermore, non-compliance with the minimum quality standards established within the organization raises ethical issues. It is obvious that ethics and maintaining quality standards are two issues that cannot be addressed separately (Warter, 2021).

Building and consolidating a strong organizational culture is not being achieved in a short time. Those responsible with ethics and quality who intend to create a culture of respect face great challenges, but they can and should create it. Culture begins with the tone given by the leaders of the organization, a code of conduct and quality, but they do not build a culture of ethics and respect alone. Culture is organic, manifested by the way employees work and interact with others, and how they support the organization's purpose, mission and values. This emphasizes that ethics is not a recent discovery.

Throughout the centuries, philosophers in their struggle with human behavior have developed different approaches to ethics, each leading to a different conclusion. The word "ethics" comes from the Greek word "Ethikos", which refers to character. The behavior of organizations and their leaders is largely influenced by the characteristics / dimensions of the culture to which they belong, and there are a number of ways in which organizations can create a culture that promotes ethics (Eneji, Beshel, Onnoghen & Okpachui, 2017).

Ethical profiles can affect the behavior of individuals in a number of ways. Thus, the ethical profile that an individual brings into an interaction directly affects the behavior of that individual. In addition, individual perception of the individual's ethical profile in an interaction can influence the behavior. Consequent from the above, the author draw attention to the fact that professional ethics is a component of professional culture, with two correlations and mutual influences between them. Professional ethics is a system of norms and values that regulate human behavior in the field of work, being of great importance to the organization. Bendermacher, Egbrink, Wolfhagen, & Dolmans (2021) reveal that —Quality culture in Higher Education Institution results from an interplay between contributing organisational context elements, working mechanisms and quality related outcomes. Universities attempts to address the structural/managerial dimension of quality culture are reflected in their attention to improvement strategies, evaluation systems, staff and student involvement, student centeredness and attention to policies, procedures and responsibilities.]].

According to Orsingher (2022): —Attention is increasingly being focused on quality management in higher education institutions throughout Europe. A large number of education institutions all over Europe have seen a progressive withdrawal of the State as the main financing body of the university system. After granting higher education institutional autonomy, the State has required more transparency and accountability. A series of external factors, such as the labour market, the European higher education arena and the increasing social relevance of research and higher education led universities to the implementation of quality assurance procedures].

Unethical research conducts such as data fabrication, falsification, and selective reporting jeopardize the reliability of published work. These research conducts are often prompted by institutional reward systems that prioritize quantity over quality (Martinson, Anderson and De-Vries, 2021). University incentive systems, including promotion criteria and funding allocations, heavily influence staff publication behaviors. When institutional culture emphasizes numerical output rather than ethical and impactful research, it leads to a decline in research quality and global relevance (Mouton, 2005). Global university rankings rely significantly on publication metrics, including citations and impact factors. While these benchmarks provide visibility, they can inadvertently encourage superficial research that aligns with trending topics rather than local or developmental needs (Altbach, 2021).

Value reengineering refers to the process of fundamentally rethinking and redesigning institutional values and processes to enhance effectiveness and alignment with global standards. In academic publishing, this involves shifting from output-centric models to ethically grounded, innovation-driven frameworks. Universities must develop publication policies that enforce ethical conduct through training, mentorship, and consequences for misconduct. Ethics education should be embedded into research curricula to cultivate integrity from the onset of academic careers (Steneck, 2021). Institutions should promote collaborative and socially relevant research by aligning publication incentives with global challenges and sustainable development goals (UNESCO, 2021). This includes supporting open-access publishing, interdisciplinary collaboration, and community-based research. Global competitiveness in academia requires a balance between quantity, quality, and ethical standards. Ethical publishing enhances institutional reputation, attracts international collaborations, and ensures sustainable knowledge development (Tijssen, Visser and Van-Leeuwen, 2021).

Statement of the problems

In recent times, observations have shown that universities are becoming increasingly complex in the face of dwindling state of ethical publication conduct as well as the corresponding decrease in global competitiveness. This implies that there seems to exist a total decline in the ethical value system

of Nigerian universities. There has been increasing concern from the global world over the recent change in trend of ethical research conduct deterioration in universities as occasioned in their poor trend if research and publications. Thus, many wonders if academic research and publication is still based on fairness and equality as an ethical factor in academic institutions. However, the state of deterioration of the ethical research conduct does not depend only on explicit value education effort but on the training and experience of academic staff in universities globally.

Consequently, on the above, the incidences of un-ethical research conducts associated with academic staff research conducts ranging from unfair peer review, incorrect reporting of data, improper attribution of authorship, coercion or conflict of interest, unsuitable design and methods of research, self-plagiarism in redundant publications, fabrication or falsification of data and wrongfully research findings among others. There is an outcry from education stakeholders that universities that were supposed to be the custodian of the cherished ethical research conduct system have been invaded and is contaminated by biasness and discrimination without protecting the integrity of the academic records and competing interests. But in the face of increasing competitive environment where appointments, promotions and grant applications are strongly influenced by publication record, researchers and academic staff are now under intense pressure to publish through dishonest means. This shows that ethical research conducts are unable to achieve tangible results. Given this state of affairs, how does academic staff publication with ethical research conducts predict academic staff value re-engineering for global competitiveness?

Methodology

The study adopted an ex-post facto research design with a total population of all academic staff that participates in academic staff publication exercise in the three universities in Cross River State namely: University of Calabar, University of Cross River State and University of Education and Entrepreneurship, Akamkpa. The study used a sample 300 academic staff that participated in academic staff publication exercise in the three universities via accidental sampling technique. A structured questionnaire titled —Universities Academic Staff Publications: A Nexus for Ethical Research Conduct and Value Re-engineering for Global Competitiveness Questionnaire (UASPNERCVRGCQ) was used for data collection. The questionnaire was to elicit information on the academic staff publication exercise with ethical research conduct and value re-engineering for global competitiveness in universities accordingly. The instrument was subjected for face and content validity by experts in research, measurement and evaluation unit to establish its validity. To ascertain the reliability of the instruments, the instrument was subjected to trial test were the Cronbach Alpha reliability test yielded 0.72. The questionnaire was administered personally by the researchers and retrieved back after completion. A coding key was designed to code all the responses in the instruments used in the study. Multiple regression analysis was used to test the composite hypothesis in the study at < 0.05 level of significance.

Purpose of the study

The main purpose of the study was to examine Universities Academic Staff Publications: A Nexus for Ethical Research Conduct and Value Re-engineering for Global Competitiveness. Specifically, the study sought to find out whether research articles, book chapters, conference papers, textbooks and technical reports jointly predict academic staff ethical research conduct and value re-engineering for global competitiveness.

Research question

How does university academic staff publication: research articles, book chapters, conference papers, textbooks and technical reports jointly predict ethical research conduct and value re-engineering for global competitiveness?

Statement of hypothesis

University academic staff publication: research articles, book chapters, conference papers, textbooks and technical reports with ethical research conduct does not jointly predict value re-engineering for global competitiveness.

Results and analysis

Hypothesis 1: University academic staff publication: research articles, book chapters, conference papers, textbooks and technical reports with ethical research conduct does not jointly predict value re-engineering for global competitiveness. The predictor variables were: research articles, book chapters, conference papers, textbooks and technical reports while the criterion variable was academic staff value re-engineering for global competitiveness. Multiple Regression analysis was used in testing the hypothesis and the results are presented in Table 1.

Table 1

Summary of Multiple Regression analysis for the contribution of the various dimensions of University academic staff publication with ethical research conduct to the variation in academic staff value re-engineering for global competitiveness.

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.654	.529	.528	2.822			
Model	Sum of squares	Df	Mean square	F-ratio	Sig.	
Regression	29686.256	5	5614.376	352.836	.000 ^b	
Residual	14723.405	294	14.607			
Total	44409.661	299				
Variables	B	Std. Error	Beta	T	Sig.	Rank
(Constant)	2.835	1.112		7.846	.000	
Research articles	.607	.038	.283	9.791	.000	3 rd
Book chapters	.144	.038	.078	3.749	.000	5 th
Conference papers	.623	.035	.362	10.890	.000	2 nd
Textbooks	.261	.038	.123	6.854	.000	4 th
Technical reports	.978	.049	.450	11.054	.000	1 st

Significant at 0.05 level.

a. Criterion: Academic staff value re-engineering for global competitiveness

b. Predictors: (Constant), research articles, book chapters, conference papers, textbooks and technical reports

Table 1 presents the summary the Multiple Regression Model and F-ratio test of the relationship between the dimensions of University academic staff publication (research articles, book chapters, conference papers, textbooks and technical reports) with ethical research conduct and academic staff value re-engineering for global competitiveness. Table 1 shows that the analysis of variance in the regression output produced an F-ratio of 452.836 ($p < .05$), which is statistically significant at .05 probability level. On the basis of this result, the null hypothesis was rejected and the alternate hypothesis upheld. This means that when the various dimensions of University academic staff publication with ethical research conduct are taken together, they significantly predict academic staff value re-engineering for global competitiveness. The result also shows a Multiple Regression coefficient (R) of .854 and a coefficient of determination (R²) of .729. This implies that University academic staff publication with ethical research conduct has a significant positive relationship with academic staff value re-engineering for global competitiveness and that 72.9 % of the variation in

academic staff ethical research conduct and value re-engineering for global competitiveness is accounted for, by the variation in the dimensions of University academic staff publication considered in this study. Thus 27.1 % of the variance in academic staff value re-engineering for global competitiveness is attributed to the effect of other variables extraneous to this study.

To find the relative contribution of the various dimensions of scholarly University academic staff publication with ethical research conduct (research articles, book chapters, conference papers, textbooks and technical reports) to the variation in academic staff value re-engineering for global competitiveness, a test of regression weight was carried out and the results shows that calculated t-values for research articles (15.791, $p=.000$), book chapters (3.749, $p=.000$), conference papers (17.890, $p=.000$), textbooks (6.854, $p=.024$) and technical reports (20.054, $p=.024$) were significant at .05 level of significance. Similarly, the results shows that technical reports ($t= 20.054$, $p < .05$) was the strongest predictor of the variance in academic staff publication with ethical research conduct and value re-engineering for global competitiveness, followed by conference papers ($t= 17.890$, $p < .05$), then research articles ($t=3.676$, $p < .05$), then textbooks ($t= 6.854$, $p < .05$), and then book chapters ($t=3.749$, $p < .05$).

Discussion of findings

The result of the composite hypothesis revealed that all the predictor variables significantly and jointly predicts academic staff value re-engineering for global competitiveness in the study area with specific dimensions as indicted by the test of regression weight and variance in academic staff value re-engineering for global competitiveness. This is an indication that if academic staff in Universities published scholarly as intended it will yield optimal research output and usher in academic staff value re-engineering for global competitiveness via the upliftment of the academic standard in the University system generally.

The study is in agreement with the findings of Mouton, 2021 who discovered that unethical research conducts such as data fabrication, falsification, and selective reporting jeopardize the reliability of published work. These research conducts are often prompted by institutional reward systems that prioritize quantity over quality. This implies that University incentive systems, including promotion criteria and funding allocations, heavily influence staff publication behaviors. Thus, when institutional culture emphasizes numerical output rather than ethical and impactful research, it leads to a decline in research quality and global relevance. Therefore, global university rankings rely significantly on publication metrics, including citations and impact factors. While these benchmarks provide visibility, they can inadvertently encourage superficial research that aligns with trending topics rather than local or developmental needs.

The findings are in consonance with the study of COPE, 2023 who discovered ethical scholarship is governed by transparency, honesty, integrity, and accountability. These principles are vital for maintaining the credibility of academic research. According to the Committee on Publication Ethics, ethical publishing involves fair peer review, accurate reporting of data, proper attribution of authorship, and the absence of coercion or conflict of interest. According to the author, plagiarism remains one of the most persistent ethical violations in academic publishing. Often driven by the "publish or perish" culture, staff may recycle existing content without due acknowledgment. Authorship manipulation, such as gift authorship or ghostwriting, also undermines the trustworthiness of research outputs.

However, this result trends to give a clear situation in universities academic staff publication in line with ethical research conduct policies. Therefore, being that the Value re-engineering refers to the process of fundamentally rethinking and redesigning institutional values and processes to enhance effectiveness and alignment with global standards. In academic publishing, this involves shifting from output-centric models to ethically grounded, innovation-driven frameworks. Universities must develop publication policies that enforce ethical conduct through training, mentorship, and consequences for misconduct. Ethics education should be embedded into research curricula to cultivate integrity from the onset of academic careers. Institutions should promote collaborative and socially relevant research by

aligning publication incentives with global challenges and sustainable development goals (UNESCO, 2021). This includes supporting open-access publishing, interdisciplinary collaboration, and community-based research. Global competitiveness in academia requires a balance between quantity, quality, and ethical standards. Therefore, ethical publishing enhances institutional reputation, attracts international collaborations, and ensures sustainable knowledge development.

Conclusion

Based on the results of the study, it was concluded that University academic staff publication with ethical research conduct has a significant nexus with the academic staff value re-engineering for global competitiveness generally. The assessment of academic staff publication research conducts reveals a pressing need for ethical recalibration and value reengineering. Academic institutions must adopt ethical publishing standards and strategically redesign value systems to foster impactful research and ensure global relevance. By doing so, it may not only maintain academic integrity but also contribute meaningfully to global knowledge economies.

Recommendation

National Universities Commission as a matter of policy mandate all university management to undergo strategic investment in research infrastructure, academic monitory and international partnership to support underrepresented groups in research to foster inclusiveness and innovation in their research publication.

Universities must develop publication policies that enforce ethical conduct through training, mentorship, and consequences for misconduct. This may help reduce the level of unethical practices and build a strong spring-board for academic staff value re-engineering for global competitiveness.

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INCLUSIVE EDUCATION: UNDERSTANDING THE ACADEMIC CHALLENGES AND COPING MECHANISM OF PHYSICALLY DISABLED STUDENTS FOR SUSTAINABLE NATIONAL DEVELOPMENT IN SECONDARY SCHOOLS IN CROSS RIVER STATE.



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Abstract

Empirical evidence is adequate in Nigeria to understand the link between coping mechanism and academic challenges of physically disabled students, educating the disabled in regular schools is basically for the achievement of universal education. So, this research focused on academic challenges and coping mechanism of physically disabled students in secondary schools in Bekwarra L.G.A., Cross River State. The study adopted descriptive survey design to ascertain academic & coping mechanism of secondary school students in Bekwarra L.G.A. One hundred and sixty-nine students with physical disabilities in regular schools was drawn using the purposive sampling technique. The instrument for the study was questionnaire titled —Academic Challenge and coping mechanism of physically disabled students' questionnaire. Validity was established and a correlational coefficient of 0.67 was derived indicating the reliability for challenges of students who are physically disabled in regular schools include lack of access to modern technologies, inappropriate teaching methods and non-availability of special education curriculum. The study discovered that the optional coping mechanism employed in the students are listening to inspiration talk/music, requesting assistance, working hard to solve problems, and learning to engage in personal activities. Gender also impact significantly challenges of physically disabled students and coping mechanism. Based on the finding of the study, the paper recommends that psychological counselling programmes should take more areas of rehabilitations counselling in order to facilitate additional support to students who are physically disabled. It also recommends government and stakeholders involvement in providing assistive technologies to students who are physically disabled.

Introduction

Preceding the adoption of universal declaration of human right in 1984, Formal Western Education within African contexts was characterized by significant socio-economic barriers to access. The beneficiaries of such education were typically individual of considerable wealth, royal lineage, or influence, who could afford to pursue recognized university education abroad. Article 26 of Universal Declaration of Human Rights stipulates that education shall be directed to the full development of human personality and to the strengthening of respect to human rights and fundamental freedoms. This declaration underscored the principle that education is a universal right, not a privilege reserved for the elite.

Following this realization, education began to garner significant attention from governments and stakeholders as a crucial instrument for fostering comprehensive human development encompassing physical, political and socio-economic dimensions. In Nigeria, the government

acknowledges education as a paramount tool for national development (FGN 2004). Consequently, numerous efforts have been initiated by United Nations Agencies, government and non-governmental organizations as well as other stakeholders in the education sector to enhance access, attendance and retention. A pivotal movement was the 1990 World Conference on education for all convened by UNESCO in Jomtien, Thailand, which proclaimed a global commitment to eliminating illiteracy and ensuring education for all; thereby mandating government-worldwide to pursue this ambitious agenda (Abraham & Tubotdip, 2006).

In response to the global Education for All Declaration, the Nigerian government initiated the Universal Basic Education (UBE) programme in September 30, 1999, which was subsequently backed by Universal Basic Education Act of 2004. This legislative framework mandates access to quality education for all Nigerian children without discrimination based on background, health status or physical ability. The United Nations Development Programme's (UNDP) Millennium Development Goals (MDGs) also prioritized universal primary education, emphasizing inclusivity and accessibility for individuals with disabilities. Despite this policy initiatives, individuals with disabilities continue to face significant barriers to education and socio-economic participation. However, there is a growing recognition of need to harness the potential of individuals with disabilities, leveraging their abilities and talents to contribute to society.

The position of individuals in relation to the education of those with physical disabilities, alongside the responses of governmental bodies, organization and concerned stakeholders addressing their challenges, necessitates thorough re-evaluation. Over 19 million Nigerians have been documented as experiencing various form of disability (Nigeria Bureau of Statistics, 2012). The adversities faced by disable individuals should ideally afford them a more privilege status within society; however, they are often relegated to a position of marginalization.

Despite the implementation of several initiatives, such as the establishment of specialized institutions tailored to the unique needs of learners (e.g., schools for the visually impaired, hearing impaired etc.), aimed at enhancing educational experiences and rehabilitation of physically disabled students, many scholars argued that this measures inadvertently perpetuate discrimination against individual with disabilities. If these students cannot be seamlessly integrated into the mainstream educational framework, supported by well-articulated services, it signifies their continued exclusion from the societal fabric in which they reside. Access to education and adequate support within academic environments remains a significant challenge for those with physical disabilities.

Compounding these issues is the disheartening reality that many of those fortunate enough to complete secondary education rarely advance to tertiary institution including teacher education programmes or colleges. This phenomenon may stem from the pervasive exclusion discrimination and segregation faced by disabled children within mainstream education, prompting one to question the underline reason for such treatment. Is it attributable to their physical condition or rather to systemic operational norms? The urgent necessity for a comprehensive integration of all students, particularly within teacher education programmes cannot be overstated. In the light of the persistent neglect in nurturing the potential of these substantial minority of physically challenged students, this study seeks to explore how they can be fully integrated into teacher education programmes in Nigeria. Thus, it is imperative to undertake a rigorous investigation into whether the education of these demographic is perceived within or outside of the concept of their recognition as integral members of Nigeria society. It is with this understanding that the researcher has resolved to examine academic challenges faced and the coping mechanism employed by physically challenged individuals in Cross River State.

The following research questions and hypotheses were raised for the study.

1. What are the major challenges faced by physically challenged persons in secondary schools?
2. What are the coping strategies employed by physically challenged student's secondary schools?
1. There is no significant difference in the academic challenges faced by students with physical disability in regular secondary schools in Nigeria based on gender.

2. There is no significant difference in the coping strategies employed by students with physical disability in regular secondary schools in Nigeria based on gender

Method

The research design adopted is the descriptive research survey which is used to collect data from students with physical disabilities in secondary schools in Bekwarra local government, Cross River State. Descriptive research is a systematic attempt to describe the characteristics of a given population in an area of interest; it comprises a systematic data gathering process which ensures meaningful description of the situation (Daramola, 2006). The descriptive research design is considered appropriate because it is capable of collecting information from a representative sample of students with physical disabilities and enabling the researcher to make inferences and generalization to all school-aged students with physical disabilities. The population of the study consisted of all school-aged students with physical disabilities in Bekwarra local government, Cross River State. The target population consisted of in-school students with physical disabilities (367) in the forty-two secondary schools in Bekwarra local government area of Cross River State. The target population is 169 sampled for the study based on the Research Advisors' (2006) table for sample selection at a confidence level of 95% with a margin of error of 0.05%. The researcher used the purposive sampling technique to select twenty secondary schools from the local government for the study. The instrument that was used in data collection for this study was a researcher-designed questionnaire tagged "Academic Challenges and Coping Mechanism of Students with physically disabled Questionnaire (ACCMSPDQ). A questionnaire is an instrument used by the researcher to gather information for the purpose of generating data for the study. The questionnaire for this study is divided into three sections (A, B and C); Section "A" comprised items eliciting personal information about the respondents such as gender, age, and parents' educational level. Section "B" contained 12 question items raised to elicit data about the challenges faced by students with physical disability in secondary schools in Cross River State. Section "C" comprised 15 items raised to elicit data about the coping mechanism employed by students with physical disabilities, making a total of 30 items. A four-point Likert type questionnaire was provided to elicit responses from the participants in the following other: Very True (4), True (3), Sometimes True (2), and Not True (1).

The Validity of the instrument was determined using face and content validity. Boriowo (2015) stated that one of the characteristics of a good instrument is that it should have face and content validity. The instrument for this study was given to five academic staff in Special Education and Educational psychology in university of Calabar, Cross River State, Nigerian. The reliability of the instrument was determined using a test re-test procedure. Ten questionnaire forms were administered to ten students with physical disabilities that were not part of the main respondents but share the same characteristics. After an interval of four weeks, the same set of questionnaires was administered to the same set of respondents. Then the two sets of scores were correlated using the Pearson's Product Moment Correlation Co-efficient (PPMC) and a reliability coefficient of 0.67 was obtained which was considered adequate for a research of this nature.

Data collected from Section "A" of the instrument was analyzed and reported using simple percentages. Data from Sections "B" and "C" were scored on a four-point Likert-type scale with scores allotted as follows: Very True-4; True-3; Sometimes true-2; Not True-1. Negatively worded items were scored in reversed order. Section's "B" and "C" of the questionnaire contained 15 Items each which implies that the highest score any respondent could obtain in each of the sections was 60 (15x4) while the lowest score was 15 (15x1). The mean score was 2.50 (4+3+2+1/4). Therefore, any mean score ranging from 2.50 and above in Section's "B" and "C" was adjudged a major challenge, and preferred coping mechanism. However, mean scores below 2.50 indicated minor challenge and less preferred coping mechanism.

Result

Fig 1: Gender distribution of sample

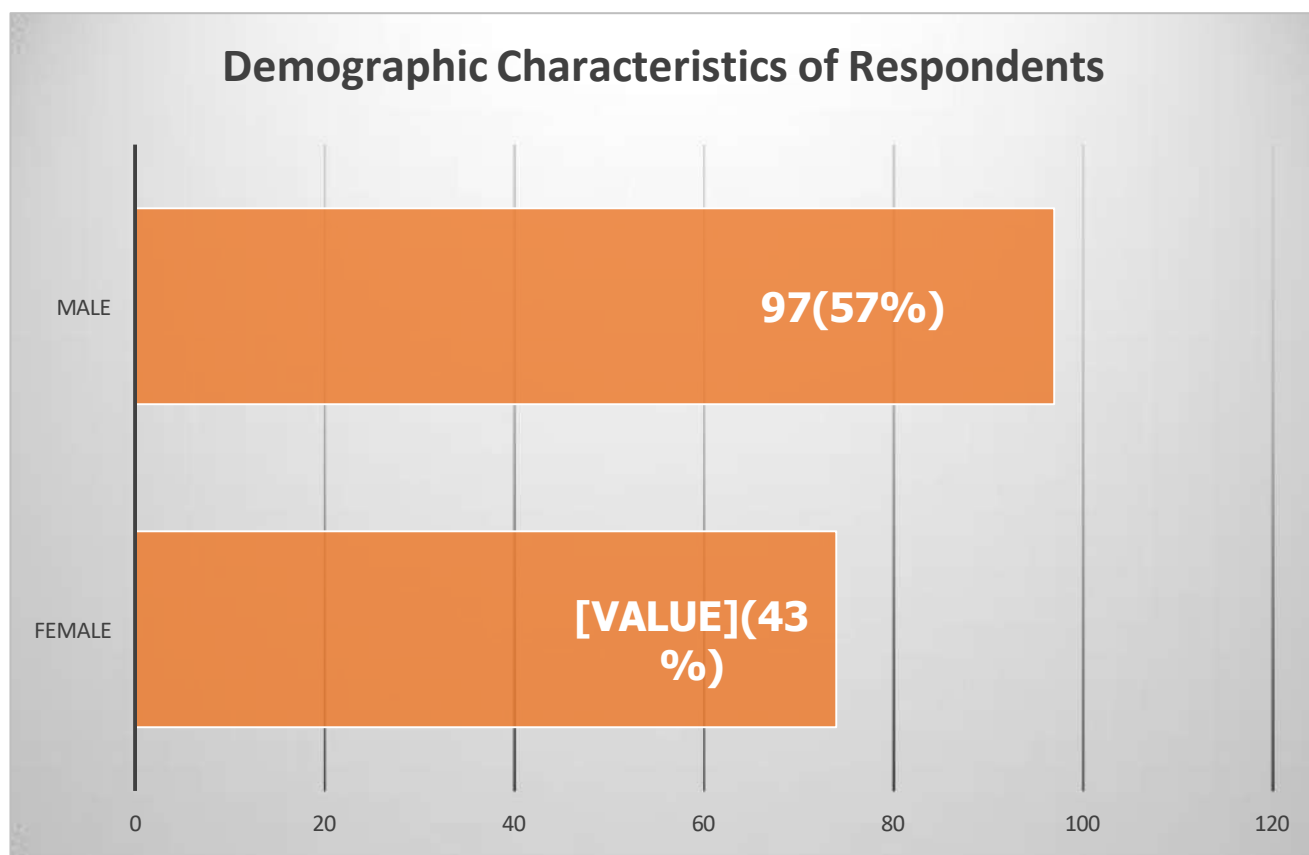


Figure 1 shows that 97 (57%) of the 169 respondents were males, while 74(43%) were females. This means that there were more male students with physical disabilities than females involved in this study.

Table 1: Rank Order on Challenges of Students with physical disabilities in Secondary School

Item no	As a result of my physical disabilities, the academic challenges I experience include:	Mean	Rank
3	Inability to access modern technologies	3.73	1 st
2	Inappropriate teaching methods	3.64	2 nd
9	Non availability of special curriculum	3.61	3 rd
12	Barriers in the environment	3.57	4 th
14	Inability to move from one place or the other at a good pace	3.56	5 th
5	Non specialist teachers in the subject matters		
13	No resource room for improved learning	3.42	7 th
4	Inadequate facilities for learning in the regular schools	3.19	8 th
8	Inappropriate learning facilities	3.13	9 th
10	Inability to access financial support from the government	3.11	10 th
6	Difficulty in getting admission into higher institution	2.64	11 th
15	Feeling inferior in the class	2.54	12 th
11	Lack of school authority's support	2.32	13 th
1	Teachers doubting my abilities	2.32	14 th
7	Unfriendly attitude of student	2.43	15 th

Table 1 shows in rank order, the magnitude of the challenges of students with physical disabilities face in secondary schools in Bekwarra L.G.A of Cross River State. The analysis showed that item 3 ("in ability to access modern technologies") ranked 1st with a mean score of 3.73. Item 2 "inappropriate teaching methods" ranked 2nd with a mean score of 3.64. Item 9 "non availability of special curriculum" ranked 3rd with a mean score of 3.61, item 12 (barriers in the environment) ranked 4th and the last items with mean scores of 2.32 and 2.43 ranked 14th and 15th respectively. Thirteen of the 15 items (70.0%) have mean scores above 2.50, the cut-off point for determining the level of the challenges. Hence 70.0% of the challenges were major ones while the remaining two were minor ones (Items 1 and 7). The analysis indicated that a large proportion of the challenges facing students with physical disabilities are major challenges.

Table 2: Rank Order on Coping Mechanism Employed by Students with physical disabilities in secondary schools Bekwarra L.G.A, Cross River State?

Item No.	As a student with visual impairment in regular secondary school, I cope by	Mean score	Rank
8	learning to do my daily activities myself	3.80	1 st
13	listening to inspirational talk/music on tape	3.78	2 nd
4	requesting for assistance from friends	3.77	3 rd
1	working hard to solve my problems	3.70	4 th
11	talking to myself that I am not alone in my condition	3.68	5 th
6	praying to God	3.53	6 th
2	ignoring negative attitude towards me	3.41	7 th
10	aspiring to be independent	3.38	8 th
2	adjusting to the facilities available for my studies	3.35	9 th
14	listening/reading the word of God	3.33	10 th
9	Interacting with others freely	3.33	10 th
7	hoping that my situation could be better	3.31	12 th
12	planning my schoolwork and following it up	3.13	13 th
5	avoid thinking about my situation	2.94	14 th
15	relying on family for support	2.90	15 th

Table 2 shows, in rank order of magnitude, the preferred coping mechanism employed by students with physical disabilities in secondary schools in Cross River State. The analysis revealed that items 8 "learning to do my daily activities myself", ranked 1st with a mean score of 3.80. Item 13 "Listening to inspirational talk/music" with a mean score of 3.78 ranked 2nd, item 4 "requesting assistance from friends" with a mean score of 3.77 ranked 3rd, while item 1 "working hard to solve my problems" ranked 4th with a mean score of 3.70. The results revealed that 15 items have (100.0%) mean scores above the cut-off point of 2.50. Hence, the whole items were highly preferred coping mechanism among the students.

Table 3: Results of t-test comparing the challenges faced by students with physical disabilities in secondary schools based on gender

Gender	Number	Mean	Df	t-Cal.	t-Crit.	SD	Decision
Male	93	53.18	5.74	168	2.16"	1.96	Rejected
Female	76	54.54	8.59				

*Significant, $p < 0.05$

The result indicated that the mean score of the challenges for male (53.18) and that of females (54.54) yielded a calculated t-value of 2.16 which is greater than the critical t-value of 1.96. Therefore, hypothesis 1 was rejected; $t(525) = 2.16, p < 0.05$. Hence there was a significant difference in the challenges faced by students with physical disabilities in regular secondary schools based on gender. The former had a mean score (53.18) lesser than the latter (54.54).

Table 4: Results of t-test comparing the coping mechanism of students with visual impairment based on gender

Gender	Number	Mean	SD	Df	t-Cal.	t-Crit.	Decision
Male	93	63.78	7.78	168	2.04	1.96	Rejected
Female	76	57.07	6.50				

* Significant $p < 0.05$

The results indicated that the mean score for male (63.78) and that of female (57.07) yielded a calculated t-value of 2.04 which is greater than the critical t-value of 1.96. Therefore, there was a significant difference in the coping mechanism employed by male and female students with physical disabilities in secondary schools in Cross River State. Thus, hypothesis 2 was rejected; $t(168) = 2.04$, $p < 0.05$.

Discussion

The demographic characteristics of the respondents revealed that there were more male students (57%) as against (43%) female students who participated in the study. The low enrolment of female students with physical disability in schools generally may be associated with perceived fear by parents that female students with physical challenges may not be able to cope with the rigors of academic activities in the school system. This finding is consistent with an earlier finding by Esere, Okonkwo and Omotosho (2014), which reported that there are more male than female students with physical disabilities in secondary schools in the southeastern states of Nigeria. In addition, some parents may feel ashamed of being associated with such a situation hence they prefer to "imprison" their girl-children with physical disability (Jurmang & Jurmang, 2014). The most important challenge is inability to access modern technologies. The result is not surprising because education today is technology-driven and their disabled students are most times unable to access such technologies like the computer, and internet (Iroegbu, 2007).

Coping with the school environment, adjusting to infrastructural inadequacies of regular schools, how to bear the negative attitude of other students, instructional strategies and adaptation techniques, acquisition of resource materials and so on were all considered by the respondents as significant areas of coping. These findings support Lazarus and Folkman's (2014) view that coping is not just a fixed set of strategies that has to be used whenever needed but depends on the situations being faced. The findings also aligned with Olso, McElheron and Pilorget's (2011) findings that there are wide ranges of personal coping strategies used by people who are physically challenged which they categorized into three: Mental/attitude, Leisure/occupational and Support/social network. It should be noted that some of the items in this arrangement are like the ones in this study.

The hypotheses tested revealed that there was a significant difference in the challenges faced when compared because of gender. This implies that male and female students with physical disabilities face different challenges in the school system in Nigeria. This finding supports the work of Durosaro (2010) who observed that the school-related gender-based violence against girls who are physically disabled comes in various forms such as sexual, physical, verbal, emotional and psychological. While physical, verbal, emotional, and psychological violence may be experienced by both male and female, sexual violence is exclusive for female students. The finding runs contrary from the result of an earlier study by Esere, Okonkwo and Omotosho (2014) in which no significant difference was found when challenges were compared between male and female students with physical disabilities in south-eastern Nigeria. Hypothesis two showed that a significant difference existed between the coping mechanism employed by male and female students with physical disabilities in secondary schools in Bekwarra LGA, Cross River State. Similar findings were reported by Esere, Okonkwo and Omotosho (2014) between the coping mechanism employed by male and female students with physical disabilities in regular secondary schools in the South-eastern states of Nigeria.

Conclusion

The findings from the study revealed that students with physical disabilities in secondary schools in Nigeria are faced with many challenges and employ a lot of coping strategies in their attempts to acquire education which is acclaimed to be a right rather than a privilege.

Implications for Counseling

Considering the enormity of the challenges, the veracity of the counseling and the multitude of the coping strategies of student with physical disability in regular secondary schools in Nigeria, it is imperative that counseling programmes should cover more areas of rehabilitation counseling to give more support to students with physical disability. This is because, producing counselors with deeper knowledge of counseling students with physical disabilities will provide the necessary services needed by these students in mainstream secondary schools to address the challenges constituting barriers to effective school performance. Counseling is about changing/restructuring peoples' behaviour for better functioning in the society, counselors will modify students' maladaptive behaviours based on some counseling theories such as Rational Emotive Behaviour Therapy, Reality Therapy and Social Model of Disability.

Recommendations

Based on the findings of the study, the researcher recommended the following

In the study, female students faced more challenges than the male students. The researcher recommended that parents especially mothers should train female students with physical disabilities on how to be confident and not to feel inferior to others, to be independent and to explore their environment. This could be through participation in house chores and other family engagements. At school, teachers should provide special curriculum such as mobility and orientation, independent travel, and skills of daily living. School authority should provide resource room services where specialized services will be provided for students. Such resource rooms should contain assistive and adaptive technologies, computer-assisted technologies that can help to ease the education of students with physical disabilities; such as screen readers, abacuses, thermoforms, talking watches, talking calculators and so on.

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CHALLENGES AND PERSPECTIVES OF USING ARTIFICIAL INTELLIGENCE IN SMART CLASSROOMS



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Abstract

The paper examined challenges and perspectives of using artificial intelligence in smart classroom. It reveals that during the colonial period, that the type of education introduced did not meet the aspirations of the people. It was mainly for the electives. The colonial powers only need those reliable natives they could hand over power to and not the people who could actually manage the economy and the resources in the country. The policy of the colonial education was not geared toward achieving sustainable development in the country; rather it was to plant the seed of discord between those who acquired it and those who had not. The term "Smart Classroom" has evolved over time and nowadays reflects the technological advancements incorporated in educational spaces. The rapid advances in technology, and the need to create more efficient and creative classes that support both in-class and remote activities, have led to the integration of Artificial Intelligence (AI) and smart technologies in smart classes. The paper examined and discuss the concept of Artificial Intelligence in Education and emerging technologies in S.M.A.R.T (Specific, Measurable, Achievable, Relevant, Time-bound) classrooms, highlighting both the transformative potential and the significant challenges they present. AI offer numerous benefits, including personalized learning, enhanced engagement, efficient administrative tasks, data-driven decision-making, and improved accessibility. However, these advancements come with privacy and security concerns, ethical considerations, and issues related to the digital divide and teacher training. The paper also addresses perspectives, suggesting comprehensive impact studies, equitable access initiatives, robust data protection measures, ongoing professional development for educators, and ethical oversight. By addressing these challenges and implementing thoughtful strategies, educators and policymakers can harness the power of AI to create dynamic, inclusive, and effective learning environments. The paper concludes that Artificial Intelligence in Education guides the successful and responsible adoption of these technologies in education, serving diverse student needs and contribute to the overall improvement of educational outcomes.

Keywords: Artificial Intelligence, S.M.A.R.T Classrooms, Personalized Learning, Educational Technology, Data Privacy, Perspectives.

Introduction

Education in Nigeria has a long and complex history that has evolved over time. Before the advent of Western education, traditional African education was the norm, which centered on the transfer of knowledge from one generation to the next. This was usually achieved through oral traditions, myths, and proverbs. However, the introduction of Western education in Nigeria changed the

education landscape significantly. The first mission school was established in Badagry in 1843 by the Methodist Missionary Society, and the curriculum focused on teaching the English language and basic arithmetic. In the late 1800s, the British colonial government began to establish schools in Nigeria, primarily to train civil servants who would work in the colonial administration. The curriculum in these schools included subjects such as English language, mathematics, and science.

The 1930s saw the establishment of the University of Ibadan, which was Nigeria's first university. The university initially offered courses in the arts, sciences, and medicine. In the following decades, several other universities were established in Nigeria, including the University of Lagos, Ahmadu Bello University, and the University of Nigeria. During the post-independence era, Nigeria experienced a significant expansion in the education sector, with the government taking a more active role in education provision. Universal primary education was introduced in the 1970s, and this was followed by the establishment of new schools and universities across the country.

The 1980s, however, saw a decline in the quality of education in Nigeria, with inadequate funding and poor management being the major challenges facing the sector. This decline continued into the 1990s, with many Nigerian students seeking education abroad due to the poor state of the country's education system. The 2000s, however, saw a renewed commitment to improving the education sector in Nigeria. The government launched several initiatives, such as the Universal Basic Education (UBE) program, which aimed to ensure that every Nigerian child had access to quality education. The government also increased funding to the education sector and introduced reforms to improve the quality of teaching and learning. Traditional education has existed since time immemorial and been instrumental in solving societal existential challenges in areas like sustenance, governance, survival, etc. Children were raised, trained and put through rituals of passage to become full-fledged members of their societies; and they seamlessly fit in and continued with the works started by their forefathers. Every society, whether simple or complex, has its own system of upbringing and training of its young ones and members regarded as life-long education. This type of education has persisted and permeated the core of the human race giving it its nature, according to its geographical coloration.

Today, Nigeria has made significant progress in the education sector, with an increase in literacy rates and the establishment of several world-class universities. However, challenges such as inadequate funding, poor infrastructure, and low teacher quality remain major challenges facing the sector.

Conceptual clarification

The concept of a s.m.a.r.t classroom

The concept of a S.M.A.R.T classroom revolves around the integration of strategic planning and advanced technology to create an environment that maximizes student engagement, learning, and achievement. The acronym S.M.A.R.T stands for Specific, Measurable, Achievable, Relevant, and Time-bound, and these principles guide the establishment and operation of such a classroom. This essay will expatiate on each of these components and how they collectively contribute to an effective learning environment.

Specific

A S.M.A.R.T classroom is characterized by its clear and well-defined goals. Specificity in educational objectives ensures that both teachers and students understand what is expected and the desired outcomes of the learning process. Specific goals help in focusing efforts and resources, providing a clear direction for both instruction and student efforts.

For instance, instead of setting a vague goal such as "improve reading skills," a specific goal would be "increase reading comprehension scores by 10% within the next semester." This clear target allows for structured lesson planning, targeted interventions, and precise resource allocation. Teachers can design activities and assessments that directly support this objective, ensuring that students are consistently working towards a well-defined outcome.

Specificity also aids in communication with stakeholders, such as parents and administrators, who can better understand and support the educational process when goals are clearly articulated.

Measurable

Measurability is a crucial aspect of the S.M.A.R.T classroom, as it provides the means to track progress and assess the effectiveness of teaching and learning strategies. Measurable goals have clear criteria for success, allowing both teachers and students to evaluate their progress objectively.

For example, using standardized tests, quizzes, and formative assessments, teachers can measure student progress towards specific learning objectives. Tools such as rubrics and performance assessments provide additional ways to quantify student learning. This data-driven approach enables educators to identify areas where students are excelling and areas needing improvement, facilitating timely interventions and support. Moreover, measurable goals enhance motivation and accountability. Students can see tangible evidence of their progress, which can boost their confidence and encourage continued effort. Teachers can use this data to adjust their instructional strategies, ensuring that they meet the diverse needs of their students.

Achievable

Setting achievable goals is essential in a S.M.A.R.T classroom to ensure that students remain motivated and engaged without becoming overwhelmed. Achievable goals are realistic and attainable given the resources, time, and support available.

For instance, while it is important to challenge students, setting an unreasonably high target, such as expecting all students to achieve perfect scores in a short period, can lead to frustration and disengagement. Instead, goals should be ambitious yet realistic, such as "improve math problem-solving skills by one grade level by the end of the year."

Achievability also involves recognizing and addressing potential barriers to success. This might include providing additional resources, differentiated instruction, or extra support for students who need it. By setting realistic goals, educators create an environment where students are more likely to succeed and feel a sense of accomplishment.

Relevant

Relevance ensures that the goals and activities in a S.M.A.R.T classroom are meaningful and aligned with students' needs, interests, and future aspirations. Relevant goals connect the learning process to real-world applications and students' personal experiences, making education more engaging and purposeful.

For example, incorporating project-based learning that addresses real-world problems can make lessons more relevant to students. A science project that involves researching and proposing solutions to local environmental issues not only teaches scientific principles but also connects students to their community and fosters a sense of responsibility and empowerment.

Relevance also involves aligning educational goals with broader educational standards and objectives. Ensuring that classroom activities and assessments are aligned with curriculum standards helps prepare students for future academic and career success.

Time-Bound

Time-bound goals are essential for maintaining focus and urgency in the learning process. Setting clear deadlines and schedules ensures that objectives are met within a specific timeframe, promoting time management and accountability.

For instance, a goal like "complete the first draft of the research paper by the end of the month" provides a clear timeline for students to follow. This helps prevent procrastination and ensures that students and teachers can monitor progress and make necessary adjustments along the way.

Time-bound goals also facilitate periodic review and reflection. Regular check-ins and assessments allow for the evaluation of progress and the identification of any needed changes to instructional strategies or support mechanisms.

Technological Integration in S.M.A.R.T Classrooms

In addition to the strategic planning components, S.M.A.R.T classrooms often leverage advanced technologies to enhance teaching and learning. These technologies include:

Interactive Whiteboards: These tools allow for dynamic and interactive lessons, engaging students through multimedia content and interactive activities.

Student Response Systems: These systems enable real-time feedback and participation, making the learning process more interactive and inclusive.

Learning Management Systems (LMS): LMS platforms facilitate the organization and distribution of educational content, track student progress, and provide a platform for communication and collaboration.

Educational Software and Apps: These tools offer personalized learning experiences, adaptive learning pathways, and various multimedia resources that cater to different learning styles and needs.

Artificial Intelligence and Emerging Technologies in S.M.A.R.T Classrooms

The rapid advancement of technology has significantly impacted education, leading to the emergence of S.M.A.R.T (Specific, Measurable, Achievable, Relevant, and Time-bound) classrooms. Artificial Intelligence (AI) and other emerging technologies are at the forefront of this transformation, offering innovative solutions to enhance teaching and learning experiences. This essay delves into the role of AI and emerging technologies in S.M.A.R.T classrooms, exploring their applications, benefits, challenges, and future prospects.

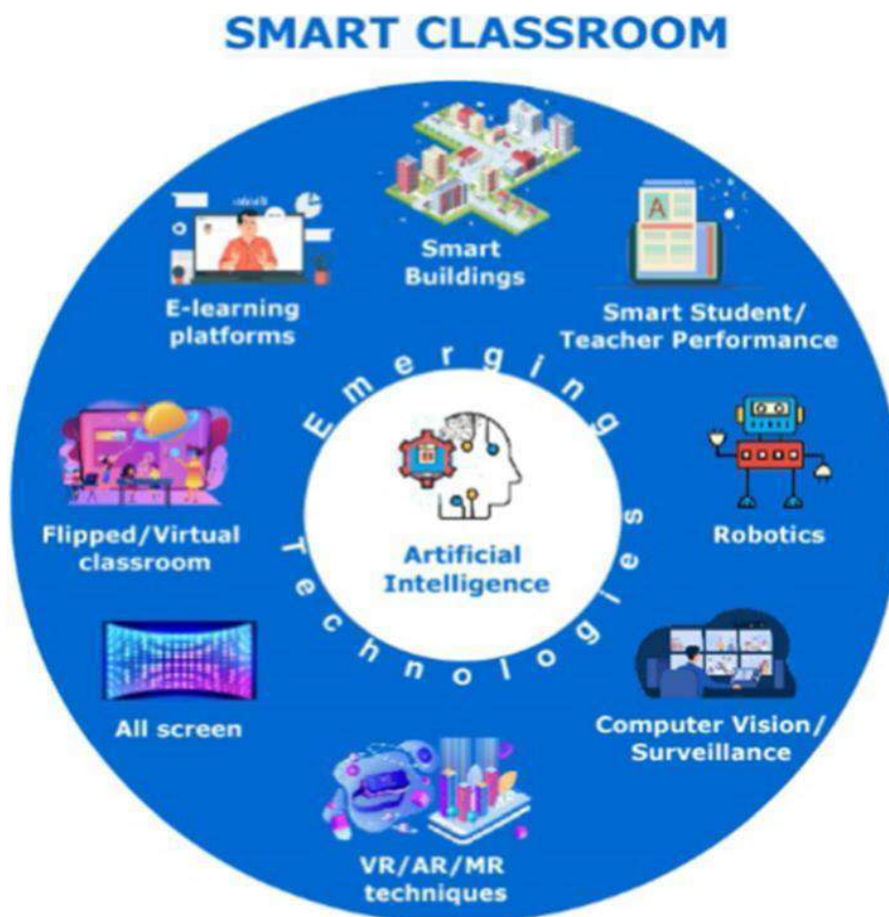


Fig. 1 The main technologies encountered in a smart classroom

A Smart classroom combines school education and technology (Li et al., 2019) such as mobile technologies, automatic communication and learning tools, video projectors, cameras, sensors, facial recognition software, and other modules that keep track of variety of environmental factor (Mircea et al., 2021). The role of teachers in the smart classroom is to enhance students' performance, creative and thinking skills (Palanisamy et al., 2020) while also using new teaching methodologies such as social learning, mobile learning, ubiquitous learning (Chen et al., 2016). Although a smart class combines technology with other elements, such as teaching strategies and classroom models, in this paper we focus our attention on the technological dimension of a smart class.

The introduction of Artificial Intelligence (AI) combined with emerging technologies having the form of interactive, remote, and mobile computing in physical and/ or virtual environments constitutes an evident trend in the development of the concept of smart classroom. Most of the technologies employed in a smart class rely on Artificial Intelligence (AI) that empowers the interactive, adaptive, and smart usage of those technologies during the learning process. In the work presented in this paper, a smart classroom is defined as physical or remote space which integrates emerging technologies (Have et al., 2021) and AI to provide an enhanced learning experience (see Fig. 1).

The term —Artificial Intelligence (AI) was first mentioned by John McCarthy in 1956 and refers to the ability of computer systems to undertake human tasks (like learning and thinking) that frequently can only be attained through human intelligence (Sadiku et al., 2021). Since the 1970s, the specific field of Artificial Intelligence in Education (AIED) has begun to influence the application of technology to instruction and learning, to improve the learning process, and promote student achievements.

Key technologies related to smart classes

In this section the key technologies related to smart classes are presented while emphasis is given to the role of AI in the technologies described. The main topics presented are separated in three main categories that refer to class management technologies, teaching aids and performance assessment technologies according to this table;

Table 1 Taxonomy of key technologies related to smart classes presented

Classroom management	Teaching aids	Performance assessment
Computer Vision-based Surveillance/ Virtual/Augmented/Mixed Reality Environment All Screen	Robotics E-learning Platforms	Student performance assessment Teacher performance assessment Security Smart

Classroom management

The term classroom management refers to the way or approach that a teacher uses to control manage his / her classroom. Within this scope the management aims to maintain a comfortable and safe teaching environment that contributes to the efficient class delivery. In relation to class management technologies, in this survey we focus on the issues of Computer Vision-based surveillance/security and Smart Environment

The Role of Artificial Intelligence in S.M.A.R.T Classrooms

AI technologies are revolutionizing education by providing personalized learning experiences, automating administrative tasks, and enabling data-driven decision- making. Key applications of AI in S.M.A.R.T classrooms include:

Personalized Learning

AI-powered adaptive learning systems customize educational content to suit individual students' needs, preferences, and learning styles. These systems analyze students' performance data and adjust the difficulty and type of content accordingly. For example, platforms like Knewton and DreamBox Learning offer personalized learning pathways that ensure each student progresses at their own pace, addressing their unique strengths and weaknesses.

Intelligent Tutoring Systems

AI-driven tutoring systems provide real-time assistance and feedback to students, simulating one-on-one tutoring experiences. Systems like Carnegie Learning's MATHia and IBM's Watson Tutor, simulate one-on-one tutoring by identifying students' strengths and weaknesses and offer targeted support, helping bridge learning gaps and enhance student understanding. These systems adapt to students' learning paces and styles, making education more individualized and effective.

Automated Grading and Feedback

AI can automate the grading process for various types of assessments, including multiple-choice tests, essays, and assignments. Tools like Turnitin and GradeScope use natural language processing and machine learning to evaluate written work and provide instant feedback. This automation saves educators time and ensures timely, consistent evaluation, allowing them to focus more on instructional activities and students engagement.

Predictive Analytics

AI-driven analytics tools predict student performance and identify at-risk students by analyzing multiple data points, such as attendance, grades, and participation. This enables educators to intervene

early and provide the necessary support to improve student outcomes. Platforms like BrightBytes and Microsoft Education Insights use predictive analytics to inform teaching strategies and resource allocation, ensuring that educational efforts are targeted and effective.

Natural Language Processing (NLP)

AI-powered NLP tools facilitate language learning and enhance communication skills. Applications like Duolingo and Grammarly use NLP to provide personalized language instruction and writing assistance, helping students improve their language proficiency. These tools can analyze and understand human language, providing relevant feedback and recommendations to enhance learning

Computer vision based surveillance

Smart classrooms provide real-time video analysis to educators that want to recognize the behavioural participation and behavioural disaffection of their students (Michalsky, 2021). AI-enabled cameras can be used to monitor the classroom for safety and security, as well as to track student attendance and participation. The employment of smart tools and applications, such as cameras, plagiarism checking, and recording, combined with the continuous gathering of data, allows teachers to control student attendance and supervise them both in class and during online assessments (Saini & Goel, 2019).

A challenge concerning the use of advanced technological systems is bias in AI. More specifically, there is a concern regarding how fair can AI systems be to every single student despite the personal attributes of a student (i.e., race and gender) (Li et al., 2021). Groups that face discrimination in the community of technology, like female students, might face more severe inequalities if the creation of AI systems doesn't consider how to mitigate such biases. Technologically advanced key technologies related to smart classes incorporating AI capabilities are threatened by security and privacy issues because they store and process data that contain personal and sensitive information that may be exposed to potential invaders (Manca et al., 2016). Furthermore, sensors used in classes (i.e. camera sensors or microphones) often used as part of smart-class technological tools, are associated with privacy issues.

One of the greatest challenges in introducing key technologies related to smart class in schools is the overall cost of equipment required for a comprehensive smart-class deployment is high (Saini & Goel, 2019), preventing in that way the widespread use of smart-class technologies. Bearing in mind that the cost does not refer only to the equipment purchase and initial installation, but also to the continuous upgrade and maintenance, the use of smart class technology involves significant running expenses. Also, because all components of a smart class are somehow disconnected from each other, it is not seamless to integrate all technologies under a common framework, and as a result, the task of setting up the equipment can be a lengthy and time-consuming procedure.

Benefits of AI in S.M.A.R.T Classrooms

The integration of AI and emerging technologies in S.M.A.R.T classrooms offers numerous benefits, including: Enhanced Engagement Interactive and immersive technologies, such as VR, AR, and gamification, capture students' attention and make learning more engaging and enjoyable. These technologies provide novel ways to present information, making lessons more interactive and stimulating.

AI in smart classes: A SWOT analysis

The advantages of using AI and emerging technologies may also involve risks that may jeopardise the learning efficiency and experience. In this subsection a SWOT analysis of using AI in smart classes is presented as a means of summarizing the potential of using AI in smart classes, along with possible drawbacks.

Personalized Learning

AI-driven systems tailor educational content to individual students' needs, ensuring that each student receives appropriate support and challenges. This personalization leads to improved learning outcomes, as students can learn at their own pace and according to their unique needs and preferences.

Efficiency and Productivity

Automation of administrative tasks, such as grading and attendance tracking, frees up educators' time, allowing them to focus on instruction and student support. AI can handle repetitive tasks efficiently, reducing the administrative burden on teachers and enabling them to dedicate more time to teaching and mentoring.

Data-Driven Decision-Making

AI and analytics provide valuable insights into student performance and learning patterns, enabling educators to make informed decisions and implement effective teaching strategies. Data-driven approaches help identify areas that need improvement and allow for the continuous assessment of educational practices.

Accessibility and Inclusivity

Emerging technologies, such as NLP and IoT, enhance accessibility for students with disabilities, providing tools and resources that cater to diverse learning needs. These technologies can adapt to different learning styles and abilities, ensuring that all students have access to quality education.

Challenges of using artificial intelligence in smart classrooms.

Despite the numerous benefits, the integration of AI and emerging technologies in S.M.A.R.T classrooms presents several challenges:

Privacy and Security

The use of AI involves collecting and analyzing vast amounts of student data, raising concerns about data privacy and security. Ensuring that student information is protected and used ethically is paramount. Schools must implement robust data protection policies and practices to safeguard student privacy. Effective implementation of AI and emerging technologies requires educators to be proficient in using these tools. Many teachers may lack the necessary training and support.

Digital Divide

Access to advanced technologies is not uniform across all schools and students. Bridging the digital divide and ensuring equitable access to these tools is essential for inclusive education. Schools in underprivileged areas may lack the resources to implement advanced technologies, exacerbating educational inequalities.

Issue: There is a significant disparity in access to advanced technologies among different schools and student populations. This digital divide can exacerbate educational inequalities. It is necessary to ensure fairness when applying AI in education. With the development of AI, developing countries face the risk of exacerbating the divisions in education by new technologies.

Just as the digital divide has separated those who can access to the Internet from those who cannot, the ever-widening algorithmic divide now threatens to deprive many educational opportunities provided by AI. Because most AI algorithms come from developed countries, the algorithms cannot fully consider the conditions of developing countries and cannot be directly applied. The education sector must overcome significant obstacles such as lacking of basic technology and infrastructure to create basic conditions for AI to improve learning.

Teacher Training and Professional Development

Effective implementation of AI and emerging technologies requires educators to be proficient in using these tools. Ongoing professional development and training are necessary to equip teachers with the skills and knowledge needed to integrate technology into their teaching practices. Schools must invest in training programs to ensure that teachers can effectively leverage technology to enhance learning.

Issue: Effective implementation of AI and emerging technologies requires educators to be proficient in using these tools. Many teachers may lack the necessary training and support. It helps teachers prepare for AI-assisted teaching. Teachers must master new digital teaching skills in order to use AI to promote teaching reform appropriately. In addition, the developers of AI teaching products must understand the way teachers work and create a teaching product usage plan that is convenient for teachers to use.

Cost and Resource Allocation

The adoption of advanced technologies can be costly, requiring significant investment in infrastructure, devices, and software. Schools need to carefully consider resource allocation and budgeting to ensure sustainable implementation. Securing funding for technology initiatives can be challenging, and schools must prioritize investments that will have the greatest impact on learning outcomes.

Ethical Considerations

The use of AI in education raises ethical questions regarding bias, transparency, and accountability. Ensuring that AI systems are fair, transparent, and accountable is critical to maintaining trust and integrity in education. AI algorithms must be designed and tested to avoid biases that could disadvantage certain groups of students. The use of AI in education raises ethical questions regarding bias, transparency, and accountability. AI systems can inadvertently reinforce existing biases, leading to unfair outcomes for certain student groups. We need to pay attention to the ethical and safety issues arising from collecting, using, and disseminating data. AI has raised many ethical issues in terms of providing personalized advice to students, collecting personal data, data privacy, and the ownership of responsibilities and data feed algorithms. Strengthening the supervision of AI technology and its products requires the public to discuss the ethics, responsibility and safety involved.

Prospects of using artificial intelligence in smart classrooms.

The future of AI and emerging technologies in S.M.A.R.T classrooms holds promising possibilities with several trends and developments on the horizon, but it is essential to address the associated challenges to realize their full potential which include the following;

Advanced AI and Machine Learning

Continued advancements in AI and machine learning will lead to more sophisticated and accurate adaptive learning systems, enhancing personalized learning experiences. These systems will be able to provide even more tailored support and feedback, improving student outcomes thereby develop ethical guidelines and standards for AI in education to ensure fairness and transparency and will encourage collaboration between educators, technologists, and policymakers to create AI systems that serve the diverse needs of all students.

Integration of Augmented Reality (AR) and Mixed Reality (MR)

The integration of AR and MR technologies will further enhance immersive learning experiences, enabling students to interact with digital content in the physical world. These technologies will provide new ways to explore and understand complex concepts, making learning more engaging and effective. It will Invest in affordable AR and MR solutions to make these technologies accessible to a broader range of schools. Provide training and resources to help teachers integrate AR and MR into their curricula effectively.

AI-Powered Collaboration Tools

AI will enhance collaborative learning by providing tools that facilitate communication, project management, and peer feedback, fostering teamwork and collaboration among students. These tools will enable students to work together more effectively, even in remote or hybrid learning environments. It will also develop AI- powered collaboration tools that are user-friendly and inclusive. Ensure these tools support diverse learning styles and encourage active participation from all students.

Wearable Technology

The use of wearable devices in education will expand, providing real-time data on student health, activity levels, and engagement, enabling personalized interventions and support. Wearable technology will offer new ways to monitor and support student well- being, contributing to a more holistic approach to education. It will also address privacy concerns associated with wearable technology by implementing strict data protection measures. Ensure that wearable devices are comfortable, non-intrusive, and accessible to all students.

Blockchain for Credentialing and Assessment

The adoption of blockchain technology for credentialing and assessment will increase, ensuring the security and verifiability of educational records and facilitating seamless transfer of credits and qualifications. Blockchain will provide a secure and transparent way to manage academic credentials, reducing the risk of fraud and simplifying the process of verifying qualifications. This will also promote the adoption of blockchain for educational credentialing by developing industry standards and best practices. Ensure that blockchain solutions are interoperable and accessible to various educational institution.

Conclusion

The S.M.A.R.T classroom embodies a strategic and technology-enhanced approach to education, emphasizing clear, measurable, achievable, relevant, and time-bound goals. By integrating these principles with advanced technologies, S.M.A.R.T classrooms create an engaging, effective, and supportive learning environment that prepares students for academic success and future challenges. This holistic approach ensures that education is purposeful, data-driven, and aligned with students' needs and aspirations. AI and emerging technologies are transforming S.M.A.R.T classrooms by enhancing engagement, personalization, efficiency, and accessibility. While there are challenges to address, the benefits of these technologies in education are substantial, offering innovative solutions to improve teaching and learning experiences. As technology continues to evolve, the future of S.M.A.R.T classrooms holds exciting possibilities for creating dynamic, inclusive, and effective learning environments.

Recommendation

Integrating Artificial Intelligence (AI) into SMART classrooms can significantly enhance the learning experience by providing personalized, efficient, and engaging educational environments. Therefore the following recommendations are needed for using AI in SMART classrooms:

Personalized Learning Paths:

Adaptive Learning Platforms: Use AI-driven software that adjusts the difficulty and type of content based on individual student performance and learning pace.

Customized Feedback: Implement AI systems that provide tailored feedback and suggestions to students based on their specific strengths and weaknesses.

Intelligent Tutoring Systems:

Virtual Tutors: Develop AI-powered virtual tutors that can offer one-on-one assistance, answer questions, and explain concepts in real-time.

Automated Grading: Use AI to grade assignments and exams quickly and accurately, freeing up teachers' time for more personalized instruction.

Enhanced Classroom Management:

Behavior Monitoring: Employ AI systems to monitor student behavior and engagement, providing insights and alerts to teachers about students who may need additional support.

Attendance Tracking: Use facial recognition and other biometric technologies for automatic attendance recording.

Interactive Learning Tools:

AI-Powered Educational Games: Integrate gamified learning experiences that adapt to student progress and provide an engaging way to reinforce concepts.

Virtual Reality (VR) and Augmented Reality (AR): Use AI to create immersive learning experiences, allowing students to explore virtual environments and interact with digital objects.

Data-Driven Insights:

Learning Analytics: Implement AI to analyze data from various sources (e.g., student assessments, participation, behavior) to provide teachers with actionable insights for improving teaching strategies.

Predictive Analytics: Use AI to predict student outcomes and identify those at risk of falling behind, enabling early interventions.

Enhanced Collaboration and Communication:

AI-Driven Discussion Platforms: Utilize AI to facilitate and moderate online discussions, ensuring all students can participate and benefit from collaborative learning.

Language Translation: Implement real-time translation tools to support multilingual classrooms and foster inclusive communication.

Content Creation and Curation:

AI-Generated Content: Use AI to create educational materials, such as quizzes, summaries, and flashcards, tailored to the curriculum and student needs.

Resource Recommendations: Implement AI to suggest additional learning resources (e.g., articles, videos, exercises) based on student interests and performance.

Administrative Efficiency:

Automated Scheduling: Use AI to optimize class schedules, resource allocation, and other administrative tasks to enhance operational efficiency.

Virtual Assistants: Implement AI-powered virtual assistants to help teachers with administrative duties, such as organizing lesson plans and managing communication with parents.

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DIGITALIZATION OF MANAGEMENT OF HIGHER EDUCATION SYSTEM IN NIGERIA: CHALLENGES AND PROSPECTS



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Abstract

Over the last decade, there have been conscious efforts by every nation to digitalize the management of higher education system. As Nigeria is no exception, her policymakers at the federal and state levels have felt the need to integrate Information Communication Technology (ICT) in the management of higher education policies. It is felt that in this globalized world the country must embrace digital technology to enhance support teaching and learning environment. No doubt that in the present globalized world every nation should embrace digital technology to be competitive and also have knowledge-based society as well as information society. The COVID-19 pandemic has also made it imperative that countries should advance towards e-learning. The future of education is therefore intertwined with Information Communication Technologies (ICTs). The Nigerian government has realized that the new normal or post-COVID-19 pandemic environment has made the traditional method of teaching and learning outmoded in her different higher institutions of learning. It is therefore in this regard that most policymakers in Nigeria are advocating an advance towards ICT hence there is what we can call paradigm-shift in terms of teaching and learning in Nigeria now. This paper discusses the Nigerian guidelines on digitalization of management of higher education system highlighting the challenges and the prospects of digital education. It concludes that digital education must be embraced because the post-COVID-19 pandemic has made it impossible to continue with the traditional mode of teaching/learning in higher institutions.

Keywords: Digitalization, E-learning, Globalization, Management, Higher Education

Introduction

Recently, every nation has realized that Information Communication Technologies (ICTs) are important in all spheres of life of the society. ICTs have become the most important factor in the rapid development of any society. According to Hanandez, (2017) *ICT* is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite system. Ivanov (2020) asserts that ICT is the infrastructure and component that enables modern computing to improve the ways humans create, process and share data or information with each other. Globalization has been made possible by ICTs which has triggered in an unparalleled way the shrinking of space and time in the world today. ICT has made the world highly dependent on knowledge produced by it in terms of information that can be accessed for socio-economic and political development (Jameson, 2015).

Globalization has been defined in various ways, Okonkwo (2020) opines that it is the process of globalization the speedup of movements and exchanges (of human beings, goods, and services, capital, technologies or cultural practices) all over the planet. This conception of globalization is also expressed by Hosen, (2020) as that information society characterized as a knowledge-based society. Hernandez (2017) defines knowledge-based society as the social transformation occurring in modern society and its impact on various areas of human endeavours. Shedden (2021) noted that there is a difference between knowledge-based society and the information society. He opines that information society is designated through information and communication technologies while knowledge-based society is anchored on a conception that conveys and stimulates its resources through the application of technological tools. The two concepts demonstrate that their origins and development stem from technological innovations and advances that are closely related to information communication technology. It is pertinent to note that technological innovation and advancement have been largely fostered or brought about in the field of education. Education has been the main agent of change in societies through technologies in the 21st century. It is in this regard that societies now give premium to information technologies in their educational system especially at the higher education level (Hernandez, 2017). Some developing countries like Nigeria have also become conscious of information technologies as an important factor in the transformation of society and have fashioned out a pragmatic educational policy in managing information communication technology in their higher educational system (Valderrama, 2012). This connection between technology and education has implications for socio-economic development especially in developing countries like Nigeria.

Education is now regarded as the fulcrum of social change. In this regard societies all over the world invest heavily in the education of their citizens. According to Hernandez, (2017) education aids any nation in terms of its economy, social and political upliftment. It is therefore imperative for any nation that wants to develop to fashion its educational policies towards the development of its citizens as well as bringing about changes in all areas of human endeavours. Education at tertiary, beyond the secondary level is referred to as higher education. According to Nwanchukwu (2020) *higher education* includes a wide range of institutions providing study beyond the level of secondary education, such as colleges and universities.

Management is process of dealing with or controlling things or people. Hassan (2021) noted that management is the administration of organizations, whether they are a business, a nonprofit organization, or a government body through business administration, nonprofit management, or the political science sub-field of public administration respectively.

Integration of Information Communication Technology (ICT) into the Higher Education System

The integration of ICT into the higher education system has gone beyond the technological tools which are used in the teaching of students. It has made the learning process to go beyond the traditional teaching method. The technological tools have helped in imparting knowledge much better than the old methods (Valderrama, 2012). Ayodele (2020) opines that Information Communication Technology (ICT) is the art and applied sciences that deal with data and information. It encompasses all (equipment including computational machinery – computers, hardware, software, firmware, etc., tools methods, practices, processes, procedures, concepts, principles, and the sciences) that come into play in the conduct of the information activities: acquisition, representation, processing, presentation, security, interchange, transfer, management, organization, storage, and retrieval of data and information. In the same vein, Nnabuike (2019) noted that these tools started with the emergence of calculators, voice recorders, television sets, etc. But there are many more advanced tools now - computer, World Wide Web (www). Wang (2020) opines that the use of the internet facilitates e-learning within the educational system. The internet relay chat includes some components that is been used to communicate globally such as Zoom, Skype, Google Meet, and Microsoft Team. Some other internet tools which allow people to exchange ideas with each other through the internet are e-portfolios, cyber infrastructures, digital libraries, and online learning object repositories, etc. According to Apata (2015), there are also e-modules which are written and could be converted and stored into a digital version and

transferred into a computer using word processor accessible by the user through the internet. All these technologies are tools that are deployed now in the higher education level. They are also used in teleconferencing – audio conferencing involves a live exchange of voice messages over a telephone network and still images such as graphs, diagrams, or pictures. There is also video conferencing which makes it possible for showing moving images as well as voice and graphs. Video conferencing technology does not use telephone lines but either satellite link or telephone network.

The next one is web-based conferencing. As the name implies, it is the transmission of text and graphic, audio and visual media through the internet (Kurilovas, 2020). It requires the use of a computer attached to a browser and communication can both be synchronous and asynchronous. All these technologies play a greater role in education by improving the quality of education. With the COVID-19 pandemic which is ravaging the world now, it is impossible to have the traditional face to face conference hence institutions have resulted in teleconferencing.

Zoom is mostly deployed now. According to Ajiboye (2020) zoom is a web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online and collaborate with or without video. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform. Kurilovas, (2020) noted that social progress and innovation are the key ingredients of how society has fared better in terms of its advancement to a higher stage of development. When progress occurs in any society its members can think freely and rationally and can, therefore, innovate which could impact society. It can be seen that education is a tool for social change. Given the importance of digital technologies most countries have fashioned out a robust educational policy in their higher education system hence they have to prioritize digital technologies. Nigeria is not an exception to this.

It is realized by stakeholders or educational policymakers that digital technologies must be incorporated fully into the higher education system in Nigeria. This is reflected in the policy on ICT by the federal government of Nigeria in their 9- 3- 4 educational policy which is entitled National Implementation Guidelines for ICT in Education henceforth called (NIGICTIE, 2019). It has vision and mission. The vision is —to make education universally accessible, empowering, inclusive and enriching. And the mission is —to meet the human capital investment of the nation for attaining and enhancing sustainable socio-economic development, global competitiveness as well as the individual's ability to survive in a contemporary environment (NIGICTIE, 2019). The guidelines have seven major components which are: Human Capital Development in terms of ICT, infrastructure, research and Development, awareness and Communication, governance, financing, monitoring and Evaluation (Ayodele, 2020).

The objectives of ICT in higher education are spelled out in the educational policy on ICT. These are: to promote problem-solving, critical thinking, and innovative skills. to promote the commercialization of ICT in education. to facilitate the teaching and learning processes. to promote life-long learning and advance knowledge. to enhance universal access to information. to enhance the various teaching/learning strategies required to meet the needs of the population. to develop and support technical infrastructure that maximizes digital creativity, sharing, and innovation. to foster research and development. To widen access to education and the range of instructional options and opportunities for any-where, any-time, any-pace and any-path learning. to support effective and efficient education administration.

The policy thrust of the guidelines is geared toward making ICT relevant in the higher education system. The policy thrust involves government: establishing and sustaining a common ICT infrastructure platform for education at all levels; building and encouraging the development, utilization, and sustenance of the ICT manpower required to achieve an ICT-enhanced Education; engaging in and encouraging regular stakeholders' consultations (including the Private Sector), sensitization of the learning community, public awareness and inter-governmental relations to achieve a broad-based consensus on ICT in education; ensuring and encouraging Research and Development

(R&D) in ICT generally and ICT in Education in particular; using Monitoring and Evaluation (M&E) as a veritable tool in ICT in Education for tracking policy implementation, efficient service delivery, and compliance providing appropriate legal, regulatory and security framework to ensure that ICT in Education and the conduct of related activities are focused on achieving ICT-enhanced Education and adopting innovative and creative financing models for ICT in Education.

All the objectives and policy thrusts are elaborated upon in terms of how to implement them. Strategies and sub-strategies are laid out on how to go about them. The strategies and sub-strategies are explicit and comprehensive. Nnabuike (2019) asserts that human capital development strategies are such that the government has to play a vital role. It is realized that there is a severe shortage of ICT skills and personnel. To improve this government has to encourage the development, utilization, and sustenance of the ICT manpower to achieve an ICT enhanced education especially at the higher level.

The strategies that should be adopted to achieve this are these: carrying out and encouraging the continuous and mandatory professional development of core ICT Teachers and Administrators. ensuring appropriate ICT training including content development and delivery for all staff., restructure the environment for teaching and learning as well as education administration to be ICT-enhanced, reviewing the curricula periodically to reflect emerging good practices in line with national goals, promote ICT proficiency in mass and non- formal education with a special focus on children, women, and people with special needs, develop and strengthen standards and guidelines for content and instructional materials in electronic media and the use of ICT tools in formal and non-formal education, strengthen and expand Open and Distance Learning as well as blended and e-learning, carry out a needs assessment to identify skill gaps and encourage the acquisition of appropriate ICT skills to mitigate the gaps, encourage private sector participation in Education and Training in ICT, encourage ICT education at all levels, ensure periodic quality assurance in the development, utilization, and sustenance of ICT in education.

Each of these strategies has sub-strategies on how to implement them. According to Shedden, (2020) the second policy thrust which is on infrastructure notes that there is an inadequate ICT infrastructure in the country in general and in the education sector in particular. It is therefore realized that there is the need to provide the infrastructure required to attain improved ICT in higher education system in Nigeria.

The strategies to achieve these among others are: ensure adequate supply of ICT systems for access to software applications, local and international content, and online learning resources at all educational institutions and establishments, ensure that all educational institutions and establishments are interconnected to create a common platform that will facilitate the sharing of resources and reduce duplication. The platform will provide a secure network for administrative purposes as well as access to the Internet for instructional and professional development, ensure that ICT systems for education administration are in place and all necessary common infrastructures for the storage and management of the ensuing data are provided in all educational institutions and establishments., promote and encourage the design, development, acquisition, and hosting of indigenous content.

All the other objectives - Research and Development, Awareness and Communication, Governance have strategies and sub-strategies on how to achieve them. They are all intentional guidelines that stipulate what should be done to bring about the deployment and transformation of ICT in the higher education sector.

Challenges

One question that comes to mind is how digital education has fared in Nigeria since the guidelines were introduced in 2010. One can say that not much has been achieved. Nigeria has not become educationally advanced in ICT. There have been problems and challenges that have militated against the country becoming tech-society or network society, especially within its educational system. The ICT policies are comprehensive in scope and are mainly statements of intention the implementation

of such an ambitious intention has not been achieved. Several physical and pedagogical factors have militated against digital education. These include lack of electricity and frequent power outages, poor technology infrastructure, low bandwidth, lack of internet connectivity, insufficient and inappropriate software, and insufficient human capital to impart these digital technologies, which means those with skills in digital technologies are insufficient in numbers. There are insufficient computers in most higher institutions in the Nigeria even in their so called computer department. Most computer labs are either not available or equipped properly. Moreover, there is a lack of technical know-how in terms of maintenance of the equipment. Turel and Johnson, (2012) have noted that technical problems constitute a major barrier to digital learning in most schools. Nwachukwu (2020) noted that there is the issue of connectivity as Nigeria depends on an expensive satellite that cannot be sustained hence connectivity is not available. According to Turel and Johnson, (2012) Two-way satellite connectivity is now widely available but its cost is prohibitively high hence Nigeria cannot afford that. No submarine connectivity can link Nigeria with other parts of the world especially Europe and America though in recent years' efforts are being made to connect to SAT-2 and SAT-3. In addition, Guzman (2020) asserts that there is also the question of funding as the Nigerian government has not sufficiently funded education generally not to talk of funding digital technologies in the higher education system. The country has not met the UNESCO benchmark of 26% of Gross National Product (GNP) to fund education and this has affected digital education especially in higher institutions. In all, there is a need to address the challenges of infrastructure, connectivity, pedagogical integration of ICT into the educational system in Nigeria.

Conclusion

The present state of the world with the COVID-19 pandemic is now imperative that traditional mode of education will have to be abandoned for a new mode of learning which involves the introduction of digital technologies into the higher education system in all ramifications. Nigeria has to embrace the new normal in terms of post-COVID-19. This new normal has made certain learning imperative which is different from the way learning was conducted in the past. In other words, there is a kind of paradigm shift in terms of teaching/learning which involves digitalization. It is in this respect that Nigeria has to embrace this new form of teaching/learning in its higher education system and because of this, it must gear up the digitalization of its educational system. The Nigerian guideline policy on ICT is comprehensive in scope and with this new reality, it must be updated to match the present situation in terms of the pandemic. Nigeria has to deploy digital technologies in its educational system so that it will meet up with the competitive globalized world.

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MORAL EDUCATION AND THE ROLE OF FAMILIES IN SHAPING VALUES FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

This paper explores the pivotal role of moral education and the family in shaping ethical values necessary for sustainable national development. It argues that while formal institutions such as schools and religious bodies contribute to value formation, the family remains the foundational agent of moral upbringing. Through a qualitative research design involving interviews and focus group discussions with parents, teachers, and community leaders, the study identifies the family's contribution to character development, the challenges posed by modern societal trends, and the implications of moral decay on governance, social justice, and productivity. The paper concludes by recommending policy, educational, and community-based strategies to reinforce family roles in moral education as a pathway to national transformation.

Keywords: Moral Education, Family Values, Character Formation, Sustainable Development, National Transformation, Value Transmission, Parenting

Introduction

Sustainable national development transcends infrastructural growth, industrialization, or economic prosperity; it hinges fundamentally on the quality of human capital and the moral fabric of a nation. At the heart of this human development lies the imperative of moral education, a process by which individuals learn to distinguish right from wrong, practice virtues such as honesty, compassion, responsibility, and integrity, and internalize ethical standards that promote societal wellbeing (Akinpelu, 2019).

Moral education is not merely the purview of formal institutions such as schools and religious bodies. It begins within the confines of the home, where the family, recognized universally as the first socializing agent serves as the earliest and most enduring foundation for value transmission. The family is where children first learn language, social norms, emotional control, discipline, empathy, and the foundational moral codes that guide their behaviors (Nwankwo, 2021). According to Olayinka and Oyetunde (2020), the values internalized within the family context significantly influence a child's worldview, interactions, decisions, and ultimately, their contribution to national development.

In contemporary times, nations around the globe, particularly in the Global South, are increasingly acknowledging the need to re-invest in moral capital as a prerequisite for long-term progress. For example, Nigeria's National Policy on Education recognizes the importance of character training alongside intellectual development, emphasizing the goal of building a just and morally sound society (Federal Republic of Nigeria, 2014). This realization is anchored in the understanding that no society can attain genuine and sustainable development in the absence of ethical citizens and socially responsible individuals.

Unfortunately, moral decay manifested in corruption, indiscipline, dishonesty, intolerance, and social injustice has become a persistent challenge in many societies. Scholars such as Okafor (2017) argue that this decline in values is not accidental but stems from systemic neglect of family roles, breakdown in intergenerational communication, and the erosion of traditional cultural and religious norms due to globalization, urbanization, and technological disruptions.

In a nation where families fail to instill and reinforce positive values, the consequences are dire: poor governance, weak institutions, high crime rates, and stunted development. In contrast, morally upright individuals, often products of value-oriented homes, serve as the bedrock of transparent leadership, peaceful coexistence, economic accountability, and civic responsibility (Igbokwe & Eze, 2018). Thus, strengthening the role of families in moral education becomes not only a social concern but a strategic national priority.

This article, therefore, seeks to examine the role of moral education in nation-building and emphasize the family's strategic function in shaping values necessary for sustainable development. It further explores the challenges impeding the moral upbringing of children in today's socio-cultural context and offers recommendations for empowering families to reclaim their moral leadership role in society.

The Family as the Cradle of Moral Formation

Families play a critical and irreplaceable role in the moral development of children. From infancy, children absorb values through observation, imitation, instruction, and reinforcement. Parents and guardians, either consciously or unconsciously, transmit their beliefs, customs, and behaviors to their children. Some of the key roles families play include:

Value Transmission: Parents model and teach virtues such as honest, respect, kindness, hard work, and empathy.

Discipline and Responsibility: Families enforce rules and boundaries that instill a sense of responsibility and self-control.

Cultural Preservation: Families pass down traditional values and norms, reinforcing cultural identity and continuity.

Religious and Spiritual Formation: Many families also provide spiritual guidance which often forms the bedrock of moral behavior.

A child who is nurtured in a morally conscious family becomes a responsible adult capable of contributing meaningfully to society.

The Link Between Moral Values and Sustainable National Development

Moral values are essential to achieving the Sustainable Development Goals (SDGs) and national stability. Some correlations include:

Good Governance and Integrity: Moral values reduce corruption, enhance accountability, and promote transparency in governance.

Social Justice and Equity: Respect for human rights, tolerance, and fairness are moral imperatives that ensure peace and inclusion.

Economic Growth: A culture of hardwork, honesty, and innovation fosters productivity and trust in business.

Environmental Stewardship: Moral education instills a sense of responsibility toward nature and future generations.

Where moral decadence prevails, societal structures weaken. Conversely, when moral values thrive, societal systems function efficiently, fostering inclusive, equitable, and sustainable growth.

Challenges Facing Families in Moral Education Today

Despite their crucial role, many families face challenges that hinder effective moral upbringing:

Erosion of Cultural and Religious Values: Globalization and westernization have diluted indigenous values and promoted moral relativism.

Broken Homes and Single Parenting: Family disintegration often leaves children without strong moral guidance.

Parental Neglect and Poor Role Modeling: Some parents are either absent or fail to model ethical behavior.

Digital Media Influence: Social media and entertainment often expose children to conflicting and harmful values.

Economic Hardship: Poverty and unemployment can strain families, limiting their ability to focus on moral education.

Strategies to Strengthen the Role of Families in Value Formation

Parental Education and Support: Governments and NGOs should invest in parenting programs to equip families with skills for moral upbringing.

Faith-based Interventions: Religious institutions should collaborate with families in promoting moral education.

Value-Oriented Media Content: Media organizations should produce content that reinforces moral values and family life.

Community and School Partnerships: Schools should complement family efforts through moral instruction and community involvement.

Policy Frameworks: National policies should prioritize family welfare, including parental leave, family counseling, and economic empowerment.

Methodology

Research Design

This study adopted a qualitative descriptive research design to explore the role of families in the moral education of children and how this influences sustainable national development. The choice of a qualitative approach is informed by the need to gain in-depth understanding of human behaviors, cultural values, and social dynamics surrounding moral development and family influence (Creswell, 2014).

Population and Sample

The population of the study consisted of parents, educators, religious leaders, and community development officers in Enugu State, Nigeria. A purposive sampling technique was used to select 30 participants: 10 parents, 10 secondary school teachers, and 10 religious/community leaders. These groups were selected because of their direct influence on or insight into the moral development of children and youth.

Instrument for Data Collection

Data were collected using semi-structured interviews and focus group discussions (FGDs). The interview guide contained open-ended questions designed to elicit participants' views on:
The importance of moral education in national development.
The role families play in shaping values.
Challenges faced by families in moral upbringing.

Recommendations for enhancing family roles in value transmission.

Focus group discussions were conducted separately with parents and educators to allow for interactive dialogue and deeper exploration of shared experiences.

Procedure for Data Collection

Participants were contacted through schools, churches, and community centers. Interviews and FGDs were conducted in both English and Igbo (where necessary) and were audio-recorded with consent. Each interview lasted approximately 30–45 minutes, while FGDs lasted about 60 minutes.

Data Analysis

Data collected from interviews and discussions were transcribed verbatim and analyzed using thematic content analysis. Responses were grouped into major themes such as:

Moral values learned in the home.

Parental roles and modeling.

Societal influences and distractions.

Link between family upbringing and societal development.

Recurring patterns and discrepancies in their responses were examined to draw meaningful conclusions.

Validity and Reliability

To ensure credibility and trustworthiness, triangulation was used by comparing data from different participant groups. Member-checking was employed by returning transcripts to some participants to confirm accuracy. The interview guide was also peer-reviewed by two experts in education and sociology to ensure clarity and relevance.

Ethical Considerations

Ethical approval was obtained from the local educational board. Informed consent was sought from all participants before interviews. Confidentiality was assured, and pseudonyms were used in the analysis to protect participants' identities. Participants were also informed of their right to withdraw at any stage of the research.

Results and Discussion

The data collected through interview and focus group discussions were analyzed using thematic content analysis. Four major themes emerged from the analysis:

Families as the Primary Moral Educators

A majority of participants emphasized that the family is the foundational institution for moral education. Parents were described as the —first teachers‖ who instill values such as honesty, discipline, respect, and empathy from early childhood.

—*Whatever a child becomes in society starts from home. If we fail at home, we fail as a nation.*‖ — Parent, FGD
This finding aligns with the assertion by Nwankwo (2021) that moral lessons embedded in family life lay the groundwork for socially responsible citizenship. It also corroborates Okafor (2017), who argues that nonnational policy can substitute the moral values passed on within the family structure.

Weakening of Family Structures and Value Transmission

Several respondents identified the erosion of family values and traditional parenting roles as a growing concern. Factors such as economic hardship, family disintegration, single-parenting, and lack of quality time between parents and children were cited as major reasons for the decline in effective moral education.

—*Parents are too busy today. Children are left with nannies, television, and social media. That's where they are getting their values.*‖ — Secondary School Teacher, Interview

This supports the findings of Olayinka and Oyetunde (2020), who note that modernization and urban migration have weakened the intergenerational transmission of values in African societies. When parents are absent or neglectful, children turn to peers and the internet for moral guidance, often resulting in confusion or the adoption of destructive behaviors.

Influence of Religious and Cultural Values

Participants highlighted the role of religious teachings and cultural norms in supporting moral education within the family. Most parents reported using Biblical or Qur'anic teachings, proverbs, and folk stories to instill moral lessons in their children.

—*In our home, we use the Bible as a guide. Even when they do wrong, we use stories to correct them with love.* — Religious Leader, Interview

This is in line with the views of Akinpelu (2019), who underscores the enduring influence of African traditional values and religion in shaping character, especially when families actively engage with them.

Link between Moral Education and Sustainable Development

All participants agreed that moral values such as accountability, patriotism, and respect for the rule of law are necessary for national progress. They argued that when children are raised with strong moral foundations, they grow into adults who promote peace, uphold justice, fight corruption, and contribute meaningfully to nation-building.

—*If you want good leaders tomorrow, start with raising responsible children today.* — Community Leader, Interview

This finding resonates with the work of Igbokwe and Eze (2018), who argue that moral capital is as critical to national development as physical and financial capital. Societies with low moral standards often experience political instability, corruption, and social unrest—all of which hinder sustainable development.

Summary Table of The Matic Findings

Theme Key Insights

Families as Primary Moral Educators

Parents serve as role models and first teachers of values

Weakening of Family Structures

Family breakdown, economic pressure, and technology disrupt moral upbringing

Role of Religion and Culture

Religious and cultural narratives enhance value transmission

Moral Values and National Development

Morally upright citizens are essential for good governance and national progress

Conclusion and Recommendations

Conclusion

The findings of this study reveal that moral education is a cornerstone of national development and that the family remains the most critical institution for shaping values that support sustainable progress. From the early stages of a child's life, the family plays a pivotal role in transmitting moral codes such as honesty, empathy, discipline, respect for others, and responsibility. These values are essential in raising individuals who contribute positively to societal stability, peace, and productivity.

However, contemporary societal changes, including the breakdown of traditional family structures, the influence of digital media, and the weakening of cultural and religious institutions have eroded the moral foundations that once supported communal growth and ethical citizenship. The weakening of these family values is directly linked to the moral crises faced by many nations, such as corruption, youth delinquency, and weak civic responsibility, all of which hinder national progress.

For a nation to achieve genuine, inclusive, and sustainable development there must be a deliberate effort to revive and reinforce the family as a center of moral instruction and value formation. Government, religious organizations, educators, and civil society must work collaboratively to create an enabling environment where families are empowered, supported, and guided in fulfilling their moral duties.

Recommendations

Based on the study findings, the following recommendations are proposed:

Integrate Family Life and Moral Education into School Curricula: Schools should include family studies and moral education as part of their core curriculum to reinforce the values taught at home.

Strengthen Parenting Education Programs:

Governmental and non-governmental organizations should develop and promote community-based parenting workshops that equip parents with skills for effective moral upbringing.

Support Family-Friendly Policies:

Policymakers should implement social policies that strengthen the family unit, such as parental leave, child welfare programs, family counseling services, and poverty alleviation schemes.

Promote Value-Oriented Media Content:

Regulatory bodies should encourage media organizations to produce and disseminate content that reflects ethical values, cultural identity, and positive family life.

Leverage Religious and Cultural Institutions:

Faith-based organizations and traditional institutions should be empowered to support families in value formation through teachings, mentorship, and community engagement.

Encourage Community Participation:

Communities should establish or ship networks and youth clubs that promote civic responsibility, intergenerational dialogue, and community service.

Conduct Further Research:

More empirical research should be conducted to assess the impact of family-based moral education on different aspects of national development such as governance, education, entrepreneurship, and peace-building.

A nation cannot rise above the moral quality of its citizens, and citizens are reflections of the homes and families from which they emerge. If families are empowered and intentional about raising morally responsible individuals, the nation will have a strong foundation for peace, equity, productivity, and sustainable development. As such, investing in families is not only a social responsibility, it is a national imperative.

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PLANNING MANPOWER FOR EFFECTIVE ADMINISTRATION OF PUBLIC UNIVERSITIES IN RIVERS STATE



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Abstract

Effective administration of public universities in Nigeria in general, remains largely dependent on the adequacy, quality, and strategic deployment of manpower. It is the argument of this paper that persistent administrative inefficiencies in public universities are fundamentally linked to weak and uncoordinated manpower planning practices. The paper takes the position that systematic, data-driven, and policy-aligned manpower planning is indispensable for improving administrative effectiveness, institutional stability, and goal attainment in public universities. Anchored on the Human Capital Theory, key discussions focused on how manpower planning improves administrative effectiveness of public universities and manpower planning practices for effective university administration. The explored practices include workforce analysis, recruitment and selection, training and development planning, succession planning and staff performance appraisal. Barriers to effective manpower planning were also highlighted together with strategies for mitigating them. The paper concluded that without deliberate and continuous manpower planning, administrative reforms in public universities will remain unsustainable. The paper went on to suggest among others that the management of public universities in Rivers State should establish robust human resource information systems to accurately track staff skills, qualifications, and career progression for effective manpower forecasting.

Keywords: Planning, Manpower, Manpower Planning, Effective Administration, Human Capital Development, Workforce Analysis

Introduction

Public universities in Nigeria are by the National Policy on Education of Federal Republic of Nigeria (FRN) (2014) saddled with three basic mandates, namely teaching, research, and community service, and central to the achievement of these mandates is effective administration. Effective administration is moreover achieved by the instrumentality of institutional manpower – available number of staff who possess the capacity of positively contributing to institutional goal attainment. Since planning is the bedrock of institutional management, manpower planning becomes central to effective administration. This is a process that involves systematically forecasting, acquiring, developing, deploying, and retaining the human resources required for institutional effectiveness. This process is globally regarded as a strategic management function that enhances organizational efficiency, continuity, and accountability (Garba & Jacob, 2023); hence, weakness in manpower planning, which has become the bane of the Nigerian education system (Lawal et al., 2014; Ogunode & Garba, 2024) always makes institutions ineffective.

The operation of public universities in Nigeria has increasingly become complex over the years by reason of rising student enrollment, pressures of accreditation, changes in technology, and funding impediments. While still struggling to meet up with these demands, the challenges of acute shortages of qualified academic and administrative staff, uneven distribution of personnel across faculties and units, aging workforce profiles, and inadequate capacity development programmes reinforce their struggling (Ukaigwe, 2023). As a result of these challenges, excessive workload, weak administrative coordination, decision-making delays, and inefficiency in service delivery have become the order of the day in these institutions.

Particularly confronting these institutions in Rivers State is the problem of the absence of deliberate, data-driven manpower planning frameworks that are capable of aligning resource capacity with institutional needs. Olai and Iroanwusi (2024) empirically found that poor manpower forecasting, limited staff training, ineffective deployment of staff, and weak succession planning are deleterious to administrative effectiveness of public universities; hence, the need for effective manpower planning amidst threats imposed by staff retirements, attrition, brain drain, and skill mismatch.

Theoretical Background

This paper is anchored on Human Capital Theory, which was originally propounded by Theodore W. Schultz in 1961 and later expanded by Gary S. Becker in 1964 as cited in Ma (2025). Human Capital Theory posits that individuals possess skills, knowledge, competencies, and experiences that function as forms of capital capable of enhancing productivity and organizational performance. The emphasis of the theory is that when individuals and institutions make deliberate investment in education, training, and skills development, it yields long-term returns to them.

At its core, the theory maintains that human resources are not merely operational inputs like every other institutional resource; but that they are strategic assets whose values can be increased through strategic development. Becker (2018) and OECD (2019) highlighted some of the key tenets of the theory to include: that investing in education and training improves the efficiency of staff; that staff acquisition of skills enhances the performance of the whole organization; that development of staff resources is an organizational strategy for adapting to change; and that neglect of human capital development in organizations leads to inefficiency, stagnation, and productivity decline. These tenets highlight the importance structured manpower planning in universities as a means of strengthening administrative capacity and ensuring sustainable performance.

Human Capital Theory is relevant to this paper on Manpower Planning for Effective Administration of Public Universities in Rivers State as it provides a robust explanatory framework for understanding the relationship between manpower planning and effective administration. Inadequate investment in human capital in public universities is the root of challenges such as staff shortages, skills mismatch, aging workforce, and weak succession planning. Human Capital Theory therefore highlights the need for deliberate manpower planning for enhanced administrative effectiveness and institutional goal attainment in public universities.

Conceptual Clarification

Effective University Administration

Effectiveness is about achieving intended results; hence effective administration of university is the extent to which institutional resources (including human, financial, and material resources) are strategically coordinated to achieve the instructional, research, and community service goals of universities. For Egwurugwu and Onyeukwu (2023), it is administrators' capacity to intelligently employ both material and human resources to meet the goals of university education. This definition highlights the synthesis of resource mobilization, planning, and managerial competence in ensuring the successful implementation of academic programmes and institutional objectives.

Effective administration is also understood in terms of organizational effectiveness, a scenario whereby decision-makers create an enabling environment for knowledge production and service delivery. When university leaders use appropriate techniques to advance an environment that is conducive to teaching and learning, thereby improving quality of education in the institution, the administration is adjudged effective (Ofor-Douglas, 2022). Key variables can be seen emerging across these conceptualizations, including strategic use of resources, coordination and supervision, alignment of administrative actions with institutional goals, and enhancement of overall institutional performance.

Manpower in the University System

In the university system, manpower refers to the human resources – both academic and non-academic members who possess requisite human capital (competence, knowledge and skills) and avail

themselves including their capital for the attainment of institutional goals. They are not just the head count of staff in the institution but the fraction of the staff that are actually contributing to university goal attainment by reason of their capacity to do so. These include all categories of staff responsible for teaching, research, administration, and support functions - encompassing professors, lecturers, researchers, administrative officers, and technical personnel whose collective input drives academic programmes and service delivery.

Olai and Iroanwusi (2024) on manpower development highlighted the role of universities in enhancing human capacities through education and training, thereby contributing to broader socio-economic development. In this regard, they conceptualized manpower as consisting of both the existing workforce and the potential human capital that institutions cultivate through professional development, recruitment, and strategic deployment. How well manpower is planned, developed, and utilized significantly contributes to the extent to which institutions achieve their intended goals.

Manpower Deficiencies in Public Universities

Institutional effectiveness, teaching quality, and national development are significantly constrained by obvious deficiencies in manpower of public universities in Nigeria. These deficiencies are multifaceted; one of the major ones being shortage of qualified academic staff. Due to staff shortage, overcrowding becomes a common phenomenon in classrooms, and compromise of the recommended faculty-to-student ratio becomes inevitable. Attempts to ameliorate the situation have often led to over-reliance on part-time lecturers and under-qualified personnel (Foluso & Aladetan, 2024; Garba & Jacob, 2024). The end product includes lecturer burnout and diminished quality of instruction which often defeats institutional teaching objectives.

Several factors are responsible for the manpower deficits experienced in public universities, including poor remuneration, brain-drain, and unfavourable working conditions (Garba & Jacob, 2021). The scholars highlighted that these conditions make university positions less attractive compared to alternatives in other industry or abroad. Wike and Omodu (2024) documented low staff morale and inconsistent promotion practices, which weaken academic commitment and retention as other causative factors. Ukaigwe (2024) further highlighted limited opportunities for professional development as compounding factors of the manpower limitations. Although in-service trainings through conferences, seminars, and workshops are common in most public universities, there is no or very scanty empirical evidence that these trainings have any significant effect on staff performance.

Manpower deficiencies have far-reaching implications on institutional goal attainment. Firstly, inadequate staffing causes existing faculty members to suffer work overload and burnout, leading to diminished efficiency; secondly, it becomes difficult for the existing staff to meaningfully engage with the teeming crowd of students; thirdly, research output and innovations suffer (Garba & Jacob, 2021). Additionally, systemic staffing deficits undermine efforts to uplift institutional performance, defeating the role of universities at driving regional socio-economic development.

Manpower Planning

Planning often refers to the action of making decisions about future goals and objectives. It is the decision of what is to be done, when it is to be done, where and how it is to be done, and who is to do it. Blending this with the concept of manpower iterated above, manpower planning becomes the systematic process through which an organization carries out an assessment of its current human resource capacity, forecasts future personnel needs, and develops strategies to ensure that the right number and right kinds of people are available at the right time to achieve institutional goals. It is the proactive alignment of workforce supply with organizational demand (Anyadike, 2023; Ezeneme et al., 2024).

Manpower planning is conceptualized by scholars as a strategic organizational activity that looks forward in anticipation of future human resource needs and develops appropriate policies to meet those needs (Obono, 2023). This perspective foregrounds forecasting and planning as core elements of

manpower planning, whereby institutions assess gaps between existing and required human resources and then implement programmes - such as recruitment, training, and retention - to bridge these gaps.

How Manpower Planning Improves Administrative Effectiveness of Public Universities in Rivers State

Improving administrative effectiveness is a central goal of manpower planning in the management of universities. When effectively carried out, manpower planning has the capacity to significantly boost administrative effectiveness in a number of ways. Firstly, manpower planning aids the acquisition of best manpower – ensuring that the right person is at the right place at the right time on the job. Beyond this, manpower planning is concerned with job analysis, recruitment, selection, and socialization. Therefore, manpower planning is essential for staff productivity, which results in effective administration.

Secondly, manpower planning focuses on corporate goals of the institution. Manpower goals are linked to overall strategic goals of universities. Such linkage helps to promote better co-ordination, easy implementation, and effective control. Therefore, manpower planning is essential for administrative effectiveness. Thirdly, manpower planning results in optimal manpower utilization. It facilitates staff motivation, performance appraisal, and compensation management, and it also identifies surplus or unutilized manpower. So, manpower planning is essential for administrative effectiveness.

Fourthly, manpower planning determines the numbers and the qualification of employees. It enables recruitment, selection, placement, and socialization to be done systematically. It also provides adequate time and place for seminar, workshop, training and development, and other career development programs for the development of manpower for administrative effectiveness. Fifthly, manpower planning relates to institutional effectiveness by its ability to ensure regularity of institutional outputs. It ensures regularity in products and services of the institution. It determines the right person at the right job and facilitates the provision of motivational incentives and development opportunities. Therefore, manpower planning is essential for administrative effectiveness.

Sixthly, manpower planning maintains good labour relations. It is very important to achieve overall corporate objectives. It provides qualified, competent, and motivated personnel to promote labour or institutional relations in the university system. Thus, manpower planning is very essential for administrative effectiveness. Lastly, manpower planning controls manpower. It determines the numbers and kinds of employees employed in the school system. It also controls unnecessary recruitment, selection, and placement and gives no room for nepotism and favouritism. Therefore, manpower planning is important in manpower management for effective administration of public universities in Rivers State.

Manpower Planning Practices for Effective Administration of Public Universities in Rivers State

Planning manpower for the university system needs to follow practices verified by literature to be efficacious in achieving human resource planning goals in organizations. These practices include but are not limited to workforce analysis, recruitment and selection, staff training and development, succession planning, performance appraisal, performance management, among others (Ezeneme et al., 2024; Ikechukwu, 2020). These are each examined in the proceeding subheadings.

Workforce Analysis in Manpower Planning for Institutional Goal Attainment

The planning for university manpower must begin with the analysis of current workforce of the school system. Analysis of the workforce involves the use of systematic processes to identify, analyze, and forecast the human resources required to achieve the school's objectives at given departments. The steps involved in workforce analysis were highlighted by Ezeneme et al. (2024) to include: (a) defining objectives – by clearly articulating school goals and objectives in black and white, (b) gathering data on demographics, skills, and experiences of the workforce, (c) analyzing the data by examining them to identify trends, gaps and areas for improvement, (d) forecasting future manpower needs, and (e) developing strategies to meet the needs.

Recruitment and Selection in Manpower Planning for Institutional Goal Attainment

After developing plans to determine the manpower needs of the institution, plans have to be put on ground on modalities for the recruitment and selection of employees. Staff recruitment and selection are critical processes of human resource management that enable institutions to identify, attract, and hire the best candidates for available positions (Rotimi & Folorunso, 2018). The recruitment plan has to cover how to get a pool of qualified candidates for available jobs, while the selection should cover modalities on how to choose the actual candidates for employment from the pool. The recruitment plan must clearly specify variables such as the job analysis, job description, recruitment strategies, job advertising and application management, whereas the selection plans should specify modalities for shortlisting, interviewing, assessment tests, reference checks, and job offer.

Training and development planning in Manpower Planning for Institutional Goal Attainment

Training and development is an organized planning method used to match employee goals with the business needs of an organization. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. One way of ensuring continued employee performance is ensuring consistent training and development. As such, public universities should necessarily have a blueprint of plans to train, retrain and develop their employees. Changes in the focus from tangible assets to non-tangible assets like skills, knowledge and competence has led to an increased focus on the development of talents in many organizations around the world and public universities in Rivers State must follow suit. Badom and Girigiri (2021) emphasized that the scope of training and development should fall into categories such as training relevance, personal development as well as employee coaching and mentorship programs.

Training and development refers to a planned effort by an organization to facilitate the learning of job-related behaviour on the part of its employees. Training and development is also a means to provide employees with relevant skills so as to improve the efficiency of their organization (Amushila & Bussin, 2021; Badom & Girigiri, 2021). Training and Development is critical to any organization because it provides the skills, knowledge and attitudes needed now and in the future. There are two (2) forms for training which must be planned for in the university system: on-the-job and off-the-job.

On the job training is a method of engaging employees when they are on the job; the aim of which is to equip the workforce with the usual working situation. On the other hand, off-the-job training is a training method undertaken at a site, away from actual workplace. The rationale behind it is to offer a stress-free environment to the workforce where they can concentrate on learning new ways of doing or carrying out tasks in the workplace. Public universities in Rivers State therefore needs to leverage both training opportunities to ensure that their workforce is given the best of training that may help them to continually deliver on their institutional mandates.

Succession planning in Manpower Planning for Institutional Goal Attainment

Public universities in Rivers State also have to be proactive at planning for succession. The Chartered Institute of Personnel and Development (CIPD) cited in Akpan et al. (2023) broadly defined succession planning as identifying future potential leaders in an organization to fill key positions. It is a process by which one or more successors are identified for key posts (or groups of similar key posts), and career moves and/or development activities are planned for these successors. Successors may be fairly ready to do the job (short-term successors) or seen as having longer term potential. Whatever the situation is, the process of succession planning is a strategic approach for sustained institutional effectiveness.

Through succession planning process, superior employees are recruited, and subsequently their knowledge, skills, and abilities are developed in order to prepare them for advancement or promotion into other more challenging roles. Through succession planning process, superior employees are retained because they appreciate the time, attention, and development that the institution invests in them (Ostrowski cited in Akpan et al., 2023). To effectively practice succession planning in the university

moreover, there is need to identify the institution's long-term goals. Recruitment of superior staff members is also required.

In similar direction, there is need to identify and understand the developmental needs of both academic and non-academic faculties. The process must ensure that all key employees understand their career paths and the roles they are being developed to fill. Johnson (2016) argued that there is also a need to focus resources on talent management, because the succession planning process can be jeopardized if key employees are not kept by the institution and are lost to other competitors.

Performance appraisal in Manpower Planning for Institutional Goal Attainment

Manpower performance appraisal is another practice in manpower management that has to be planned for effective administration of public universities in Rivers State. Performance appraisal is an organized, formalized, systematic process of assessing job related strengths and weaknesses of an individual appraisee with the ultimate aim that if he performs well such strengths are encouraged and reinforced and if he performs marginally, his work habits can easily be identified and redirected in a manner conducive to the set objectives of the organization.

Appraisals are criterion variables that measure job performance of employees at a particular period. It is a process whereby an appraiser objectively communicates to an appraisee how he or she is performing the job in order to establish a plan of improvement through training and development, counseling, mentoring, retraining, or other remedial measures. The need to periodically appraise the manpower of public universities in Rivers State can simply not be undermined if these institutions must continually live up to their mandates.

Barriers to Effective Manpower Planning in Public Universities and Mitigation Strategies

Effective manpower planning in public universities is often hindered by a range of institutional, structural, and human factors. Identifying these barriers is essential for designing strategies that enhance administrative efficiency and institutional performance.

- (i) Inadequate data and workforce information systems: A major barrier is the lack of reliable, up-to-date data on staff qualifications, skills, age profiles, and career trajectories. Without accurate information, forecasting workforce demand and identifying skill gaps becomes challenging. This limitation can be mitigated by establishing comprehensive Human Resource Information Systems (HRIS) that systematically collect and maintain staff data (Okon et al., 2022).
- (ii) Financial constraints: Public universities in Rivers State often face limited budgets, affecting their ability to recruit, train, and retain qualified staff. These financial limitations can hinder the implementation of strategic manpower plans. Mitigation strategies include strategic budgeting for human resources, seeking government and donor support for manpower development initiatives, and prioritizing critical positions for immediate attention while phasing less urgent recruitment (Olai & Iroanwusi, 2024).
- (iii) Poor recruitment and retention policies: Inefficient recruitment systems, non-transparent selection procedures, and lack of incentives contribute to staff turnover and skills shortages. Addressing this requires the development of merit-based recruitment frameworks, clear career pathways, and competitive remuneration packages (Almashyakhi, 2024).
- (iv) Resistance to change and organizational culture: Staff and management resistance to new manpower planning initiatives can impede implementation. To mitigate this, universities should engage in change management strategies, including awareness campaigns, participatory decision-making, and staff training to promote acceptance and understanding of the benefits of manpower planning (Musakuro, 2022).
- (v) Inadequate leadership and policy implementation: Lack of strategic leadership or weak policy enforcement reduces the effectiveness of manpower planning. Strengthening this requires capacity building for university administrators, clear policy frameworks, and regular monitoring and evaluation mechanisms to ensure compliance and accountability (Okon et al., 2022).

Conclusion

Planning manpower is a critical component of effective administration of public universities in Rivers State. It is a process that enables the universities to align their workforce with their strategic objectives, optimize resource utilization, improve staff engagement, enhance institutional reputation, and respond to changing demographics and labour market trends. Effective manpower planning in the university system requires data-driven decision-making, stakeholders' collaboration in the planning process, regular review and adjustment of manpower plans to respond to changing circumstances within the school system, and commitment to diversity, equity, and inclusion. This process has to be deliberate and continuous for without deliberate and continuous manpower planning, administrative reforms in public universities will remain unsustainable.

Suggestions

Based on the discourse and the conclusion, the paper makes the following suggestions:

1. The management of public universities in Rivers State should establish robust human resource information systems to accurately track staff skills, qualifications, and career progression for effective manpower forecasting.
2. The governing councils of public universities in Rivers State should implement merit-based recruitment, competitive remuneration, and structured professional development programmes to attract, retain, and enhance the performance of staff.
3. University leadership should adopt proactive change management, performance monitoring, and succession planning strategies to overcome resistance, ensure continuity, and strengthen administrative effectiveness.

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RESOURCES MANAGEMENT NECESSITIES FOR ETHICAL AND VALUES BASED EDUCATION, RE- ENGINEERING IN EDO STATE PUBLIC SECONDARY SCHOOLS.



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Abstract

The study investigates the resources management necessities for ethical and values education in Public Secondary Schools in Edo Central Senatorial District. It is aimed at finding out the resource management necessities for ethical and values based education on the academic performance of students in selected Public Senior Secondary Schools. The study is hinged on system theory. Since educational institutions are social systems and such system are input processing and output system, and in organization the vital linking inputs to outputs through transformation process is management therefore it is imperative to find the influence of resources (human resources, physical resources ,financial resources) management necessitated for ethical and values based education for student's academic excellence. The study adopted descriptive survey. The population of the study comprises principals and teachers in the entire Public Secondary Schools in Edo Central Senatorial District. The sample of the study, consist of 118 principals and teachers who where selected through random sampling technique. The instrument used was a self-constructed questionnaire. The data collected was analyzed using the aliket Scale for research questions raised and Independent T-test for the formulated hypotheses the data collected revealed that no adequate human and physical resources and are such, they had no influence on teaching and learning of ethical and values. The study made recommendations based on findings that government should recruit more teachers, monitor the activities of principals and provide adequate physical facilities in Public Secondary Schools in Edo Central Senatorial District.

Key words: Ethical and values based education, Secondary education, Resource management

Introduction.

Secondary education is the form of education children receive after primary education and before the tertiary stage. The broad aims of secondary education with in Nigeria _s overall national objectives are preparation of students for useful living within the society and for higher education (FRN, 2014). Government plans that secondary education should be of six-year duration and be given in two stages, the junior secondary school (JSS) and the senior secondary school (SSS), each stage being of three-year duration.

The senior secondary school is for those able and willing to have a complete six-year secondary education. It is comprehensive, but has a core curriculum designed to broaden student's knowledge and outlook. The core curriculum is the group of subjects which every student must take in addition to his or her specialties. The core subjects are basic subject that will enable a student to offer arts or science discipline in higher education (Ministry of Basic and Secondary Education, 2013).

In organizational studies however, resource management is the efficient and effective development of an organizations resources when they are needed such resources may include financial resources, inventory, human skills, production resources or information technology (IT), physical plants .According to Upland Software 2016, Resource management is the process of planning, organizing, and controlling resources to achieve specific goals within a given time-frame. It involves the allocation of scarce resources to competing demands in order to achieve maximum efficiency with minimum waste. (Amberstudents, 2025).Educational resource management is the process of efficiently and effectively using all resources within an educational institution to support teaching, learning, and

overall school administration. This includes managing human resources (teachers, staff), financial resources (budgets, funding), and physical resources (buildings, equipment) to achieve the institution's educational goals (AI Overview). In the context of this study resources management is conceptualized as the process which encompasses activities designed to procure, co-ordinate and utilize educational resources for the explicit purpose of attaining the objectives and goals of Post Primary Basic Education for Sustainable Development .

However, ethical and values based education emphasizes developing students' character and moral compass, fostering responsible citizens who understand and apply ethical principles in their lives. This approach goes beyond academic knowledge, aiming to nurture empathy, critical thinking, and the ability to make sound moral judgments. (AI Overview) It teaches students ethical principles like honesty, integrity, empathy and fairness which is necessary in every discipline (subject). Education is a process of inculcating ethics and values to equip the learner with a kind of life that is satisfying to the individual in accordance with the society.

To foster ethical and values-based sustainability for academic excellence, resource availability and management for students and teachers are sine qua non. It is for this backdrop the paper examines the resources management necessities for ethical and values based education, re-engineering in Edo Central Senatorial District.

Research Questions

The following research questions guided the study:

- i. What are the resources necessary for ethical and values based education in Public Secondary Schools in Edo central Senatorial District.
- ii. To what extent does physical resources management a necessity for ethical and values based education in Public Secondary Schools in Edo Central Senatorial District.
- iii. To what extent does human resources management a necessity for ethical and values based education in Public Secondary Schools in Edo Central Senatorial District.

Statement of the problem.

Resources are sine quo to students academic performance and where they are not available, adequate and properly managed there is decline in educational standard. Human and physical resources constitute the important fabric upon which hangs the success of the education system. The statutory provision of 2% Consolidated Federal Revenue (C.F.R.) avails states that make counterpart contribution, funds for provision of infrastructure and equipment. Edo state government since the last governor, had improved on building of secondary schools infrastructure and had been monitoring teachers activities under Edo Best Scheme. Since improvement in the quality and quantity of resources is known to influence performance, could the lackluster performance of students be due to poor management of resources. It is therefore, imperative to examine the extent to which resource management influence students academic performance

Responses Of Teachers To The Structured Questionnaire

Table 1: Responses to Statement no. 1–There are adequate teachers and non-teaching staff in the secondary schools in Edo central senatorial district.

Response	Respondents	Percentage
Agreed	17	16.3
Disagreed	24	23.1
Strongly Agreed	18	17.3
Strongly Disagreed	45	43.3

Response	Respondents	Percentage
Agreed	17	16.3
Disagreed	24	23.1
Strongly Agreed	18	17.3
Strongly Disagreed	45	43.3
Total	104	100.0

Table 1 above shows the responses of teachers to the statement as to whether there are adequate teaching and non-teaching staff in secondary schools in Edo central senatorial district. From the table, 17 respondents representing 16.3% agreed, 24 respondents representing 23.1% disagreed, 18 respondents representing 17.3% strongly agreed, while 45 respondents representing 43.4% strongly disagreed to the statement. Therefore, it can be concluded that there are no adequate teachers and non-teaching staff in the secondary schools in Edo central senatorial district.

Table 2: Responses to Statement no.2 – Teachers and non-teaching staff are well supervised by principals in the Secondary Schools Government in Edo central senatorial district.

Response	Respondents	Percentage
Agreed	55	52.4
Disagreed	9	6
Strongly Agreed	37	35.2
Strongly Disagreed	4	3.8
Total	105	100.0

Table 2 above shows the responses of teachers to the statement as to whether teachers and non-teaching staff are well supervised by principals in Edo central senatorial district. From the table, 55 respondents representing 52.4% agreed, 9 respondents representing 8.6% disagreed, 37 respondents representing 35.2% strongly agreed, while 4 respondents representing 3.8% strongly disagreed to the statement. Therefore, It can be concluded that teachers and non-teaching staff are well supervised by principals in the secondary schools Government in Edo central senatorial district.

Table 3: Responses to Statement no.3 – Human resources are adequately motivated in terms of salary payment and welfare in Edo central senatorial district.

Response	Respondents	Percentage
Agreed	27	28.1
Disagreed	20	20.8
Strongly Agreed	27	28.1
Strongly Disagreed	22	22.9
Total	96	100.0

Table 3 above shows the responses of teachers to the statement as to whether human resources are adequately motivated in terms of salary payment and welfare in Edo central senatorial district. From the table, 27 respondents representing 28.1% agreed, 20 respondents representing 20.8% disagreed, 27 respondents representing 28.1% strongly agreed, while 22 respondents representing 22.9% strongly disagreed to the statement. Therefore, it can be concluded that human resources are adequately motivated in terms of salary payment and welfare in Edo Central Senatorial District.

Table 4: Responses to Statement no.4 – Human resources are sponsored to attend seminars, workshops and conferences in the Secondary Schools in Edo central senatorial district.

Response	Respondents	Percentage
Agreed	36	35.0
Disagreed	24	23.3
Strongly Agreed	21	20.4
Strongly Disagreed	22	21.4
Total	103	100.0

Table 4 above shows the responses of teachers to the statement as to whether human resources are sponsored to attend seminars, workshops and conferences in the secondary schools in Edo central senatorial district. From the table, 36 respondents representing 35% agreed, 24 respondents representing 23.3% disagreed, 21 respondents representing 20.4% strongly agreed, while 22 respondents representing 21.4% strongly disagreed to the statement. Therefore, it can be concluded that human resources are sponsored to attend seminars, workshops and conferences in the secondary schools in Edo central senatorial district.

Table 5: Responses to Statement no.5 – The principal has no time to check the teachers lesson plan/notes in the school in Edo Central Senatorial District.

Response	Respondents	Percentage
Agreed	16	20.3
Disagreed	16	20.3
Strongly Agreed	14	17.7
Strongly Disagreed	33	41.8
Total	79	100.0

Table 5 above shows the responses of teachers to the statement as to whether the principal has no time to check the teachers lesson plan/notes in the school in Edo central senatorial district. From the table, 16 respondents representing 20.3% agreed, 16 respondents representing 20.3% disagreed, 14 respondents representing 17.7% strongly agreed, while 33 respondents representing 41.8% strongly disagreed to the statement. Therefore, it can be concluded that the principal has time to check the teachers lesson plan/notes in the school in Edo central senatorial district.

Table 6: Responses to Statement no.6 – Office and furniture and fixtures are provided in the secondary schools in Edo Central Senatorial District.

Response	Respondents	Percentage
Agreed	27	27.8
Disagreed	23	23.7
Strongly Agreed	12	12.4
Strongly Disagreed	35	36.1
Total	97	100.0

Table 6 above shows the responses of teachers to the statement as to whether office and furniture and fixtures are provided in the secondary schools in Edo central senatorial district. From the table, 27 respondents representing 27.8% agreed, 23 respondents representing 23.7% disagreed, 12 respondents representing 12.4% strongly agreed, while 35 respondents representing 36.1% strongly disagreed to the statement. Therefore, it can be concluded that office and furniture and fixtures are not provided in the secondary schools in Edo Central Senatorial District.

Table 7: Responses to Statement no.7 – Classroom and laboratory facilities are provided in the secondary schools in Edo central senatorial district..

Response	Respondents	Percentage
Agreed	22	22.4
Disagreed	32	32.7
Strongly Agreed	11	11.2
Strongly Disagreed	33	33.7
Total	98	100.0

Table 7 above shows the responses of teachers to the statement as to whether classroom and laboratory facilities are provided in the school Edo central senatorial district. From the table, 22 respondents representing 22.4% agreed, 32 respondents representing 32.7% disagreed, 11 respondents representing 11.2% strongly agreed, while 33 respondents representing 33.7% strongly disagreed to the statement. Therefore, It can be concluded that classroom and laboratory facilities are not provided in the Secondary Schools.

Table 8: Responses to Statement no.8 – ICT and online information resources are provided and utilized in secondary schools in Edo Central Senatorial District..

Response	Respondents	Percentage
Agreed	21	22.1
Disagreed	23	24.2
Strongly Agreed	7	7.4
Strongly Disagreed	44	46.3
Total	95	100.0

Table 8 above shows the responses of teachers to the statement as to whether ICT and online information resources are provided and utilized in Edo central senatorial district. From the table, 21 respondents representing 22.1% agreed, 23 respondents representing 24.2% disagreed, 7 respondents representing 7.4% strongly agreed, while 44 respondents representing 46.3% strongly disagreed to the statement. Therefore, it can be concluded that ICT and online information resources are not provided and utilized.

Table 9: Responses to Statement no.9 – There is regular maintenance of physical facilities in the schools in Edo Central Senatorial District

Response	Respondents	Percentage
Agreed	23	25.0
Disagreed	23	25.0
Strongly Agreed	7	7.6
Strongly Disagreed	39	42.4
Total	92	100.0

Table 9 above shows the responses of teachers to the statement as to whether there is regular maintenance of physical facilities in the schools in Edo central senatorial district. From the table, 23 respondents representing 25% agreed, 23 respondents representing 25% disagreed, 7 respondents representing 7.6% strongly agreed, while 39 respondents representing 42.4% strongly disagreed to the statement. Therefore, it can be concluded that there is no regular maintenance of physical facilities in the schools in Edo central senatorial district

Table 10: Responses to Statement no.10 – The principal effectively manage himself and all his activities within a time range in the secondary schools in Edo Central Senatorial District..

Response	Respondents	Percentage
Agreed	61	52.6
Disagreed	7	6.0
Strongly Agreed	28	24.1
Strongly Disagreed	20	17.2
Total	116	100.0

Table 10 above shows the responses of teachers to the statement as to whether the principal effectively manage himself and all his activities within a time range in the school in Edo central senatorial district. From the table, 61 respondents representing 52.6% agreed, 7 respondents representing 6% disagreed, 28 respondents representing 24.1% strongly agreed, while 20 respondents representing 17.2% strongly disagreed to the statement. Therefore, it can be concluded that the principal effectively manage himself and all his activities within a time range in the secondary schools.

Response From Principals

Table 11: Responses to Statement no.1 – There are adequate teachers and non-teaching staff in the secondary schools in Edo Central Senatorial District.

Response	Respondents	Percentage
Agreed	2	6.1
Disagreed	17	51.5
Strongly Agreed	1	3.0
Strongly Disagreed	13	39.4
Total	33	100.0

Table 11 above shows the responses of principals to the statement as to whether there are adequate teachers and non-teaching staff in secondary schools in Edo central senatorial district. From the table, 2 respondents representing 6.1% agreed, 17 respondents representing 51.5% disagreed, 1 respondent representing 3% strongly agreed, while 13 respondents representing 39.4% strongly disagreed to the statement. Therefore, it can be concluded that there are no adequate teachers and non-teaching staff in the secondary schools in Edo Central Senatorial District.

Table 12: Responses to Statement no.2 – Teachers and non-teaching staff are well supervised by principals in the secondary schools in Edo central senatorial district

Response	Respondents	Percentage
Agreed	13	48.1
Disagreed	1	3.7
Strongly Agreed	13	48.1
Total	27	100.0

Table 12 above shows the responses of principals to the statement as to whether teachers and non-teaching staff are well supervised by principals in the secondary schools in Edo central senatorial district. From the table, 13 respondents representing 48.1% agreed, 1 respondent representing 3.7% disagreed, while 13 respondents representing 48.1% strongly agreed to the statement. Therefore, it can be concluded that Teachers and non-teaching staff are well supervised by principals in the Secondary Schools in Edo Central Senatorial District

Table 13: Responses to Statement no.3 – Human resources are adequately motivated in terms of salary payment and welfare in Edo central senatorial district.

Response	Respondents	Percentage
Agreed	10	37.0
Disagreed	9	33.3
Strongly Agreed	5	18.5
Strongly Disagreed	3	11.1
Total	27	100.0

Table 13 above shows the responses of principals to the statement as to whether human resources are adequately motivated in terms of salary payment and welfare in Edo central senatorial district. From the table, 10 respondents representing 37% agreed, 9 respondents representing 33.3% disagreed, 5 respondents representing 18.5% strongly agreed, while 3 respondents representing 11.1% strongly disagreed to the statement. Therefore, it can be concluded that human resources are adequately motivated in terms of salary payment and welfare in Edo central senatorial district.

Table 14: Responses to Statement no.4 – Human resources are sponsored to attend seminars, workshops and conferences in the Secondary Schools in Edo Central Senatorial District.

Response	Respondents	Percentage
Agreed	8	29.6
Disagreed	13	48.1
Strongly Agreed	2	7.4
Strongly Disagreed	4	14.8
Total	27	100.0

Table 14 above shows the responses of principals to the statement as to whether human resources are sponsored to attend seminars, workshops and conferences in the secondary schools in Edo central senatorial district. From the table, 8 respondents representing 29.6% agreed, 13 respondents representing 48.1% disagreed, 2 respondents representing 7.4% strongly agreed, while 4 respondents representing 14.8% strongly disagreed to the statement. Therefore, it can be concluded that human resources are not sponsored to attend seminars, workshops and conferences in the Secondary Schools in Edo Central Senatorial District.

Table 15: Responses to Statement no.5 – The principal has no time to check the teachers lesson plan/notes in the school in Edo central senatorial district.

Response	Respondents	Percentage
Agreed	1	3.7
Disagreed	11	40.7
Strongly Agreed	5	18.5
Strongly Disagreed	10	37.0
Total	27	100.0

Table 15 above shows the responses of principals to the statement as to whether the principal has no time to check the teachers lesson plan/notes in the school in Edo central senatorial district. From the table, 1 respondent representing 3.7% agreed, 11 respondents representing 40.7% disagreed, 5 respondents representing 18.5% strongly agreed, while 10 respondents representing 37% strongly disagreed to the statement. Therefore, it can be concluded that the principal has time to check the teachers lesson plan/notes in the school in Edo Central Senatorial District.

Table 16: Responses to Statement no.6 – Office and furniture and fixtures are provided in the secondary schools in Edo central senatorial district.

Response	Respondents	Percentage
Agreed	5	18.5
Disagreed	13	48.1
Strongly Agreed	5	18.5
Strongly Disagreed	4	14.8
Total	27	100.0

Table 16 above shows the responses of principals to the statement as to whether office and furniture and fixtures are provided in the secondary schools in Edo central senatorial district. From the table, 5 respondents representing 18.5% agreed, 13 respondents representing 48.1% disagreed, 5 respondents representing 18.5% strongly agreed, while 4 respondents representing 14.8% strongly disagreed to the statement. Therefore, it can be concluded that office and furniture and fixtures are not provided in the secondary schools in Edo Central Senatorial District.

Table 17: Responses to Statement no.7 – Classroom and laboratory facilities are provided in the school.

Response	Respondents	Percentage
Agreed	5	18.5
Disagreed	12	44.4
Disagreed	-	-
Strongly Disagreed	10	37.0
Total	27	100.0

Table 17 above shows the responses of principals to the statement as to whether classroom and laboratory facilities are provided in the school in Edo central senatorial district. From the table, 5 respondents representing 18.5% agreed, 12 respondents representing 44.4% disagreed, while 10 respondents representing 37% strongly disagreed to the statement. Therefore, it can be concluded that classroom and laboratory facilities are not provided in the secondary schools.

Table 18: Responses to Statement no.8 – ICT and online information resources are provided and utilized.

Response	Respondents	Percentage
Agreed	3	11.1
Disagreed	12	44.4
Strongly Agreed		
Strongly Disagreed	10	37.0
Total	27	100.0

Table 18 above shows the responses of principals to the statement as to whether ICT and online information resources are provided and utilized in Edo central senatorial district. From the table, 3 respondents representing 11.1% agreed, 12 respondents representing 44.4% disagreed, 2 respondents representing 7.4% strongly agreed, while 10 respondents representing 37% strongly disagreed to the statement. Therefore, it can be concluded that ICT and online information resources are not provided in secondary schools in Edo Central Senatorial District.

Table 19: Responses to Statement no.9 – There is regular maintenance of physical facilities in the schools in Edo central senatorial district.

Response	Respondents	Percentage
Agreed	3	11.1
Disagreed	12	44.4
Strongly Agreed	5	18.5
Strongly Disagreed	7	25.9
Total	27	100.0

Table 19 above shows the responses of principals to the statement as to whether there is regular maintenance of physical facilities in the schools in Edo central senatorial district. From the table, 3 respondents representing 11.1% agreed, 12 respondents representing 44.4% disagreed, 5 respondents representing 18.5% strongly agreed, while 7 respondents representing 25.9% strongly disagreed to the statement. Therefore, it can be concluded that there is no maintenance of physical facilities in the schools in Edo Central Senatorial District.

Table 20: Responses to Statement no.10 – The principal effectively manage himself and all his activities within a time range in the School in Edo Central Senatorial District.

Response	Respondents	Percentage
Agreed	18	66.7
Strongly Agreed	9	33.3
Disagreed	-	-
Strongly disagreed	-	-
Total	27	100.0

Table 20 above shows the responses of principals to the statement as to whether the principal effectively manage himself and all his activities within a time range in the school in Edo central senatorial district. From the table, 18 respondents representing 66.7% agreed, while 9 respondents representing 33.3% strongly disagreed to the statement. Therefore, it can be concluded that the principal effectively manage himself and all his activities within a time range in the Schools in Edo Central Senatorial District.

T-Test Of Mean Difference Of Responses To The Structured Questionnaire

Hypotheses:

H₀: There is no significant difference between the affirmative and negative responses of teachers in the selected secondary schools

H₁: There is a significant difference between the affirmative and negative responses of teachers in the selected secondary schools

H₀: There is no significant difference between the affirmative and negative responses of principals in the selected secondary schools

H₁: There is a significant difference between the affirmative and negative responses of principals in the selected secondary schools

Table 21: Independent Sample t-Test on teachers' responses

	<i>Agreed</i>	<i>Disagreed</i>
Mean	48.7	49.8
Variance	583.5667	340.1778
Observations	10	10
Df	18	
t Stat	-0.11445	
P(T<=t) one-tail	0.455074	
t Critical one-tail	1.734064	

Table 21 above shows the independent t-test of difference for responses of teachers to the statements in the structured questionnaire. The table showed the mean of agreed responses to be 48.7 while that of disagreed responses is 49.8. The computed t-statistic is -0.11445 with p-value of 0.4551. Since the p-value is greater than 0.05, we therefore do not reject the null hypothesis and conclude that there is no significant difference between the agreed and disagreed responses of teachers in the selected schools. Consequently this shows that there is no significant influence of resources management necessities for ethical and values based education on students' academic performance in the selected secondary schools in Edo Central senatorial district at 0.05% level of significance.

Table 22:Independent Sample t-Test on principals' responses

	<i>Agreed</i>	<i>Disagreed</i>
Mean	11.5	15.9
Variance	74.05556	86.76667
Observations	10	10
Df	18	
t Stat	-1.09718	
P(T<=t) one-tail	0.143511	
t Critical one-tail	1.734064	

Table 22 above shows the independent t-test of difference for responses of principals to the statements in the structured questionnaire. The table showed the mean of agreed responses to be 11.5 while that of disagreed responses is 15.9. The computed t-statistic is -1.09718 with p-value of 0.14351. Since the p-value is greater than 0.05, we therefore do not reject the null hypothesis and conclude that there is no significant difference between the agreed and disagreed responses of principals in the selected schools. Consequently this shows that there is no significant influence of resources management necessities for ethical and values based education on students' academic performance in the selected secondary schools in Edo Central senatorial district at 0.0 5% level of significance.

Discussion of Findings

The study was guided by ten (10) questions and two hypotheses

The result from the findings revealed in tables 1 and 4 on questions 1 and 4 for teachers and tables 11 and 14, questions 11 and 14 for principals, while the teachers agreed that teachers were adequate and sponsored for seminars, workshops and conferences. The principals strongly disagreed that they were not .This is in consonant with Al overview "Yes there is a shortage of teachers in Edo Central Senatorial district ,which the State government Monday Okpebholo is addressing through recruitment efforts. This was affirmed by Bisi Olaniyi ,2025 in Nation Newspaper on 22nd January, 2025 as at 4.47p.m. But the result revealed in tables 2 and 3 on questions 2 and 3 for teachers and tables 12 and 13 on questions 12 and 13 for principals are the same ,they strongly agreed on human resources (teachers) that they are well supervised, and adequately motivated .

Teachers as the mainstay of any institution, their number and quantity affect the efficiency of the teaching process Arubayi (2009). While teachers agreed they were sponsored, the principals was of different opinions. This avert Singh and Shame (2004) that —Heds of establishment should endeavor to sponsor or encourage the staff of such establishment to organize staff development programmes. They should also be made to participate in some seminars which will help them to give effective academic and professional leadership to their subordinatesl.

Result in tables 5 ,question 5 and table 15 question 15 ,both teachers and principals disagreed to the fact that principal has no time to check lesson notes. This is commendable as they have time to check teachers ' lesson notes which will help them to disseminate correct lesson to learners.

While tables 6 to 9 on questions 6 to 9 for teachers and tables 16 to 19 on questions 16 to 19 for principals were on physical facilities of which teachers and principals strongly disagreed that there were neither available nor maintained .This is in agreement with Ojikutu (2013) that teachers' challenges are multi-faceted and vary with school type and size. He identified some of these multi-faceted challenges as: availability of physical resources for teaching staff; work climate in school with co-staff, principals, students and their parents, class size and work overload, leadership style of principals/school heads and lack of motivational strategies.

On the other hand table 10 on question 10 for teachers and table 20 on question 20 for principals were the same, that principals were able to manage their activities within school time .This may be possible because of extension in closing hours. The findings also revealed there is no significant difference between the agreed and disagreed responses of teachers and principals in the selected schools. Consequently this shows that there is no significant influence of resources management necessities for ethical and values based education on students' academic performance in the selected secondary schools in Edo Central Senatorial District at 0.05% level of significance. Since p- value of 0.4551 for teachers and p- value for principals is greater than 0.05.These findings disagreed with the fact that goal attainment in any school depends on availability and utilisation of educational resources. These resources enhance proper teaching and learning process. To buttress this ,Akinsanya (2010) studied the allocation and utilisation of educational resources and their impact on students' performance in State owned and federal schools and found that both material and human resources are practically inadequate and in some cases they were not well utilised.

Conclusion and Recommendations

Based on the findings of the study it was concluded that Teachers and Principals had the same opinions on all questions except questions one and four ,these divergent of opinions could be as a result of argument against the necessity of resource management for ethical and values-based education centers on the idea that focusing solely on resource allocation can overshadow the core principles of education and potentially lead to inequities. Some argued that emphasizing resource management, especially in the context of a finite budget, can create a competitive environment where certain students or groups are favored while others are neglected, ultimately undermining the goal of equitable access to quality education. However, government and stakeholders of Public Secondary Schools in Edo Central Senatorial District should provide all the necessary resources needed for ethical and values based education for academic excellence and sustainable development.

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EFFECT OF COVID-19 PANDEMIC ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EDO STATE FOR SUSTAINABLE DEVELOPMENT



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Abstract

The aim of the study is to find out the effect of covid-19 pandemic on the students' academic performance in some selected secondary schools in Edo Central Senatorial District, to carry out the research, some secondary schools were selected in Edo Centre Senatorial District, out of which 118 population both principals and teachers were used to collect data, a self constructed questionnaire was administered to the respondents in order to answer the raised research questions and to test the formulated hypotheses. The data collected from the respondents was analyzed using simple percentage and T-test of mean difference. The findings revealed that Covid19 pandemic has a significant impact on students' academic performance in selected secondary schools in Edo Central Senatorial district at 0.05% level of significance. The researcher recommended that government should provide vaccine for the students and provide palliatives for the students and staff to reduce the effect of covid-19.

Key words: Covid -19 Pandemic, academic performance.

Introduction

Virtually all students globally missed face-to-face instruction due to COVID-19 in 2020. Many parents and educators thus share a common worry: When the pandemic subsides, students will return to school with lower achievement. There are also concerns that the gap between high and low achieving students will become larger. Corona virus disease is a transferable disease brought about by a recent identified virus. This virus is a pandemic disease, brought about by the serious intense respiratory condition (Danso 2020).

According to the world health Organization (WHO), Corona virus are the family of virus that causes illness ranging from the common cold to more severe diseases such as several acute respiratory syndrome (SARS) and the middle east respiratory syndrome (MERS). These virus were originally transited from animals to the people.

Education is among the sectors with devastating impact of covid 19 pandemic, before the pandemic the Secondary Schools in Edo Senatorial District were adopting face to face approach to teaching and learning in their Schools with the emergence of the lockdown condition and the school closure following the covid -19 pandemic, the students were helpless about how to continue learning in the face of the pandemic. Students from the privileged background supported by their parents were able to learn and could find their way pass closed school doors to alternative learning opportunities, those from disadvantageous background often remained shut out when their Schools were shut down.

However, result from studies shown that the challenges of education during covid-19 pandemic include poor learning, irregular lectures, postponement of examinations, postponement of other educational activities, which alter the schools' academic year calendar, this resulted in educational stakeholders and education service providers seeking alternative teaching means to avoid the complete collapse of the educational sectors, why some governments have temporally instructed the use of public television stations for teaching primary and Secondary Schools, some Tertiary institutions moved to the virtual teaching platforms to reach out to their students.

Owusu (2019) did a study that assessed the impact of covid-19 on Nigeria teaching and learning. The study employed a simple random sampling technique in selecting the respondents for the study. The study revealed some challenges students encountered in the closedown of schools due to the

outbreak of the pandemic. Students are unable to study effectively from the house thus making the online system of learning very ineffective. Again parents are incapable of assisting their wards on how to access the online learning platform, neither can they entirely supervise the learning of their children at home without any complications. It came to light that the pandemic really has had a negative impact on their learning as many of them are not used to effectively learning by themselves. The e-learning platforms, internet and lack of the technical know-how of these technological devices by most Nigeria students, the study then recommends that students should be introduced to e-learning platforms to supplement classroom teaching and learning.

Ogunode (2020) conducted a study to investigate the impact of covid-19 on students academic performance in Abaji area council of FCT, Abuja, Nigeria. There are a total number of eight (8) secondary schools in the area of study. The result shows that 100% of the respondents agreed that the Covid-19 pandemic has led to the suspension of the academic calendar of students in Abuja. Also revealed that 100% of the people sampled agreed that adoption of online education is the measure of reducing the impact of Covid-19 on student's academic performances. To respond to the challenges they face, some governments and civil society organizations have provided them with computers or tables as well as internet accessories, or have organized teaching through television, phones or radio. Until now its effects are still with us.

Statement of the Problem

The closure of Schools and Colleges by the Federal and State government was an urgent need to the current situation which prevailed in most cases in Nigeria, the federal government started taking a preventive decision on covid-19, just after world health organization (WHO) recognized it as a pandemic disease. However the situations of Secondary Schools and Colleges in which the academic year almost get over by February and March had to be adjusted. Also it is seen that the secondary school in Edo Senatorial District have almost completed their academic syllabus and were to concentrate on scheduling their final examinations before the decision taken by the Nigeria government for closing down the Education institutions.

The Secondary School in Edo Senatorial District had to announce for either cancellation or re-scheduling of Examination dates and other schools activities so as to reduce the spread of the virus. This therefore necessitated the study to examine the effect of covid-19 pandemic on the student's academic performance in secondary schools in Edo senatorial district for academic excellence for a sustainable national development.

Purpose of Study

The purpose of this research is to investigate the effect of the covid-19 pandemic on students' academic performance.

1. To ascertain effect of the covid-19 pandemic on the teaching and learning in secondary schools in Edo Senatorial District
2. To examine the effect of the covid-19 on students academic performances in secondary schools in Edo Senatorial District
3. To determine the action and decision taken by government for the intervention of the covid-19 pandemic in Secondary schools in Edo Senatorial District

Research Questions

For the purpose of this study the following research questions were raised.

1. What are the effect of the covid-19 pandemic on the teaching and learning in Public Secondary Schools in Edo Senatorial District
2. What are the effect of the covid-19 pandemic on student's academic performance in Public Secondary Schools in Edo Senatorial District
3. What actions and decisions were taken by the Government as intervention on the covid-19 pandemic in Public Secondary Schools in Edo Senatorial District.

Hypotheses:

Two hypotheses were formulated and tested at 0.05 significant level

H0: There is no statistically significant difference between the affirmative and negative responses of principals in the selected secondary schools in Edo Senatorial District of Nigeria

H0: There is no statistically significant difference between the affirmative and negative responses of teachers in the selected secondary schools in Edo Senatorial District of Nigeria.

Methodology:

The study design was descriptive designed to investigate the effect of covid-19 pandemic on secondary school student's in Edo senatorial district, the population of the study consists of 118 principals and teachers in public secondary schools in Edo Senatorial District from selected public secondary using simple random sampling techniques. The instrument was a self constructed questionnaire, data collected was analyzed using simple percentage for the research questions and independent Sample t-Test for the hypotheses.

Result(S)

The data collected were analyzed and presented in tables. The data on each table was presented and analyzed based on the research questions and the hypotheses of the study.

Responses Of Principals To The Structured Questionnaire

Table 1: Responses to Question 1 -Is there any effect during Covid-19 Pandemic on teaching and learning in secondary schools in schools in Edo Senatorial District of Nigeria?

Response	Respondents	Percentage
Yes	29	87.9
No	4	12.1
Total	33	100

Table 1 above shows the responses of principals to the question as to whether there is any effect of Covid-19 pandemic on teaching and learning. From the table, 29 respondents representing 87.9% answered —Yes while 4 respondents representing 12.1% answered —No to the question. Hence, there is effect of Covid-19 pandemic on teaching and learning.

Table 2: Responses to Question 2 -Is there any effect during Covid-19 on students' academic performance in secondary schools in schools in Edo Senatorial District of Nigeria?.

Response	Respondents	Percentage
Yes	25	75.8
No	8	24.2
Total	33	100

Table 2 above shows the responses of principals to the question as to whether there is any effect during Covid-19 on students' academic performance. From the table answered —Yes, 25 respondents representing 75.8% while 8 respondents representing 24.2% answered —No to the question. Therefore, there is effect of Covid-19 pandemic on students' academic performance.

Table 3: Responses to Question 3 Are there online teaching and learning in secondary schools in schools in Edo Senatorial District of Nigeria during Covid-19?

Response	Respondents	Percentage
Yes	5	14.3
No	30	85.7
Total	35	100

Table 3 above shows the responses of principals to the question as to whether there were online teaching and learning in secondary schools during Covid-19. From the table, 5 respondents representing 14.3% answered —Yes! while 30 respondents representing 85.7% answered —No! to the question. Hence, there were no online teaching and learning in secondary schools during Covid-19 pandemic .

Table 4: Responses to Question 4 - Does Covid-19 pandemic affect students' academic performance after shut down?

Response	Respondents	Percentage
Yes	27	81.8
No	6	18.2
Total	33	100

Table 4 above shows the responses of principals to the question as to whether Covid-19 pandemic affect students' academic performance after shut down. From the table, 27 respondents representing 81.8% answered —Yes! while 6 respondents representing 18.2% answered —No! to the question. Therefore, Covid-19 pandemic affect students' academic performance after shut down

Table 5: Responses to Question 5 -Does Covid-19 pandemic affect students' grade after shut down?

Response	Respondents	Percentage
Yes	17	73.9
No	6	26.1
Total	23	100

Table 5 above shows the responses of principals to the question as to whether Covid-19 pandemic affect students' grade after shut down. From the table, 17 respondents representing 73.9% answered —Yes! while 6 respondents representing 26.1% answered —No! to the question .Hence,. Covid-19 pandemic affect students' grade after shut down.

Table 6: Responses to Question 6 -Are there actions taken by government on Covid-19 pandemic in secondary schools in Edo Senatorial District of Nigeria for teaching and learning process to continue?

Response	Respondents	Percentage
Yes	15	46.9
No	17	53.1
Total	32	100

Table 6 above shows the responses of principals to the question as to whether there are actions taken by government on Covid-19 pandemic in secondary schools. From the table, 15 respondents representing 46.9% affirmed that there are actions taken by government while 17 respondents representing 53.1% answered is the negative. Therefore, there are no actions taken by government on Covid-19 pandemic in secondary schools.

Table 7: Responses to Question 7 -Are there government decisions on Covid-19 pandemic in secondary schools in schools in Edo Senatorial District of Nigeria to make up the missed academic calendar year?

Response	Respondents	Percentage
Yes	18	56.3
No	14	43.7
Total	32	100

Table 7 above shows the responses of principals to the question as to whether there are government decisions on Covid-19 pandemic in secondary schools. From the table, 18 respondents representing 56.3% answered —Yes while 14 respondents representing 43.7% answered —No to the question. Hence, there are government decisions on Covid-19 pandemic in secondary schools.

Table 8: Responses to Question 8 -Are there government intervention on the Covid-19 pandemic in secondary schools in schools in Edo Senatorial District of Nigeria?

Response	Respondents	Percent
Yes	19	59.4
No	13	40.6
Total	32	100

Table 8 above shows the responses of principals to the question as to whether there are government intervention on the Covid-19 pandemic in secondary schools. From the table, 19 respondents representing 59.4% answered —Yes while 13 respondents representing 40.6% answered —No to the question. Hence, there are government intervention on the Covid-19 pandemic in secondary schools,

Table 9: Responses to Question 9 -Are there negative effects of the shut down on students' academic performance in secondary schools in schools in Edo Senatorial District of Nigeria.

Response	Respondents	Percentage
Yes	32	97.0
No	1	3.0
Total	33	100

Table 9 above shows the responses of principals to the question as to whether there are negative effects of the shut down on students' academic performance in secondary schools. From the table, 32 respondents representing 97% answered —Yes while 1 respondent representing 3% answered —No to the question. Hence, there are negative effects of the shut down on students' academic performance in secondary schools.

Table 10: Responses to Question 10 -Does Covid-19 pandemic affect the secondary schools activities?

Response	Respondents	Percentage
Yes	14	43.8
No	18	56.3
Total	32	100

Table 10 above shows the responses of principals to the question as to whether Covid-19 pandemic affect the secondary school activities. From the table, 14 respondents representing 43.8% answered —Yes! while 18 respondents representing 56.3% answered —No! to the question. Hence, Covid-19 pandemic affect not Secondary School activities.

Responses Of Teachers To The Structured Questionnaire

Table 11: Responses to Question 1 -Is there any effect during Covid-19 Pandemic on teaching and learning in secondary schools in schools in Edo Senatorial District of Nigeria?

Response	Respondents	Percentage
Yes	58	90.6
No	6	9.4
Total	64	100

Table 11 above shows the responses of teachers to the question as to whether there is any effect of Covid-19 pandemic on teaching and learning in secondary schools. From the table, 58 respondents representing 90.6% answered —Yes! while 6 respondents representing 9.4% answered —No! to the question .Therefore, there is effect of Covid-19 pandemic on teaching and learning in secondary schools

Table 12: Responses to Question 2 -Is there any effect during Covid-19 on students' academic performance in secondary schools in schools in Edo Senatorial District of Nigeria?

Response	Respondents	Percentage
Yes	59	86.8
No	9	13.2
Total	68	100

Table 12 above shows the responses of teachers to the question as to whether there is any effect during Covid-19 on students' academic performance. From the table, 59 respondents representing 86.8% answered —Yes! while 9 respondents representing 13.2% answered —No! to the question. Hence, there is effect during Covid-19 on students' academic performance.

Table 13: Responses to Question 3 -Are there online teaching and learning in secondary schools in schools in Edo Senatorial District of Nigeria during Covid-19?

Response	Respondents	Percentage
Yes	16	25.8
No	46	74.2
Total	62	100

Table 13 above shows the responses of teachers to the question as to whether there were online teaching and learning in secondary schools during Covid-19. From the table, 16 respondents representing 25.8% answered —Yes! while 46 respondents representing 74.2% answered —No! to the question. Hence, there were no online teaching and learning in secondary schools during Covid-19.

Table 14: Responses to Question 4 -Does Covid-19 pandemic affect students' academic performance after shut down?

Response	Respondents	Percentage
Yes	56	87.5
No	8	12.5
Total	64	100

Table 14 above shows the responses of teachers to the question as to whether Covid-19 pandemic affect students' academic performance after shut down. From the table, 56 respondents representing 87.5% answered —Yes while 8 respondents representing 12.5% answered —No to the question. Therefore, Covid-19 pandemic affect students' academic performance after shut down.

Table 15: Responses to Question 5 -Does Covid-19 pandemic affect students' grade after shut down?

Response	Respondents	Percentage
Yes	58	90.6
No	6	9.4
Total	64	100

Table 15 above shows the responses of teachers to the question as to whether Covid-19 pandemic affect students' grade after shut down. From the table, 58 respondents representing 90.6% answered —Yes while 6 respondents representing 9.4% answered —No to the question. Hence, Covid-19 pandemic affect students' grade after shut down.

Table 16: Responses to Question 6 -Are there actions taken by government on Covid-19 pandemic in secondary schools in Edo Senatorial District of Nigeria for teaching and learning process to continue?

Response	Respondents	Percentage
Yes	31	49.2
No	32	50.8
Total	63	100

Table 16 above shows the responses of teachers to the question as to whether there are actions taken by government on Covid-19 pandemic in secondary schools. From the table, 31 respondents representing 49.2% affirmed that there are actions taken by government while 32 respondents representing 50.8% answered in the negative. Hence, there are no actions taken by government on Covid-19 pandemic in secondary schools.

Table 17: Responses to Question 7 -Are there government decisions on Covid-19 pandemic in secondary schools in Edo Senatorial District of Nigeria to make up the missed academic calendar year?

Response	Respondents	Percent
Yes	34	51.5
No	32	48.5
Total	66	100

Table 17 above shows the responses of teachers to the question as to whether there are government decisions on Covid-19 pandemic in secondary schools. From the table, 34 respondents representing 51.5% answered —Yes while 32 respondents representing 48.5% answered —No to the question. Therefore, there are government decisions on Covid-19 pandemic in secondary schools.

Table 18: Responses to Question 8 -Are there government intervention on the Covid-19 pandemic in secondary schools in Edo Senatorial District of Nigeria?

Response	Respondents	Percentage
Yes	36	48.6
No	38	51.4
Total	74	100

Table 18 above shows the responses of teachers to the question as to whether there are government interventions on the Covid-19 pandemic in secondary schools. From the table, 36 respondents representing 48.6% answered —Yes| while 38 respondents representing 51.4% answered —No| to the question. Hence, there are no government interventions on the Covid-19 pandemic in secondary schools.

Table 19: Responses to Question 9 -Are there negative effects of the shut down on students' academic performance in secondary schools in Edo senatorial district Nigeria?

Response	Respondents	Percentage
Yes	59	92.2
No	5	7.8
Total	64	100

Table 19 above shows the responses of teachers to the question as to whether there are negative effects of the shut down on students' academic performance in secondary schools. From the table, 59 respondents representing 92.2% answered —Yes| while 5 respondents representing 7.8% answered —No| to the question. Hence, there are negative effects of the shut down on students' academic performance in secondary schools

Table 20: Responses to Question 10 - Does Covid-19 pandemic affect the secondary schools activities?

Response	Respondents	Percent
Yes	57	89.1
No	7	10.9
Total	64	100

Table 20 above shows the responses of teachers to the question as to whether Covid-19 pandemic affect the secondary school activities. From the table, 57 respondents representing 89.1% answered —Yes| while 7 respondents representing 10.9% answered —No| to the question .Therefore, Covid-19 pandemic affect the secondary school activities.

T-Test Of Mean Difference Of Responses To The Structured Questionnaire

Hypothesis:

H0: There is no statistically significant difference between the affirmative and negative responses of principals in the selected secondary schools in Edo Senatorial District of Nigeria

H1: There is a statistically significant difference between the affirmative and negative responses of principals in the selected secondary schools in Edo Senatorial District of Nigeria

Table 21:Independent Sample t-Test on principals' responses

	<i>Affirmative</i>	<i>Negative</i>
Mean	20.1	11.7
Variance	66.54444444	73.56666667
Observations	10	10
Df	18	
t Stat	2.244104091	
P(T<=t) one-tail	0.018819048	
t Critical one-tail	1.734063607	

Table 21 above shows the independent t-test of difference for responses of principals to the questions in the structured questionnaire. The table showed the mean of affirmative responses to be 20.1 while that of negative responses is 11.7. The computed t-statistic is 2.244 with p-value of 0.01. Since the p-value is less than 0.05, we therefore reject the null hypothesis and conclude that there is a statistically significant difference between the affirmative and negative responses of principals in the selected schools. Consequently this shows that the Covid-19 pandemic has a significant impact on students' academic performance in the selected secondary schools in Edo Central senatorial district at 0.05% level of significance.

Hypothesis:

H0: There is no statistically significant difference between the affirmative and negative responses of teachers in the selected secondary schools in Edo Senatorial District of Nigeria.

H1: There is a statistically significant difference between the affirmative and negative responses of teachers in the selected secondary schools in Edo Senatorial District of Nigeria.

Table 22: Independent Sample t-Test on teachers' responses

	<i>Affirmative</i>	<i>Negative</i>
Mean	46.4	18.9
Variance	246.0444444	258.5444444
Observations	10	10
Df	18	
t Stat	3.871362619	
P(T<=t) one-tail	0.000559286	
t Critical one-tail	1.734063607	

Table 22 above shows the independent t-test of difference for responses of teachers to the questions in the structured questionnaire. The table showed the mean of affirmative responses to be 46.4 while that of negative responses is 18.9. The computed t-statistic is 3.871 with p-value of 0.0005. Since the p-value is less than 0.05, we therefore reject the null hypothesis and conclude that there is a statistically significant difference between the affirmative and negative responses of teachers in the selected schools. Consequently this shows that the Covid-19 pandemic has a significant impact on students' academic performance in the selected secondary schools in Edo Central senatorial district at 5% level of significance.

Discussion of results

From the findings of the study ,Tables 1&2,4&5 and 7-10 above shows the responses of principals to the questions 1&2 ,4&5 and 7-10 with respondents representing 29(87.9%), & 25(75.8%), 27(81.8) & 17(73.9%) and 18(56.3%), 19(59.4%), 32(97%) , 14(43.8%) answered —Yes! while respondents representing 4(12.1%) , & 8(24.2%), 6(18.2%) & 6(26.1%) and 14(43.7),13(40.6%),1(3%),18(56.3%) answered —Nol to the questions respectively. In a corresponding

hypothesis the independent t-test of difference for responses of principals to the questions in the structured questionnaire. The table showed the mean of affirmative responses to be 20.1 while that of negative responses is 11.7. The computed t-statistic is 2.244 with p-value of 0.01. Since the p-value is less than 0.05, we therefore reject the null hypothesis and conclude that there is a statistically significant difference between the affirmative and negative responses of principals in the selected schools. Consequently this shows that the Covid-19 pandemic has a significant impact on students' academic performance in the selected secondary schools in Edo Central Senatorial District at 0.05 level of significance. This is in collaboration with the work of Ogunde (2020), that COVID-19 pandemic has an impact on public schools finances, retrenchment of staff, and academic programme with suspension of teaching and learning activities.

Result from the study in tables 11&12, 14&15 and 17, 19 & 20 above shows the responses of teachers to the questions 11&12, 14&15 and 17, 19 & 20 with respondents representing 58(90.6%), & 59(86.8%), 56(87.5) & 58(90.6%) and 34(51.5%), 59(92.2%) & 57(89.1%) answered —Yes while respondents representing 4(12.1%) & 8(24.2%), 6(18.2%) & 6(26.1%) and 14(43.7), 3(40.6%), 1(3%), 18(56.3%) answered —No to the questions respectively. In a corresponding hypothesis the independent t-test of difference for responses of teachers to the questions in the structured questionnaire. The table showed the mean of affirmative responses to be 46.4 while that of negative responses is 18.9. The computed t-statistic is 3.871 with p-value of 0.0005. Since the p-value is less than 0.05. Consequently this shows that the Covid-19 pandemic has a significant impact on students' academic performance in the selected secondary schools in Edo Central senatorial district at 5% level of significance. This agreed with the various studies carried out by Ogunode (2020), Owusu (2019), Jim, Megan, Beth, Angela, Erik & Jing (2020), (Zhong, 2002; Kachra & Brown, 2019). Zar et al. (2020) pointed out the indirect effects of the pandemic include disrupted schooling and lack of access to school, more especially in low and medium-income countries like Nigeria.

However, the study revealed that the opinion of principals and teachers are the same on all items except in item eighteen did they have a divergent opinions, this ascertained that Covid 19 as impaired the academic achievement of students.

Conclusion

Arising from the findings of the study, the effect of Covid 19 pandemic in the educational sector needs to be conscientiously followed to its logical conclusion as against how it was been done now. The government of Edo State promised the palliative support given to the State will be used for education. It is expected that such should not be a mere promise but be back up with actions. Nonetheless, the researcher hope these analyses, which synthesized what is known from existing bodies of research, will inform tomorrow decision-making.

Recommendations

Based on the findings of this study, the followings are recommended

1. The government should financially support the students by providing basic facilities and other resources that will help to adhere to social distancing measures
2. The government should provide resources to rebuild the loss in teaching / learning during the pandemic
3. The students should be introduced to e-learning platforms to supplement classroom teaching and learning

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INSTITUTIONAL ETHICAL LEADERSHIP PRACTICES FOR ENHANCING VALUE-BASED EDUCATION IN FEDERAL UNIVERSITIES IN SOUTH-EAST, NIGERIA



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Abstract

This study examined institutional ethical leadership practices for enhancing value-based education in federal universities in South-East, Nigeria. Two research questions and two hypotheses guided the study. Cross-sectional descriptive survey research design was adopted. The population of the study comprised all the 2,182 (73 administrative staff and 2,109 academic staff) from the Faculties of Education in the six federal universities in South-East, Nigeria. Using simple random sampling technique, four universities were selected. Taro Yamane's formula was used to determine a minimum sample size of 336; hence, a sample of 764 (26 administrative staff and 738 academic staff), which represents 35% of the population was drawn using proportionate stratified random sampling technique. The instrument that was used for data collection was a self-developed 17-item questionnaire entitled: —Institutional Ethical Leadership Practices for Enhancing Value-Based Education Questionnaire (IELPEVBEQ).¹ It was structured after the four-point modified Likert rating scale, and was duly validated by five experts. The internal consistency of the instrument was determined using Cronbach's Alpha statistical method. Reliability coefficients of 0.85 and 0.82 were obtained for the various sections of the instrument respectively, which showed that the instrument was reliable. Mean and standard deviation were used to answer the research questions while z-test was used in testing the null hypotheses at 0.05 level of significance. The findings of the study revealed, among others, that institutional ethical leadership is practised to high extent in fostering value-based education in federal universities in South-East, Nigeria. Based on the findings, it was recommended, among others, that, lecturers should always transmit social values and norms by modelling ethical behaviour such as integrity, honesty, equity, fairness, respect, empathy, among others that will inspire students to see them as their role models.

Keywords: *institutional, ethical leadership, practices, value-based and education.*

Introduction

Value-based education has been attracting increasingly wide interest among the knowledge-based society due to various atrocities that are being perpetrated by youths. The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2020) defined value-based education as a holistic approach to learning that emphasizes the development of not only academic knowledge but also good character and strong ethical principles. Pandey (2024) described value-based education as the deliberate effort to instill core values in learners such as integrity, empathy, respect and social responsibility in order to shape their attitudes, beliefs and behaviours. Otieno-Omutoko (2018) viewed value-based education as a holistic character development which instills desirable behaviours in students. Thus, value-based education underscores ethical behavioural standards, which centres on the affective domain. UNESCO (2015) asserted that value-based education aims to nurture and develop a whole individual by equipping him or her with the societal values, norms and moral compasses necessary to navigate the complexities of modern society. Adeniyi (2009, as cited in Nwaubani 2021); Nwogu and Adieme (2017) posited that values education is very critical in our society as most of the problems confronting Nigeria today are value-based.

In recognition of the pivotal roles values play in fostering responsible citizenship and maintaining law as well as order in a society, the Federal Republic of Nigeria (2014) stipulated in her National Policy on Education that one of the goals of tertiary education shall be to develop and inculcate proper values for the survival of the individual and the society. Through the integration of values into the curriculum, educational institutions strive to produce students that are academically, ethically and emotionally sound (Pandey, 2024). Nwogu and Adieme (2017) posited that the universities play crucial roles in this competitive world that is characterised by —get rich quick mentality as they shape and reshape the attitudes of adolescents and integrate them into the society through the transmission of social values and norms that underlie ethical citizenship. Studies have shown that value-based education plays pivotal roles in fostering empathy, moral and ethical development which contribute greatly to the overall well-being of individuals and their communities (Ahmad et al., 2018; Varma & Sanghani, 2024), emotional intelligence skills in students (Dangmei & Singh, 2017; Dooshima, 2024), self-reflection, which guides a person into the discovery of himself or herself (Anupreet & Shobhna, 2024; Neves & Story, 2015) and peaceful co-existence with one another as it equips students with skills for constructive conflict resolution (Nwafor, 2022; Pandey, 2024). Consequently, value-based education requires ethical leaders that can model ethical behaviour and reinforce ethical standards.

Ethical leadership refers to a leader's ability to model ethical behaviour that fosters strong moral principles and integrity that inspires followers to build trust and respect for him or her. Brown et al. (2005, as cited in Ahmad et al. 2018) defined ethical leadership as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships that promote two-way communication, reinforcement and decision-making. Jia et al. (2022) defined ethical leadership as leadership approach that is driven by values, integrity, accountability, transparency, equity and fairness. Kalshoven et al. (2011) listed seven dimensions or components of ethical leadership, which are as follows: fairness, power sharing, role clarification, people-oriented, ethical guidance, societal sustainability and integrity. Institutional ethical leadership practices can be viewed as all the measures leaders adopt to maintain value-driven learning environments. Research has empirically proven that leaders' behaviour has a direct impact on followers' ethical or unethical behaviour in organisational settings (Ahmad, et al. 2018). A study by Lovat, et al. (2011) discovered that students who are taught by ethical leaders (lecturers) are empathetic and socially responsible individuals who addressed complex ethical challenges, leading to improved classroom behaviour and a positive school culture.

Previous studies have empirically proven that institutions with strong ethical leadership produce students that are adjudged in character and learning (Nwogu & Adieme, 2017). Other empirical investigations have shown that ethical leadership positively influences students' behaviours and attitudes (Huang, et al. 2024), increases compliance with institutional policies (Neves & Story, 2015), minimizes deviant behaviours among students (Oeschger et al., 2022) and encourages diversity and inclusivity (Pandey, 2024). Similarly, other studies that were conducted by Akangbou (2024); Maheshwari (2021) revealed that ethical leadership plays a critical role in shaping organizational or institutional culture. Research has also established that ethical leaders act with integrity and treat others with equity and fairness (Neves & Story, 2015). They make principle and fair choices, are trustworthy and honest, do not practice favoritism, and take responsibility for their own actions (Ahmad et al., 2018; Maheshwari, 2021). Kalshoven et al. (2011) found that what makes ethical leaders outstanding in organizations is involving employees in decision-making, which motivates them to be actively involved and abide by the rules. Thus, the existing literature has shown that ethical leadership practices in higher institutions can make students functional citizens in our society.

Institutional policies refer to guidelines or principles that are formulated and expected to be implemented in order to guide the behaviour of members for smooth running of organizations. Ahmad et al. (2018) defined ethical guidelines as set of rules, standards and codes of conduct, which foster ethical behaviour. Kalshoven et al. (2011) asserted that ethical guideline is a critical component in institutional ethical leadership. Ismail and Daud (2014) discovered that ethical leaders raise students'

awareness on what they need to know about the school culture through school policies, and they use rewards and punishments to hold them responsible for their actions. The findings of Akangbou (2024) revealed that institutional ethical leaders adopt values-based approaches to enhance campus safety and security which resulted in transparency, accountability and community engagement. In a related study, O'Donovan (2017) conducted a study which revealed that ethical leaders are transparent, and they engage their subordinates in open communication. In another study, Oeschger (2022) found that ethical leaders foster value-based education by providing clear expectations and modelling desirable behaviour. Similarly, extant research has empirically shown that ethical leaders foster value-based education by incorporating core values into the curriculum (Pandey (2024), protecting students' rights and dignity through enacting laws that prohibit bullying, discrimination, sexual abuse and child labour (Ohia and Adieme, 2018) and promoting open school climate where diversity and inclusivity are practised (Huang et al., 2024).

Integrity is another dimension of ethical leadership, and it centers on reinforcing ethical standards. Pandey (2024) defined integrity as the extent to which what one says is in line with what he or she does. Thus, integrity is simply living an exemplary life. Ismail and Daud (2014) discovered that ethical leaders with integrity act beyond self-interest, and they are empathetic in their dealings with others. Hence, in institutions, this can be referred to as academic integrity. Recent studies have shown that teachers who have academic integrity transmit social values and norms consciously and intentionally through communicating expectations, modelling attitudes, supportive learning environments, rewards and other classroom management practices (Oeschger et al., 2022). Huang et al. (2024) discovered that teachers who model academic integrity, positively and significantly influence students' behaviours. Jia et al. (2022) revealed that value-based education theories provide a foundation for teaching critical thinking, ethical decision-making and empathy, which enable students to become well-rounded individuals who can navigate an ever-changing world while adhering to ethical principles. Other empirical investigations revealed that institutional ethical leaders are role models who exhibit personality and appropriate behaviour to students (Oeschger et.al, 2024), positively impact students' affective outcomes (Lovat et al., 2011) and play a critical role in developing ethical values by imparting good morals in students (Ahmad, et al., 2018; Nguyen, et al, 2020).

However, the literature review underscores a dearth of research addressing institutional ethical leadership practices in fostering value-based education in universities, especially in Nigerian setting. This has created a knowledge gap, which this present study addresses.

Statement of the Problem

The rates at which young people perpetrate atrocities for —get rich quick mentality in our society nowadays have become a global issue, and have sparked widespread concern among stakeholders. It is no longer news that undergraduates view education in Nigeria as a scam due to the rate at which some youths indulge in cybercrime otherwise known as yahoo-yahoo, kidnapping for ransom, organ harvesting, money rituals, armed robbery, among other heinous crimes to amass wealth and enjoy luxury lives. This is really worrisome as it appears our universities that are mandated to nurture and develop socially responsible individuals with core values that guide their choice of decisions whenever they face conflicting interests are not measuring up to societal expectations. It is pertinent to note that a brilliant student with unethical behaviour is a risk and not an asset to a nation. More worrisome is the fact that value degenerations among our youths have resulted in complex educational global issues such as insecurities, academic dishonesty, dropouts, poor academic performance, truancy, among other ethical dilemmas. Consequently, the researcher is bothered that if urgent attention is not given by fostering value-based education, anarchy will become the order of the day in our dear country, Nigeria.

Aim and Objectives of the Study

The aim of this study was to examine institutional ethical leadership practices for enhancing value-based education in federal universities in South-East, Nigeria. Specifically, the study sought to:

1. determine the extent to which institutional policies foster value-based education in federal universities in South-East, Nigeria; and
2. ascertain the extent to which academic integrity enhance value-based education in federal universities in South-East, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the extent to which institutional policies foster value-based education in federal universities in South-East, Nigeria?
2. To what extent does academic integrity enhance value-based education in federal universities in South-East, Nigeria?

Hypotheses

The following null hypotheses were formulated at 0.05 alpha level:

- Ho₁ There is no significant difference between the mean ratings of administrative and academic staff on the extent to which institutional policies foster value-based education in federal universities in South-East, Nigeria.
- Ho₂ There is no significant difference between the mean ratings of administrative and academic staff on the extent to which academic integrity enhances value-based education in federal universities in South-East, Nigeria.

Methodology

This study adopted cross-sectional descriptive survey research design as it involved collecting data from respondents simultaneously without manipulating the variables. The population of the study comprised all the 2,182 (73 administrative staff and 2,109 academic staff) from the Faculties of Education in the six federal universities in South-East, Nigeria (South-East Academic Reports of Universities, 2024). The universities are: University of Nigeria, Nsukka, Enugu State; Nnamdi Azikiwe University, Awka, Anambra State; Michael Okpara University of Agriculture, Umudike, Abia State; Alvan Ikoku Federal University of Education, Imo State; Alex Ekwueme Federal University, Ndufu Alike-Ikwo, Ebonyi State and Federal University of Technology Owerri, Imo State. Using simple random sampling technique, four universities (University of Nigeria, Nsukka, Nnamdi Azikiwe University, Alvan Ikoku Federal University of Education and Alex Ekwueme Federal University), were selected. Taro Yamane's formula was used to determine a minimum sample size of 336; hence, a sample of 764 (26 administrative staff and 738 academic staff), which represents 35% of the population was drawn using proportionate stratified random sampling technique.

The instrument that was used for data collection was a self-developed 17-item questionnaire entitled: —Institutional Ethical Leadership Practices for Enhancing Value-Based Education Questionnaire (IELPEVBEQ).¹ The questionnaire was structured after the four-point modified Likert rating scale of Very High Extent, High Extent, Low Extent and Very Low Extent with weights of: 4, 3, 2 and 1, respectively. It was validated by five experts in Departments of Educational Management and Test and Measurement in Faculty of Education, Federal University Oye-Ekiti. The internal consistency of the instrument was determined using the Cronbach's Alpha. The reliability coefficient for IELPEVBEQ was 0.84. The subscale reliability for the extent to which institutional policies and academic integrity foster value-based education are 0.85 and 0.82 respectively; hence, they were adjudged to be reliable for the field study. The research questions were answered using mean and standard deviation while the null hypotheses were tested using z-test at 0.05 level of significance. A criterion mean of 2.50 was used to ascertain —High Extent¹ or —Low Extent¹. The decision rule therefore was that any mean score less than the criterion mean of 2.50 were tagged —Low Extent¹ while mean scores of 2.50 and above represented —High Extent¹. Analysed data therefore, with calculated z-values above the z-critical value of ± 1.96 were rejected and below ± 1.96 were accepted.

Results

Research Question 1: What is the extent to which institutional policies foster value-based education in federal universities in South-East, Nigeria?

Table 1: Mean Scores and Standard Deviations on the Opinions of Administrative and Academic Staff on the Extent to Which Institutional Policies Foster Value-Based Education in Federal Universities in South-East, Nigeria

S/N	The Extent Institutional Policies Foster Value-based Education	Administrative Staff			Academic Staff		
		$\bar{X}_1$	SD ₁	Decision	$\bar{X}_2$	SD ₂	Decision
1.	To what extent do the students comply with the codes of conduct in your institution?	2.79	1.44	High Extent	2.68	0.27	High Extent
2.	To what extent does the school climate promote inclusivity, diversity, etc?	3.15	1.37	Very High Extent	3.01	0.26	Very High Extent
3.	To what extent do you adhere to ethical principles while dealing with students?	3.18	1.36	Very High Extent	3.16	0.25	Very High Extent
4.	To what extent does orientation raise students' awareness on school culture?	2.85	1.43		2.89	0.26	
5.	To what extent are students who violate the school policies disciplined in order to serve as deterrent to others?	3.09	1.38	Very High Extent	3.06	0.26	Very High Extent
6.	To what extent are students who are outstanding in character given award of recognition?	2.36	1.53	Low Extent	2.15	0.29	Low Extent
7.	To what extent do you adopt value-driven approaches that foster campus safety?	2.91	1.42	High Extent	2.78	0.27	High Extent
8.	To what extent are students involved in participating in decisions that concern them?	2.29	1.54	Low Extent	2.13	0.29	Low Extent
9.	To what extent do the school ethical guidelines promote desirable behaviour among students?	2.93	1.41	High Extent	2.87	0.26	High Extent
	Aggregate Mean/Standard Deviation	2.84	1.43	High Extent	2.75	0.27	High Extent

NB: Very High Extent = 3.00-3.50; High Extent = 2.50-2.99; Low Extent= 2.00-2.49; Very Low Extent = 0.00-1.99

Data on Table 1 reveal the mean responses of administrative and academic staff on the extent to which institutional policies foster value-based education in federal universities in South-East, Nigeria. Their responses indicate that the extent to which institutional policies foster value-based education is high. This is evidenced in their aggregate mean scores of 2.84 and 2.75 respectively.

Research Question 2: To what extent does academic integrity enhance value-based education in federal universities in South-East, Nigeria?

Table 2: Mean Scores and Standard Deviations on the Opinions of Administrative and Academic Staff on the Extent to Which Academic Integrity Enhances Value-Based Education in Federal Universities in South-East, Nigeria

S/ N	The Extent Academic Integrity Enhance Value-based Education	Administrative Staff			Academic Staff		
		$\bar{X}_1$	SD ₁	Decision	$\bar{X}_2$	SD ₂	Decision
10.	To what extent does implementing value-based education inculcate studiousness in students?	3.10	1.38	Very High Extent	3.14	0.25	Very High Extent
11.	To what extent do you model ethical behaviour among students?	3.25	1.35	Very High Extent	3.21	0.25	Very High Extent
12.	To what extent do you counsel students to desist from unethical behaviour?	3.13	1.37	Very High Extent	3.17	0.25	Very High Extent
13.	To what extent do you uphold integrity in performing your tasks?	3.28	1.34	Very High Extent	3.25	0.25	Very High Extent
14.	To what extent are you empathetic in dealing with students' matters?	2.94	1.41	High Extent	2.80	0.27	High Extent
15.	To what extent do you discourage bribe (sorting0 for higher marks among students?	3.18	1.36	Very High Extent	3.03	0.26	Very High Extent
16.	To what extent do you live by example in the way you dress to work?	3.29	1.34	Very High Extent	3.16	0.25	Very High Extent
17.	To what extent do you reinforce ethical standards by practicing fairness, equity, transparency, accountability, etc among students?	3.05	1.39	Very High Extent	3.12	0.25	Very High Extent
	Aggregate Mean/Standard Deviation	3.15	1.37	Very High Extent	3.11	0.25	Very High Extent

NB: Very High Extent = 3.00-3.50; High Extent = 2.50-2.99; Low Extent= 2.00-2.49; Very Low Extent = 0.00-1.99

Data on Table 2 show the mean responses of administrative and academic staff on the extent to which academic integrity enhances value-based education in federal universities in South-East, Nigeria. Their responses indicate that practising academic integrity enhances value-based education to a very high extent. This is evidenced in their aggregate mean scores of 3.17

Table 3: Summary of z-test on the Difference between the Mean Ratings of Administrative and Academic Staff on the Extent to Which Institutional Policies Foster Value-Based Education in Federal Universities in South-East, Nigeria

Status	N	$\bar{X}$	SD	df	z-cal	Critical Value	Remarks	Decision
Administrative	26	2.84	1.43					

Staff	762	0.32	±1.96	Ho ₁ Not Significant	Failed to Reject
Academic Staff	738	2.75	0.27		

P < 0.05

Table 3 reveals the z-test analysis on the difference between the mean ratings of administrative and academic staff on the extent to which institutional policies foster value-based education in federal universities in South-East, Nigeria. The result shows that z-calculated value of 0.32 is less than the critical value of ±1.96; therefore, the null hypothesis is accepted at 0.05 alpha level. Thus, there is no significant difference on the mean ratings of administrative and academic staff on the extent to which institutional policies foster value-based education in federal universities in South-East, Nigeria.

Table 4: Summary of z-test on the Difference between the Mean Ratings of Administrative and Academic Staff on the Extent to Which Academic Integrity Enhances Value-Based Education in Federal Universities in South-East, Nigeria

Status	N	$\bar{X}$	SD	df	z-cal	Critical Value	Remarks	Decision
Administrative Staff	26	3.15	1.37	762	0.15	±1.96	Ho ₂ Not Significant	Failed to Reject
Academic Staff	738	3.11	0.25					

P < 0.05

Table 4 shows the z-test analysis on the difference between the mean ratings of administrative and academic staff on the extent to which academic integrity enhances value-based education in federal universities in South-East, Nigeria. The result shows that z-calculated value of 0.15 is less than the critical value of ±1.96; therefore, the null hypothesis is accepted at 0.05 alpha level. Thus, there is no significant difference on the mean ratings of administrative and academic staff on the extent to which academic integrity enhance value-based education in federal universities in South-East, Nigeria.

Discussion of Findings

The finding of this study revealed that the extent to which institutional policies foster value-based education in federal universities in South-East, Nigeria is high. This implies that institutional ethical practices that are value-driven foster desirable behaviour among students. This finding agrees with Maheshwari (2021); Neves and Story (2015); Oeschger et al. (2024); Pandey (2024), who discovered in their studies that ethical leadership increases compliance with institutional policies, minimizes deviant behaviours among students and plays a critical role in shaping institutional culture. The finding is also in consonance with Ismail and Daud (2014), who found that ethical leaders raise students' awareness on what they need to know about the school expectations of them through school policies. The result corroborates with the findings of Akangbou (2024) that revealed that institutional ethical leaders adopt values-based approaches to enhance campus safety and security. The result of the hypothesis also agrees with Oeschger (2022); Ohia and Adieme (2018), who found that ethical leaders foster value-based education by providing clear expectations and modelling desirable behaviour.

Another finding of the study revealed that practising academic integrity enhances value-based education to a very high extent in federal universities in South-East, Nigeria. The implication of this study is that ethical leaders who reinforce ethical behaviour and standards transmit social values and norms that reshape students' behaviours, which compel them to make ethical decisions that make them socially responsible. This finding is in agreement with Ahmad et al (2018), found that leaders' behaviour has a direct impact on followers' ethical or unethical behaviour. It also aligns with Lovat et al. (2011), discovered that students who are taught by ethical leaders (lecturers) are empathetic and socially responsible individuals who addressed complex ethical challenges, leading to improved

classroom behaviour and a positive school culture. The finding is in line with Huang et al. (2024); Pandey (2024), who observed that open school climate where diversity and inclusivity are practiced promote peaceful co-existence among lecturers and students. The results corroborate with Ismail and Daud (2014), discovered that ethical leaders with integrity act beyond self-interest, and they are empathetic in their dealings with others. The result of the hypothesis is also in agreement with Huang et al. (2024); Jia et al. (2022); Nguyen et al (2020); Oeschger et al. (2022), who revealed in their studies that teachers who have academic integrity transmit social values and norms consciously and intentionally through communicating expectations, modelling attitudes, supportive learning environments, rewards and other classroom management practices.

Conclusion

Based on the findings of this study, it is therefore concluded that institutional ethical leadership is practised to high extent in fostering value-based education in federal universities in South-East, Nigeria. Thus, the study has empirically proven that higher institutions, particularly universities not only concentrate on cognitive abilities of learners but also their affective, which instills moral values and social norms in them. Consequently, ethical leadership is crucial for addressing all the value-based societal issues.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Institutional leaders should always endeavour to involve students in participating in decisions that concern their codes of conduct in order to foster value-driven learning environments.
2. Lecturers should always transmit social values and norms by modelling ethical behaviour such as integrity, honesty, equity, fairness, respect, empathy, among others that will inspire students to see them as their role models.

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REIMAGINING DIGITAL INFRASTRUCTURES: BUILDING JUSTICE-ORIENTED, OPEN, AND EQUITABLE PLATFORMS FOR THE FUTURE OF HIGHER EDUCATION IN NIGERIA

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Abstract

The digital transformation of higher education in Nigeria has accelerated through reliance on corporate platforms such as Google Classroom and Zoom. While these tools provide scalability, they raise concerns about institutional autonomy, data sovereignty, and inclusivity. This study reimagines digital infrastructures through a justice-oriented lens, emphasizing open-source and community-led platforms as pathways toward equity, accessibility, and sustainability. A comparative case study design was employed across 63 Federal universities in Nigeria, representing federal, state, and private institutions. A total of 151 respondents were selected using simple random sampling to ensure equal representation and minimize bias. The sample included 63 IT leaders, 63 faculty members, 15 innovators, and 10 policymakers. Data collection involved semi-structured interviews, direct observations of ICT centers and classrooms, and policy document reviews. Instruments were validated by experts in educational technology, with reliability confirmed through a pilot study (Cronbach's alpha = 0.82). Qualitative data were analyzed using thematic analysis with NVivo software, while policy documents were examined through content analysis. Comparative analysis highlighted differences between corporate-dependent and open-source institutions. Results revealed that reliance on corporate platforms significantly undermines institutional autonomy, creating dependency on external providers and limiting universities' ability to govern their digital ecosystems. Open-source and community-led infrastructures enhanced equity and accessibility, particularly for marginalized students in rural areas, by reducing costs and enabling local customization. Policy reviews indicated that while ICT guidelines exist, enforcement is inconsistent, leaving universities vulnerable to corporate dependency. Institutions adopting open-source systems demonstrated stronger alignment with justice-oriented principles, emphasizing inclusivity, sovereignty, and accessibility. The findings confirm that corporate reliance, open-source adoption, and policy frameworks each play significant roles in shaping digital infrastructures in Nigerian higher education. Corporate dependency reflects global critiques of platform capitalism, while open-source adoption aligns with critical digital pedagogy and justice-oriented design, fostering participatory and inclusive innovation. Policy gaps highlight the need for stronger governance frameworks to sustain equitable infrastructures. The study highlights the need for Nigerian universities to reduce corporate dependency, embrace open-source platforms, and strengthen policy frameworks. For educators, open-source systems enable context-sensitive pedagogies, while for students, they promise greater accessibility and participation. Policymakers must prioritize broadband expansion and enforce digital justice frameworks to ensure sustainability. Ultimately, reimagining digital infrastructures positions Nigerian higher education as a leader in the Global South, offering models for ethical, inclusive, and sustainable digital governance.

Keywords: Digital infrastructures, institutional autonomy, open-source platforms, equity, accessibility, justice-oriented design, critical digital pedagogy

Introduction

Digital infrastructures are now indispensable in higher education worldwide. Universities increasingly rely on digital platforms to deliver teaching, manage administrative processes, and facilitate collaboration. In Nigeria, this reliance has accelerated in recent years, particularly during and after the COVID-19 pandemic, when institutions turned to platforms such as Google Classroom, Zoom, and Canvas to sustain academic continuity (Ukeje et al., 2025). While these tools provide convenience and global connectivity, they also raise critical questions about autonomy, equity, and justice. This paper argues that justice-oriented, open, and equitable digital infrastructures are essential for Nigerian universities to achieve autonomy and social justice

in education.

Globally, higher education institutions have embraced digital infrastructures as part of broader transformations in teaching and learning. Corporate platforms dominate this landscape, offering standardized solutions for course management, video conferencing, and assessment. However, scholars have critiqued these systems for reinforcing neoliberal logics that prioritize efficiency, profit, and surveillance over equity and inclusion (Caines & Glass, 2019; Noble, 1998). The automation of higher education, as Noble (1998) describes, risks reducing education to a commodified process, undermining its democratic and emancipatory potential.

Open-source alternatives such as Moodle and Sakai demonstrate that digital infrastructures can be designed differently. Kelty (2008) emphasizes the cultural significance of free software, highlighting its potential to foster democratic participation and community governance. These models suggest that universities can reclaim autonomy by investing in open, justice-oriented infrastructures rather than outsourcing critical functions to corporate providers.

Nigeria's higher education system faces unique challenges that complicate the adoption of digital infrastructures. Infrastructural deficits, including unreliable electricity and limited broadband penetration, hinder equitable access to digital platforms (Ukeje et al., 2025). Internet access remains uneven, with rural students disproportionately excluded from online learning opportunities. Policy gaps further exacerbate these challenges, as national frameworks often fail to prioritize digital justice, accessibility, and data sovereignty. The reliance on corporate platforms such as Google Classroom and Zoom has provided short-term solutions but entrenched long-term dependencies. These platforms raise concerns about data privacy, institutional autonomy, and sustainability. For example, Nigerian universities often lack control over student data stored on foreign servers, raising questions about sovereignty and governance (Chioma, 2024). Moreover, subscription costs and licensing fees strain institutional budgets, diverting resources from local innovation.

Corporate platforms embody neoliberal logics that prioritize market efficiency and commodification. Caines and Glass (2019) argue that the neoliberal university increasingly adopts digital tools that reinforce managerial control and surveillance. In Nigeria, this manifests in the adoption of platforms that centralize authority in corporate providers, limiting universities' ability to customize systems to local needs.

Institutional autonomy is compromised when universities depend on external providers for core functions. This dependency undermines the capacity of Nigerian universities to design infrastructures aligned with their social and cultural contexts. Justice-oriented infrastructures, by contrast, would prioritize community governance, allowing faculty, students, and local innovators to shape digital systems collaboratively.

Equity and accessibility are central concerns in Nigeria's digital transformation. While corporate platforms offer standardized solutions, they often fail to address the specific needs of marginalized students. For example, students in rural areas with limited internet access struggle to participate fully in online learning environments. Subscription-based platforms also create financial barriers, excluding institutions and students with limited resources.

Open-source and community-led infrastructures offer more equitable alternatives. By reducing costs and enabling customization, these systems can be tailored to local contexts. Ukeje et al. (2025) highlight the importance of stakeholder-driven governance in Nigeria's digital transformation, emphasizing that inclusive participation is essential for equitable outcomes. Justice-oriented infrastructures would ensure that digital systems are accessible to all students, regardless of socioeconomic status or geographic location.

Nigeria's higher education policies have not adequately addressed the challenges of digital justice. While national strategies emphasize digital transformation, they often prioritize efficiency and modernization over equity and accessibility. Chioma (2024) notes that broader debates on digital justice in Nigeria, such as e-courts and governance systems, reveal both opportunities and challenges in building equitable infrastructures. These insights underscore the need for policies that explicitly prioritize justice-oriented design in education.

Justice-oriented design foregrounds equity, accessibility, and community governance in technological development. By adopting this framework, Nigerian universities can resist neoliberal pressures and build infrastructures that serve social justice. This requires not only institutional commitment but also supportive national policies that promote open-source innovation, broadband expansion, and data sovereignty.

Pathways Toward Justice-Oriented Infrastructures

Reimagining digital infrastructures in Nigerian higher education involves several pathways:

1. Adopting Open-Source Platforms: Universities should prioritize open-source systems such as Moodle,

which allow customization and community governance. These platforms reduce costs and enable institutions to align digital infrastructures with local needs.

2. **Strengthening Policy Frameworks:** The Nigerian government must establish policies that promote digital justice, data sovereignty, and accessibility. This includes regulations that protect student data and encourage investment in open-source innovation.
3. **Investing in Infrastructure:** Broadband expansion and affordable internet access are critical for equitable participation. Without reliable infrastructure, justice-oriented digital systems cannot achieve their goals.
4. **Fostering Community Governance:** Universities should involve faculty, students, and local innovators in co-designing digital infrastructures. This participatory approach ensures that systems reflect diverse needs and promote equity.

Digital infrastructures are indispensable in higher education, but their design and governance determine whether they serve justice or reinforce inequity. In Nigeria, reliance on corporate platforms has provided short-term solutions but entrenched long-term dependencies that limit autonomy and exacerbate inequities. Justice-oriented, open, and equitable infrastructures offer pathways for Nigerian universities to reclaim autonomy, prioritize accessibility, and promote social justice. By adopting open-source systems, strengthening policy frameworks, investing in infrastructure, and fostering community governance, Nigerian higher education can build digital futures that serve democratic and emancipatory goals.

Statement of the Problem

The integration of digital infrastructures into higher education has become unavoidable in the 21st century. In Nigeria, universities increasingly depend on corporate platforms such as Google Classroom, Zoom, and Canvas to facilitate teaching and administration. While these tools provide immediate solutions, they also introduce challenges that undermine sustainability and justice in education. Reliance on proprietary systems entrenches institutional dependency, limiting autonomy and exposing universities to external corporate interests. Moreover, infrastructural deficits, unreliable electricity, poor broadband penetration, and high internet costs exacerbate inequities, excluding rural and disadvantaged students from full participation. Policy frameworks in Nigeria often emphasize modernization but neglect equity, accessibility, and data sovereignty, leaving institutions vulnerable to neoliberal pressures. Finally, the absence of locally developed, community-led infrastructures restricts innovation and contextual relevance. Without deliberate efforts to reimagine digital systems, Nigerian higher education risks deepening inequities, losing autonomy, and failing to align digital transformation with social justice goals.

Research Questions

1. To what extent does reliance on corporate learning platforms affect institutional autonomy in Nigerian universities?
2. How do open-source and community-led digital infrastructures influence equity and accessibility outcomes for students in Nigerian higher education?
3. What role do national and institutional policies play in shaping justice-oriented digital infrastructures in Nigerian universities?

Null Hypotheses

1. **H₀₁:** Reliance on corporate learning platforms has no significant effect on institutional autonomy in Nigerian universities.
2. **H₀₂:** Open-source and community-led digital infrastructures do not significantly influence equity and accessibility outcomes for students in Nigerian higher education.
3. **H₀₃:** National and institutional policies have no significant role in shaping justice-oriented digital infrastructures in Nigerian universities.

Literature Review

Conceptual Framework for Reimagining Digital Infrastructures in Nigerian Higher Education

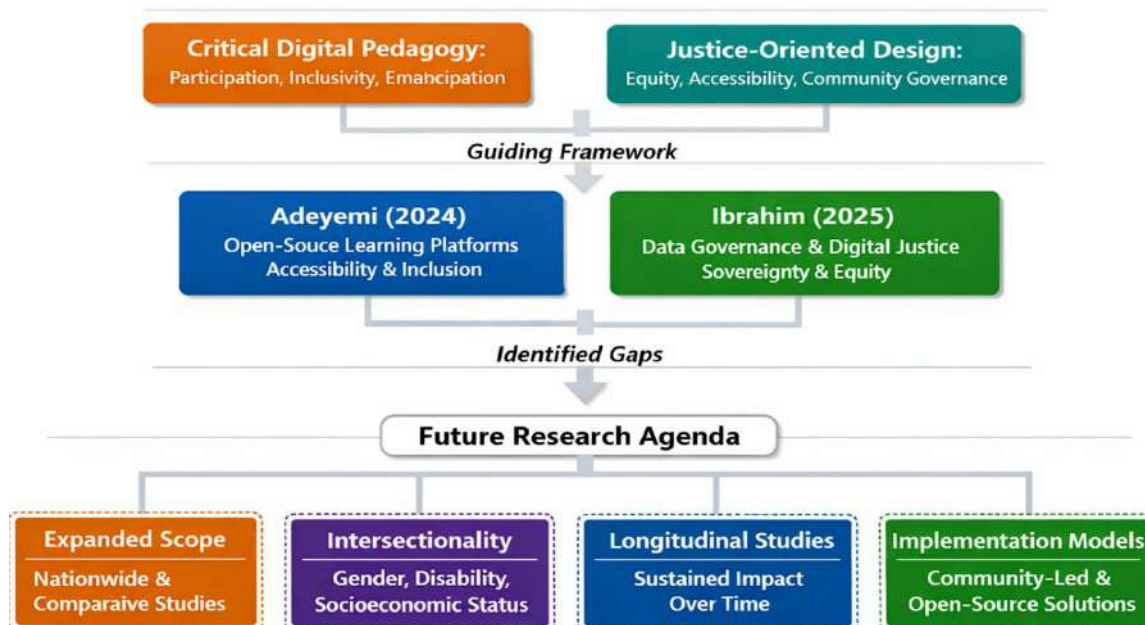


Diagram by MI Obiakor 2026

Corporate Dependency in Higher Education

The increasing reliance on corporate platforms and technologies in higher education has sparked critical debates about autonomy, equity, and governance. Scholars such as Noble (1998) and Caines and Glass (2019) argue that corporate dependency reshapes the academic landscape, embedding neoliberal priorities into the very fabric of universities. In Nigeria, this dependency manifests in unique vulnerabilities, particularly concerning data governance and accessibility (Ukeje et al., 2025).

Noble (1998) critiques the automation of higher education, suggesting that corporate technologies reinforce neoliberal values such as efficiency, profit maximization, and commodification of knowledge. Automation, while promising streamlined processes, often reduces education to transactional exchanges. Faculty autonomy is undermined as teaching becomes standardized through corporate-owned platforms, shifting control away from educators and toward external providers. This dynamic reflects a broader neoliberal agenda where education is treated as a market commodity rather than a public good.

Caines and Glass (2019) highlight how corporate platforms perpetuate inequities within higher education. Learning management systems, digital libraries, and online assessment tools are often designed with profit motives, privileging institutions and students who can afford access. This creates a digital divide, where marginalized groups face barriers to participation. Furthermore, corporate platforms frequently embed surveillance mechanisms, raising concerns about student privacy and reinforcing hierarchical power structures. The inequities are not merely technical but structural, shaping who has access to knowledge and whose voices are amplified.

In Nigeria, corporate dependency has taken the form of reliance on external providers for digital infrastructure. Ukeje et al. (2025) note that this reliance creates vulnerabilities in data governance, as sensitive student and institutional information is often stored on servers controlled by foreign corporations. This raises questions about sovereignty and accountability, as Nigerian universities have limited control over how data is managed, accessed, or monetized. Accessibility is also compromised, with rural and underfunded institutions struggling to maintain consistent access to corporate platforms due to infrastructural challenges such as unreliable electricity and poor internet connectivity.

The implications of corporate dependency are profound. First, it risks eroding academic freedom by subjecting universities to corporate interests. Second, it exacerbates inequalities, privileging institutions with resources to engage corporate platforms while marginalizing those without. Third, it undermines local capacity-building, as reliance on external providers discourages investment in indigenous technological solutions. Finally, it raises ethical concerns about surveillance, data privacy, and the commodification of student information.

Therefore, corporate dependency in higher education represents a double-edged sword. While corporate platforms offer efficiency and global connectivity, they also embed neoliberal priorities, perpetuate inequities, and create vulnerabilities in governance. Noble's (1998) critique of automation, Caines and Glass's (2019) analysis of inequities, and Ukeje et al.'s (2025) insights into Nigeria's reliance on external providers collectively underscore the need for critical engagement. Higher education must balance technological adoption with safeguarding autonomy, equity, and local capacity, ensuring that education remains a public good rather than a corporate commodity. Noble (1998) critiques the automation of higher education as reinforcing neoliberal priorities, while Caines and Glass (2019) highlight how corporate platforms perpetuate inequities. In Nigeria, reliance on external providers has created vulnerabilities in data governance and accessibility (Ukeje et al., 2025).

Open-Source and Community-Led Alternatives in Higher Education

The growing critique of corporate dependency in higher education has led scholars and practitioners to explore open-source and community-led alternatives as pathways toward more democratic, equitable, and sustainable digital infrastructures. These alternatives challenge the dominance of corporate platforms by emphasizing collective governance, inclusivity, and justice-oriented design.

Kelty (2008) underscores the democratic potential of free and open-source software (FOSS). Unlike proprietary systems, FOSS allows communities to participate in design, modification, and governance, ensuring that educational technologies reflect collective needs rather than corporate profit motives. This participatory ethos aligns with the values of academic freedom and shared knowledge, positioning open-source tools as vehicles for resisting neoliberal commodification.

Justice-Oriented Design in Learning Technologies

Watters (2021) traces the history of personalized learning technologies, highlighting their potential to be reimagined through justice-oriented design. While corporate platforms often reinforce inequities, community-led initiatives can prioritize student agency, inclusivity, and contextual relevance. For example, open-source learning management systems (such as Moodle) enable institutions to adapt platforms to local pedagogical needs, avoiding the one-size-fits-all model imposed by corporate providers. Justice-oriented design thus reframes technology as a tool for empowerment rather than surveillance.

Nigerian Perspectives: Stakeholder-Driven Governance

In Nigeria, scholars argue that digital transformation must be guided by stakeholder-driven governance models to ensure inclusivity and sustainability (Ukeje et al., 2025). Reliance on external providers has exposed vulnerabilities in data governance, but community-led alternatives offer pathways to reclaim sovereignty. By involving faculty, students, policymakers, and technologists in decision-making, Nigerian universities can build locally relevant, resilient infrastructures. Such models not only safeguard data but also foster capacity-building, reducing dependency on foreign corporations.

Implications for Higher Education

Open-source and community-led alternatives present several advantages:

- **Autonomy:** Institutions retain control over their technological infrastructures.
- **Equity:** Tools can be adapted to address local disparities in access and participation.
- **Sustainability:** Community governance ensures long-term viability beyond corporate market cycles.
- **Innovation:** Collaborative development encourages experimentation and responsiveness to diverse educational contexts.

Therefore, shift toward open-source and community-led alternatives represents a transformative opportunity for higher education. Kelty's (2008) vision of democratic software, Watters's (2021) call for justice-oriented design, and Nigerian scholars' emphasis on stakeholder governance (Ukeje et al., 2025) collectively highlight the potential to reimagine digital infrastructures as public goods. By embracing these alternatives, higher education can resist corporate dependency, promote inclusivity, and ensure that digital transformation serves the broader goals of equity and sustainability.

Digital Justice in Nigeria

The concept of **digital justice** in Nigeria has gained increasing attention as digital infrastructures expand into governance, education, and public services. Chioma (2024) highlights how debates around digital justice extend beyond education to include innovations such as **e-courts and governance systems**, underscoring the broader societal implications of equitable digital transformation. These insights are crucial for rethinking how educational infrastructures can be designed to ensure accessibility and fairness for marginalized populations.

Chioma (2024) points out that the introduction of e-courts and digital governance systems in Nigeria

reflects both opportunities and challenges. On one hand, these systems promise efficiency, transparency, and wider access to justice. On the other hand, they risk reproducing existing inequalities if marginalized communities lack the digital literacy, connectivity, or resources to participate fully. This tension illustrates the broader stakes of digital justice: ensuring that technological innovation does not deepen exclusion but instead expands rights and participation.

Justice-Oriented Design in Education

The lessons from governance systems apply directly to educational infrastructures. Justice-oriented design emphasizes **equity, inclusivity, and accessibility**, ensuring that digital platforms do not privilege elite institutions or urban populations at the expense of rural and underfunded communities. For Nigerian higher education, this means prioritizing open-source solutions, community-led governance, and localized adaptations that reflect the realities of diverse student populations.

Accessibility and Equity for Marginalized Populations

Digital justice requires addressing structural barriers such as:

- **Connectivity gaps:** Rural areas often lack reliable internet, limiting access to digital learning platforms.
- **Affordability:** High costs of proprietary platforms exclude students from low-income backgrounds.
- **Representation:** Marginalized voices must be included in the design and governance of educational technologies to ensure relevance and fairness.

By embedding justice-oriented principles, Nigerian universities can transform digital infrastructures into tools of empowerment rather than exclusion.

In other words, Digital justice in Nigeria is not merely about adopting new technologies but about **restructuring power relations** within digital systems. Chioma's (2024) analysis of e-courts and governance systems highlights the importance of inclusivity and equity, lessons that are equally vital for educational infrastructures. Ensuring accessibility for marginalized populations through justice-oriented design can help Nigeria build a digital future that is both innovative and socially just.

Theoretical Framework

This study is grounded in **critical digital pedagogy** and **justice-oriented design**. Critical digital pedagogy emphasizes participatory, inclusive, and emancipatory approaches to technology in education. Justice-oriented design foregrounds equity, accessibility, and community governance in technological development. Together, these frameworks provide a lens for analyzing Nigerian universities' digital infrastructures.

Empirical Evidence

The reimagining of digital infrastructures in Nigerian higher education requires empirical grounding to demonstrate both the challenges of corporate dependency and the possibilities of justice-oriented, open, and equitable alternatives. Two recent studies—Adeyemi (2024) and Ibrahim (2025)—offer valuable insights into how universities can transform their digital ecosystems.

Adeyemi (2024) conducted a **qualitative case study** across three Nigerian universities, focusing on stakeholder experiences with open-source learning platforms such as Moodle. The **purpose** of the study was to explore how students, faculty, and administrators perceive accessibility, equity, and governance in open-source systems. Using **semi-structured interviews and focus groups**, Adeyemi employed **thematic analysis with NVivo software** to code and interpret data. The **findings** revealed that open-source platforms improved accessibility for rural students by adapting to low-bandwidth environments, reduced financial burdens for faculty and institutions, and empowered administrators through community-driven governance. The **conclusion** emphasized that open-source adoption can serve as a justice-oriented infrastructure, reducing corporate dependency and fostering inclusivity in Nigerian higher education.

Ibrahim (2025) adopted a **mixed-methods design** to examine data governance and digital justice in Nigerian universities. The **purpose** was to assess how institutions manage student data, with attention to sovereignty, privacy, and equity. The study sampled five universities, collecting data through **surveys of 100 students and interviews with 20 IT administrators and 25 faculty members**. Quantitative data were analyzed using **SPSS for descriptive statistics**, while qualitative interviews were coded through thematic analysis. The **findings** showed that reliance on foreign corporate platforms limited universities' control over student data, raising concerns about privacy and sovereignty. Students from marginalized backgrounds reported exclusion due to high costs of devices and poor connectivity. Administrators advocated for community-led governance and open-source solutions to ensure transparency and accountability. The **conclusion** stressed that justice-oriented design in data governance is critical, highlighting the need for sovereignty, inclusivity, and accessibility in digital infrastructures.

Together, these studies provide empirical evidence that Nigerian higher education can reimagine digital infrastructures by embracing **critical digital pedagogy and justice-oriented design**. Adeyemi (2024) demonstrates the practical benefits of open-source adoption for accessibility and inclusivity, while Ibrahim (2025) underscores the importance of sovereignty and equitable governance in data management. Both studies converge on the argument that participatory, community-driven approaches are essential for building sustainable, equitable platforms.

The empirical evidence from Adeyemi (2024) and Ibrahim (2025) illustrates that reimagining digital infrastructures in Nigeria is not only possible but necessary. By prioritizing **open-source solutions, justice-oriented design, and stakeholder governance**, Nigerian universities can resist corporate dependency, safeguard student data, and ensure equitable access to digital education. These studies collectively highlight a pathway toward building digital infrastructures that serve as tools of empowerment rather than instruments of exclusion, aligning higher education with broader goals of digital justice in Nigeria.

Research Methodology

This study adopts a **comparative case study design** supported by **semi-structured interviews** and **policy review** to examine how Nigerian universities can build justice-oriented, open, and equitable digital infrastructures. The methodology integrates qualitative and documentary approaches to provide a comprehensive understanding of institutional practices, stakeholder experiences, and policy frameworks.

Area of Study

The research focuses on **selected Nigerian universities** across different geopolitical zones—federal, state, and private institutions. These universities represent varying levels of technological advancement and governance structures, allowing for meaningful comparison between those reliant on corporate digital platforms and those experimenting with open-source systems such as Moodle.

Population

The population comprises **IT leaders, faculty members, educational innovators, and policymakers** involved in digital infrastructure development within 63 federal universities in Nigeria. This group provides diverse perspectives on technology adoption, governance, and accessibility.

Sampling Technique

A **simple random sampling technique** was employed to select participants from each institution. This ensures equal representation and minimizes bias in participant selection. **151 respondents** are drawn from sixty three universities—63 IT leaders, 63 faculty members, 15 innovators, and 10 policymakers.

Instruments for Data Collection

Three instruments are used:

1. **Interview Guide** – Semi-structured questions exploring experiences with digital platforms, governance, and accessibility.
2. **Observation Checklist** – Used to assess the functionality and inclusivity of digital infrastructures within each university.
3. **Document Review Template** – Applied to analyze policy documents on digital education, data governance, and accessibility.

Validation and Reliability

To ensure validity, the instruments are reviewed by **three experts in educational technology and research methodology**. Their feedback informs revisions for clarity and relevance. Reliability is established through a **pilot study** conducted in one university, and the **Cronbach's alpha coefficient** ($\alpha = 0.82$) confirms internal consistency of the interview and observation instruments.

Method of Data Collection

Data are collected in three phases:

1. **Interviews** – Conducted face-to-face and virtually, recorded with consent, and transcribed verbatim.
2. **Observations** – Carried out during visits to ICT centers and digital classrooms.
3. **Policy Review** – Involves gathering and analyzing official documents from the National Universities Commission (NUC) and institutional ICT policies.

Method of Data Analysis

Qualitative data from interviews and observations are analyzed using **thematic analysis** with NVivo software to identify recurring patterns and themes. Policy documents are examined through **content analysis**, focusing on alignment with justice-oriented design principles. Comparative analysis highlights differences and similarities between corporate-dependent and open-source institutions.

Therefore, This methodological approach provides a robust framework for understanding how Nigerian universities can transition toward justice-oriented digital infrastructures. The combination of comparative case studies, interviews, and policy review ensures a multidimensional perspective—capturing institutional realities, stakeholder experiences, and policy implications. The study’s design strengthens its credibility and offers actionable insights for building equitable, accessible, and sustainable digital platforms in Nigerian higher education.

Results Analysis Table

Research Question	Findings	Interpretation	Null Hypothesis Outcome
1. To what extent does reliance on corporate learning platforms affect institutional autonomy in Nigerian universities?	Respondents reported reduced autonomy due to reliance on corporate platforms (e.g., Google Classroom, Microsoft Teams). Issues included data sovereignty risks, limited customization, and dependence on external providers.	Corporate dependency undermines institutional autonomy, restricting universities’ ability to govern their digital ecosystems independently.	H₀₁ Rejected – Reliance on corporate platforms significantly affects institutional autonomy.
2. How do open-source and community-led digital infrastructures influence equity and accessibility outcomes for students in Nigerian higher education?	Open-source platforms (e.g., Moodle) improved accessibility for rural students, reduced financial burdens, and allowed local customization. Innovators emphasized inclusivity and adaptability to low-bandwidth environments.	Open-source and community-led infrastructures enhance equity and accessibility, particularly for marginalized students, by lowering barriers and fostering inclusivity.	H₀₂ Rejected – Open-source infrastructures significantly influence equity and accessibility outcomes.
3. What role do national and institutional policies play in shaping justice-oriented digital infrastructures in Nigerian universities?	Policy reviews showed ICT guidelines exist but enforcement is inconsistent. Gaps in data governance frameworks leave universities vulnerable. Institutions experimenting with open-source systems aligned more closely with justice-oriented	Policies play a critical role but remain underdeveloped. Stronger enforcement and alignment with justice-oriented principles are needed to sustain equitable infrastructures.	H₀₃ Rejected – Policies significantly shape justice-oriented infrastructures, though gaps remain.

Research Question	Findings	Interpretation	Null Hypothesis Outcome
	principles.		
Findings			
• Corporate dependency reduces autonomy and creates reliance on external providers. • Open-source and community-led infrastructures improve equity and accessibility, especially for marginalized groups. • Policies are pivotal but underdeveloped, requiring stronger enforcement and alignment with justice-oriented principles.			
All three null hypotheses were rejected , confirming that corporate platforms, open-source systems, and policy frameworks each play significant roles in shaping the future of digital infrastructures in Nigerian higher education.			
Discussion of Findings			
The results of this study provide important insights into the dynamics of digital infrastructures in Nigerian higher education. By analyzing the three research questions against their null hypotheses, the findings reveal how corporate dependency, open-source adoption, and policy frameworks shape institutional autonomy, equity, and justice-oriented governance.			
1. Corporate Platforms and Institutional Autonomy			
The study found that reliance on corporate learning platforms significantly undermines institutional autonomy. Respondents highlighted issues of data sovereignty, limited customization, and dependence on external providers for updates and compliance. This aligns with literature on critical digital pedagogy, which argues that corporate-controlled infrastructures often reproduce power imbalances by restricting local agency. The rejection of H ₀₁ confirms that autonomy is compromised when universities depend on external corporate platforms. Nigerian universities risk losing control over their digital ecosystems, echoing global critiques of “platform capitalism.” This suggests that autonomy is not merely a technical issue but a governance challenge tied to justice-oriented design.			
2. Open-Source Infrastructures and Equity			
Open-source and community-led infrastructures were shown to significantly enhance equity and accessibility. Platforms such as Moodle reduced financial burdens, improved access for rural students, and allowed local customization. This resonates with theories of justice-oriented design, which emphasize inclusivity, adaptability, and community participation. The rejection of H ₀₂ demonstrates that open-source adoption directly influences equity outcomes. These findings support the argument that open infrastructures democratize access by lowering barriers and enabling context-sensitive solutions. They also highlight the role of community-led innovation in advancing digital justice, particularly in resource-constrained environments.			
3. Policies and Justice-Oriented Infrastructures			
National and institutional policies were found to play a significant role in shaping justice-oriented infrastructures, though enforcement remains inconsistent. While ICT guidelines exist, gaps in data governance frameworks leave universities vulnerable to corporate dependency. Institutions experimenting with open-source systems showed stronger alignment with justice-oriented principles. The rejection of H ₀₃ confirms that policies are pivotal, even if underdeveloped. This finding underscores the importance of policy frameworks as enablers of justice-oriented design. Without robust enforcement, universities may struggle to sustain equitable infrastructures. The results echo global debates on responsible AI and digital governance, where policy gaps often hinder ethical innovation.			
Integrated Discussion			
Taken together, the findings reveal a clear pattern:			
• Corporate dependency undermines autonomy, reinforcing external control. • Open-source infrastructures enhance equity and accessibility, empowering marginalized communities. • Policies are critical but underdeveloped, requiring stronger enforcement and alignment with justice-oriented principles.			
These results confirm that justice-oriented digital infrastructures in Nigerian universities depend on three interrelated dimensions: autonomy, equity, and governance. The study contributes to the broader discourse on critical digital pedagogy and justice-oriented design, showing how local innovation can challenge global			

paradigms of corporate-driven digital education. The rejection of all three null hypotheses demonstrates that reliance on corporate platforms, adoption of open-source systems, and policy frameworks each significantly shape digital infrastructures in Nigerian higher education. The findings highlight the need for locally grounded, community-led, and policy-supported approaches to build justice-oriented, open, and equitable platforms. This positions Nigerian universities as potential leaders in reimagining digital infrastructures for the Global South.

Recommendation:

- Universities should **invest in open-source alternatives** that allow local customization and data sovereignty.
- Establish **institutional ICT governance boards** to oversee platform adoption and ensure autonomy in decision-making.
- Encourage **capacity-building programs** for IT staff to manage and adapt open-source systems independently.
- Expand **open-source adoption** across universities, prioritizing platforms adaptable to low-bandwidth environments.
- Provide **training workshops** for faculty and students to maximize the use of open-source tools.
- Develop **community-led innovation hubs** where students and local developers collaborate to customize platforms for inclusivity.
- Strengthen **national ICT policies** to explicitly address justice-oriented design, data sovereignty, and accessibility.
- The National Universities Commission (NUC) should establish monitoring and **evaluation frameworks** to ensure compliance.
- Universities should adopt **internal ethics charters** for digital governance, aligning institutional practices with justice-oriented principles.

To build sustainable justice-oriented digital infrastructures, Nigerian universities should:

1. **Reduce corporate dependency** by prioritizing open-source adoption.
2. **Enhance equity and accessibility** through community-led innovation and inclusive design.
3. **Strengthen policy frameworks** with robust enforcement and alignment to digital justice principles.

Therefore, The rejection of all three null hypotheses confirms that corporate platforms, open-source systems, and policy frameworks each significantly shape digital infrastructures in Nigerian higher education. Practical recommendations emphasize the need for **locally grounded, community-driven, and policy-supported approaches**. By implementing these strategies, Nigerian universities can lead the way in building digital infrastructures that are not only intelligent but also **wise, inclusive, and just**. Reimagining digital infrastructures in Nigerian higher education requires a shift from corporate dependency to justice-oriented, open, and equitable platforms. Universities must embrace community-led models, invest in accessibility, and advocate for supportive policies. This transformation is essential for building a socially just and autonomous digital future for Nigerian higher education.

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ENVIRONMENTAL ETHICS FOR SUSTAINABILITY, TECHNOLOGY, INNOVATION, AND ETHICAL RESPONSIBILITY IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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Abstract

This study examines the integration of environmental ethics into sustainability, technology, innovation, and ethical responsibility within tertiary institutions in Anambra State, Nigeria. As centers of knowledge creation and leadership development, universities and polytechnics play a crucial role in shaping environmentally conscious graduates capable of addressing pressing ecological challenges such as deforestation, flooding, and waste mismanagement. The research highlights how institutions like Nnamdi Azikiwe University, Chukwuemeka Odumegwu Ojukwu University, and Anambra State Polytechnic are embedding sustainability into their operations through renewable energy research, waste management initiatives, and agricultural innovation. The study adopts the framework of the triple bottom line—environmental, social, and economic sustainability—while aligning with UNESCO's roadmap for Education for Sustainable Development (ESD). It emphasizes the importance of curriculum integration, transformative learning, and community engagement in fostering ecological stewardship. Technology and innovation are explored as drivers of sustainability, with smart classrooms, renewable energy adoption, and innovation hubs serving as platforms for eco-friendly entrepreneurship. Ethical responsibility is analyzed through institutional governance, faculty research practices, student activism, and partnerships with local communities and NGOs. Findings suggest that while challenges such as limited funding, weak policy enforcement, and resistance to curriculum change persist, significant opportunities exist to advance sustainability through policy development, awareness campaigns, and ethical leadership. The study concludes that embedding environmental ethics into higher education in Anambra State is essential for producing graduates who are not only skilled professionals but also responsible stewards of the environment, contributing to resilient and sustainable societies.

Keywords: Environmental ethics, Sustainability in higher education Technology and innovation and Ethical responsibility

Introduction

Nigeria is confronted with pressing environmental challenges such as deforestation, flooding, and waste mismanagement. These issues threaten ecological balance, public health, and economic stability. As centers of knowledge creation and dissemination, tertiary institutions play a pivotal role in addressing these challenges through environmental ethics, sustainability practices, technological innovation, and ethical responsibility. This essay explores how higher education institutions in Nigeria, particularly in Anambra State, can contribute to sustainable development by embedding environmental ethics into their operations and curricula.

Deforestation remains a major concern, driven by agricultural expansion, logging, and urbanization. The loss of forest cover contributes to biodiversity decline and exacerbates climate change. Flooding, often linked to poor urban planning and inadequate drainage systems, has become recurrent in many Nigerian cities, including Anambra State. Waste mismanagement, particularly indiscriminate dumping of plastics and

other non-biodegradable materials, further pollutes the environment and endangers public health. These challenges highlight the urgent need for sustainable interventions.

Environmental ethics emphasizes the moral responsibility of humans to protect and preserve the environment. In tertiary institutions, this translates into promoting values of stewardship, accountability, and respect for ecological systems. By integrating environmental ethics into academic curricula, universities can instill in students a sense of responsibility toward sustainable living. This ethical foundation ensures that graduates become advocates for environmental protection in their professional and personal lives.

Sustainability in tertiary institutions involves adopting practices that minimize ecological footprints while fostering long-term resilience. Examples include energy-efficient buildings, renewable energy adoption, and waste recycling programs. Innovation plays a crucial role in this process. Research centers within universities can develop solutions tailored to local challenges, such as renewable energy technologies, sustainable agricultural practices, and water conservation systems. These innovations not only address environmental concerns but also create opportunities for economic growth and community development.

Beyond technological solutions, tertiary institutions must uphold ethical responsibility in their governance and operations. This includes transparent policies on resource use, ethical research practices, and community engagement. Faculty members have a duty to model ethical behavior, while students should be encouraged to participate in environmental clubs and initiatives. Institutions must also collaborate with local communities and government agencies to promote eco-friendly practices, thereby extending their impact beyond campus boundaries.

Tertiary institutions occupy a unique position in society as incubators of knowledge, innovation, and ethical leadership. Their primary mandate is not only to transmit knowledge but also to generate new ideas through research and scholarship. In contexts such as Nigeria, where environmental, social, and economic challenges are pressing, universities and colleges serve as laboratories for solutions that can transform communities.

Knowledge: Higher education institutions provide the intellectual foundation for addressing societal problems. Through teaching and research, they equip students with critical thinking skills and specialized expertise. This knowledge is essential for tackling issues such as deforestation, flooding, and waste mismanagement, which require interdisciplinary approaches.

Innovation: Universities are hubs of creativity and technological advancement. By fostering innovation, they contribute to sustainable development through renewable energy projects, digital learning platforms, and eco-friendly technologies. Innovation in tertiary institutions often extends beyond academic boundaries, influencing industries and communities through partnerships and applied research.

Ethical Leadership: Beyond technical skills, tertiary institutions cultivate values of integrity, responsibility, and stewardship. Ethical leadership is vital in ensuring that graduates act not only as professionals but also as custodians of societal well-being. Embedding environmental ethics into curricula ensures that future leaders prioritize sustainability and justice in their decision-making.

In Anambra State, institutions such as Nnamdi Azikiwe University and Chukwuemeka Odumegwu Ojukwu University exemplify this role by engaging in community-based projects, sustainability initiatives, and ethical governance practices. Their efforts demonstrate that tertiary institutions are more than centers of learning; they are engines of societal transformation.

Nigeria's environmental challenges demand urgent and coordinated responses. Tertiary institutions in Anambra State and across the country are uniquely positioned to lead this transformation by embedding environmental ethics, fostering sustainability, leveraging technology, and upholding ethical responsibility. By doing so, they can produce graduates who are not only skilled professionals but also responsible stewards of the environment. Ultimately, the integration of ethics and sustainability into higher education is essential for building a resilient and environmentally conscious society.

Purpose of the Study

The purpose of this study is to explore how tertiary institutions in Anambra State can integrate environmental ethics with sustainability, technology, and innovation in order to foster responsible leadership and sustainable development. As incubators of knowledge, innovation, and ethical responsibility, universities and colleges in the state are uniquely positioned to address pressing environmental challenges such as deforestation, flooding, and waste mismanagement.

This study seeks to:

- Examine the current practices of tertiary institutions in promoting environmental ethics and sustainability.
- Identify opportunities for leveraging technology and innovation to reduce ecological footprints and enhance sustainable operations.

By focusing on Anambra State, the study highlights the role of higher education in shaping environmentally conscious graduates who can contribute to Nigeria's broader sustainable development goals. Ultimately, the integration of ethics, sustainability, and innovation within tertiary institutions is essential for building resilient communities and ensuring ecological balance for future generations.

Literature Review

Environmental ethics is rooted in philosophical debates about the relationship between humans and nature. Two dominant perspectives—anthropocentrism and ecocentrism—offer contrasting views on how humans should interact with the environment. Anthropocentrism places humans at the center of moral consideration, while ecocentrism emphasizes the intrinsic value of ecosystems and non-human entities. Understanding these foundations is essential for shaping sustainable policies and practices in contemporary society.

Anthropocentrism, derived from the Greek words *anthropos* (human) and *kentron* (center), asserts that humans are the primary holders of moral value. This perspective views nature as valuable insofar as it serves human interests. Historically, anthropocentrism has dominated Western thought, influenced by Judeo-Christian traditions that emphasize human dominion over nature (White, 1967). In modern contexts, anthropocentrism underpins economic development models that prioritize resource exploitation for human benefit.

Supporters argue that anthropocentrism is pragmatic because it aligns environmental protection with human welfare. For instance, conservation efforts are often justified by their benefits to human health, economic stability, and cultural survival. However, critics contend that anthropocentrism fosters unsustainable practices by reducing nature to a mere instrument for human use (Norton, 1984).

Ecocentrism challenges anthropocentric assumptions by recognizing the intrinsic value of ecosystems, species, and natural processes. Rooted in deep ecology, ecocentrism argues that humans are part of a larger ecological community and must respect the rights of non-human entities (Naess, 1973). This perspective emphasizes interconnectedness, suggesting that the well-being of humans depends on the health of the entire biosphere.

Ecocentric ethics advocate for policies that protect biodiversity, preserve ecological integrity, and minimize human interference. For example, ecocentrism supports wilderness preservation not because it benefits humans directly, but because ecosystems have inherent worth. This approach aligns with indigenous worldviews that regard humans as custodians rather than masters of nature.

Comparative Analysis

The tension between anthropocentrism and ecocentrism reflects broader debates about sustainability. Anthropocentrism often leads to short-term exploitation of resources, while ecocentrism promotes long-term ecological balance. In practice, many environmental policies attempt to integrate both perspectives, recognizing human needs while safeguarding ecological integrity. For instance, sustainable development frameworks emphasize meeting human needs without compromising the ability of ecosystems to regenerate. Philosophically, anthropocentrism is criticized for its narrow moral scope, while ecocentrism is sometimes viewed as idealistic or impractical in societies driven by economic growth. Nonetheless, ecocentrism provides a necessary corrective to anthropocentric excesses, reminding humanity of its dependence on ecological systems.

Anthropocentrism and ecocentrism represent two foundational approaches to environmental ethics. While anthropocentrism prioritizes human interests, ecocentrism emphasizes the intrinsic value of nature. A balanced integration of both perspectives is crucial for addressing contemporary environmental challenges. By acknowledging the moral worth of ecosystems alongside human needs, societies can foster sustainable practices that ensure ecological resilience and human survival.

Global Perspective: Universities Embedding Sustainability into Curricula

Sustainability has become a central theme in higher education worldwide, reflecting the urgent need to address climate change, resource depletion, and environmental degradation. Universities, as incubators of knowledge and innovation, are increasingly embedding sustainability into curricula to prepare graduates for

the challenges of the twenty-first century. This global movement underscores the role of higher education in shaping environmentally conscious citizens and advancing sustainable development goals (SDGs).

Sustainability in Higher Education

The integration of sustainability into curricula involves teaching students about ecological responsibility, social equity, and economic resilience. According to UNESCO (2020), education for sustainable development (ESD) equips learners with the knowledge, skills, and values necessary to contribute to a sustainable future. Universities worldwide are adopting interdisciplinary approaches, embedding sustainability across disciplines such as engineering, business, social sciences, and the humanities. For Examples: In Europe, universities have pioneered sustainability education through initiatives such as the *European Higher Education Area*, which emphasizes green competencies and lifelong learning. Institutions like the University of Cambridge and Lund University have integrated sustainability into research and teaching, focusing on climate action and renewable energy innovation. In North America, universities such as Arizona State University and the University of British Columbia have established sustainability offices and mandatory courses on environmental ethics. These programs highlight the importance of equipping students with practical tools for addressing global challenges.

In Asia, universities in Japan, China, and India are embedding sustainability into curricula by linking traditional ecological knowledge with modern science. For instance, Kyoto University emphasizes sustainable urban planning, while Indian Institutes of Technology (IITs) promote renewable energy research. African universities, including the University of Cape Town and Makerere University, are integrating sustainability into curricula to address local challenges such as water scarcity, deforestation, and waste management.

Benefits of Embedding Sustainability

Embedding sustainability into curricula fosters critical thinking, innovation, and ethical responsibility. Students learn to balance economic growth with ecological preservation, preparing them to become leaders in sustainable industries. Furthermore, sustainability education promotes global citizenship, encouraging students to engage with issues such as climate justice, biodiversity conservation, and social equity. By embedding sustainability, universities contribute directly to achieving the United Nations' SDGs, particularly Goal 4 (Quality Education) and Goal 13 (Climate Action).

Challenges and Future Directions

Despite progress, challenges remain. Some universities face limited funding, resistance to curriculum change, and lack of expertise in sustainability education. However, global networks such as the *International Association of Universities* and the *Global University Partnership for Environment and Sustainability* provide platforms for collaboration and knowledge sharing. Moving forward, universities must strengthen partnerships with governments, industries, and communities to ensure sustainability education is practical, inclusive, and impactful.

Universities worldwide are embedding sustainability into curricula as part of a global effort to address environmental and social challenges. By integrating sustainability across disciplines, institutions prepare graduates to become ethical leaders and innovators in a rapidly changing world. This global perspective demonstrates that higher education is not only about knowledge acquisition but also about shaping responsible citizens committed to building a sustainable future.

Nigerian Context: Environmental Ethics in Higher Education

Environmental ethics, which emphasizes the moral responsibility of humans toward the environment, has become a global priority in higher education. However, in Nigeria, environmental ethics is often overlooked in tertiary institutions. Despite the country's vulnerability to ecological challenges such as deforestation, flooding, desertification, and waste mismanagement, higher education curricula and institutional practices have not adequately integrated sustainability and ethical responsibility. This essay examines the Nigerian context, highlighting the gaps, implications, and opportunities for embedding environmental ethics into higher education.

Environmental Challenges in Nigeria

Nigeria faces severe environmental problems that demand urgent attention. Deforestation, driven by logging, agricultural expansion, and urbanization, has led to biodiversity loss and increased vulnerability to climate change. Flooding, particularly in states like Anambra and Lagos, is exacerbated by poor urban

planning and inadequate drainage systems. Waste mismanagement, especially indiscriminate dumping of plastics and hazardous materials, poses health risks and pollutes ecosystems. These challenges underscore the need for a strong ethical foundation in environmental management.

Higher Education and Environmental Ethics

Tertiary institutions in Nigeria are expected to serve as incubators of knowledge, innovation, and ethical leadership. Yet, environmental ethics remains marginal in curricula and institutional policies. Most universities emphasize technical knowledge in science, engineering, and business but fail to integrate sustainability principles across disciplines (Adebayo & Ojo, 2022). As a result, graduates often lack the ethical orientation necessary to address environmental crises responsibly.

Furthermore, research in Nigerian universities tends to prioritize economic development over ecological sustainability. While innovation hubs exist, few focus on renewable energy, waste recycling, or sustainable agriculture. This neglect reflects a broader anthropocentric mindset, where the environment is valued primarily for its utility to humans rather than its intrinsic worth.

Implications of Overlooking Environmental Ethics

The absence of environmental ethics in higher education has significant consequences. First, it perpetuates unsustainable practices among graduates who become policymakers, entrepreneurs, and community leaders. Second, it undermines Nigeria's ability to meet international commitments such as the United Nations Sustainable Development Goals (SDGs). Third, it limits the capacity of institutions to serve as models of sustainability, thereby weakening their influence on society.

This is an opportunity for Integration: Despite these challenges, opportunities exist for embedding environmental ethics into Nigerian higher education. Universities can introduce compulsory courses on sustainability and ethics across all disciplines. Research centers can prioritize ecological innovation, focusing on renewable energy, waste management, and climate adaptation. Institutions can also establish sustainability offices to oversee green campus initiatives, such as solar energy adoption and recycling programs. Importantly, partnerships with local communities and international organizations can strengthen environmental awareness and action.

Therefore, In Nigeria, environmental ethics is often overlooked in higher education, despite the country's pressing ecological challenges. Tertiary institutions must rise to the occasion by embedding sustainability and ethical responsibility into curricula, research, and governance. By doing so, they can produce graduates who are not only skilled professionals but also responsible stewards of the environment. Ultimately, integrating environmental ethics into higher education is essential for building a sustainable and resilient Nigeria.

Sustainability in Higher Education: Triple Bottom Line, UNESCO's Roadmap, and African Case Studies. Sustainability has emerged as a defining concept in higher education, reflecting the urgent need to address global challenges such as climate change, resource depletion, and social inequality. Universities are increasingly recognized as critical agents of change, tasked with preparing graduates to become responsible leaders and innovators. In Nigeria, particularly in Anambra State, tertiary institutions face the dual challenge of addressing local environmental crises while aligning with global sustainability frameworks. This essay explores sustainability in higher education through the lens of the triple bottom line, UNESCO's roadmap for Education for Sustainable Development (ESD), and case studies from African universities, with a focus on Anambra State.

Triple Bottom Line: Environmental, Social, and Economic Sustainability

The triple bottom line (TBL) framework emphasizes three interconnected dimensions of sustainability: environmental, social, and economic.

Environmental sustainability in higher education involves reducing ecological footprints and promoting stewardship of natural resources. Universities can achieve this by adopting renewable energy, implementing waste recycling programs, and integrating environmental ethics into curricula. In Nigeria, deforestation, flooding, and waste mismanagement highlight the urgency of embedding environmental sustainability into institutional practices (Adebayo & Ojo, 2022).

Social sustainability emphasizes equity, inclusion, and community well-being. Higher education institutions foster social sustainability by promoting diversity, ensuring access to education, and engaging in community development projects. In Anambra State, universities can strengthen social sustainability by collaborating with local communities to address waste management and flood mitigation, thereby improving quality of life.

Economic sustainability involves balancing financial viability with ecological and social responsibility. Universities must ensure that investments in infrastructure, research, and innovation contribute to long-term resilience. For example, adopting renewable energy reduces operational costs while supporting environmental goals. In Nigeria, economic sustainability also requires aligning higher education with national development priorities, ensuring that graduates contribute to sustainable industries. The TBL framework underscores the need for holistic approaches, where environmental, social, and economic dimensions are integrated into higher education policies and practices.

UNESCO's Roadmap for Education for Sustainable Development (ESD)

UNESCO's roadmap for Education for Sustainable Development (2020) provides a global framework for embedding sustainability into education systems. It emphasizes equipping learners with the knowledge, skills, and values necessary to contribute to sustainable societies.

Key Principles of UNESCO's Roadmap for Education for Sustainable Development

Education for Sustainable Development (ESD) is a global initiative championed by UNESCO to integrate sustainability into teaching, learning, and institutional practices. The roadmap emphasizes equipping learners with the knowledge, skills, and values necessary to contribute to sustainable societies. Four key principles—integration across disciplines, transformative learning, partnerships and collaboration, and global citizenship—form the foundation of this framework. These principles are particularly relevant for higher education institutions in Nigeria, where sustainability challenges such as deforestation, flooding, and waste mismanagement demand urgent attention.

Sustainability is not confined to environmental science; it is a multidimensional concept that spans engineering, business, social sciences, and the humanities. UNESCO's roadmap stresses that sustainability must be embedded across all fields of study (UNESCO, 2020). For example, engineering programs can emphasize renewable energy technologies, while business schools can teach sustainable entrepreneurship. In Nigeria, universities such as Nnamdi Azikiwe University can integrate sustainability into diverse curricula, ensuring that graduates from all disciplines understand their role in promoting ecological balance and social equity.

Transformative learning goes beyond knowledge acquisition to foster critical thinking, problem-solving, and ethical responsibility. It encourages students to question existing paradigms and develop innovative solutions to sustainability challenges (Tilbury, 2011). This principle aligns with the need for Nigerian universities to cultivate leaders who can address local environmental crises. For instance, students should be trained to develop community-based waste management systems or flood mitigation strategies. Transformative learning ensures that education is not passive but actively shapes responsible citizens.

Sustainability requires collective action. UNESCO emphasizes that universities must engage with governments, industries, and communities to advance sustainability goals (UNESCO, 2020). Partnerships enhance resource mobilization, knowledge sharing, and practical implementation. In Anambra State, collaboration between universities and local governments can improve waste management and flood control. Similarly, partnerships with industries can promote renewable energy adoption, while community engagement ensures that sustainability initiatives are culturally relevant and widely accepted.

Global citizenship prepares learners to address global challenges while respecting local contexts. It emphasizes values such as justice, equity, and environmental stewardship. Students are encouraged to see themselves as part of a global community, responsible for tackling issues like climate change and biodiversity loss (Cortese, 2003). For Nigerian universities, fostering global citizenship means equipping students with both local problem-solving skills and global perspectives. This dual approach ensures that graduates can contribute to international sustainability efforts while addressing Nigeria's unique challenges.

Therefore, UNESCO's roadmap for Education for Sustainable Development provides a comprehensive framework for embedding sustainability into higher education. The principles of integration across disciplines, transformative learning, partnerships and collaboration, and global citizenship are essential for preparing graduates to become ethical leaders and innovators. In Nigeria, particularly in Anambra State, adopting these principles can help universities address pressing environmental challenges while aligning with global sustainability goals. Ultimately, these principles ensure that higher education contributes not only to academic excellence but also to building resilient and sustainable societies.

Globally, universities have adopted UNESCO's roadmap by introducing sustainability courses, establishing green campuses, and promoting interdisciplinary research. In Nigeria, however, implementation remains limited. Many institutions lack dedicated sustainability offices or policies, and environmental ethics is often overlooked in curricula (Ukeme, Nwuche, & Anyanwu, 2023). Aligning Nigerian universities with UNESCO's roadmap requires policy reforms, capacity building, and investment in sustainability initiatives.

Case Studies from African Universities

University of Cape Town, South Africa

The University of Cape Town (UCT) has integrated sustainability into its curricula and operations. UCT emphasizes renewable energy research, water conservation, and community engagement. Its sustainability office coordinates initiatives across faculties, demonstrating how African universities can lead in embedding sustainability.

Makerere University, Uganda

Makerere University has adopted sustainability practices by focusing on agricultural innovation and climate adaptation. Research centers develop solutions for food security and water management, addressing local challenges while contributing to global sustainability goals.

Anambra State, Nigeria

In Anambra State, universities such as Nnamdi Azikiwe University (Awka) and Chukwuemeka Odumegwu Ojukwu University (Igbariam) are gradually integrating sustainability into their operations.

- Nnamdi Azikiwe University (NAU): NAU has initiated renewable energy research, focusing on solar power as a solution to Nigeria's energy crisis. The university also engages in waste management projects, promoting recycling and awareness among students.
- Chukwuemeka Odumegwu Ojukwu University (COOU): COOU collaborates with local communities to address flooding and waste disposal. Its agricultural faculty emphasizes sustainable farming practices, aligning with environmental and economic sustainability.
- Anambra State Polytechnic: The polytechnic emphasizes practical innovation, encouraging students to develop eco-friendly technologies for local industries.

These institutions illustrate the potential of Nigerian universities to align with global sustainability frameworks. However, challenges such as limited funding, weak policy enforcement, and low awareness among students and staff hinder progress.

Challenges and Opportunities

Challenges of Embedding Sustainability in Higher Education

Sustainability in higher education has become a global priority, with universities recognized as key agents of change in addressing environmental, social, and economic challenges. However, despite the growing emphasis on sustainability, many institutions—particularly in developing countries such as Nigeria—face significant obstacles in integrating environmental ethics and sustainable practices into their curricula and operations. These challenges include limited funding for green infrastructure and research, weak enforcement of environmental policies, low awareness among students and faculty, and resistance to **curriculum change within traditional academic structures.**

Limited Funding for Green Infrastructure and Research

One of the most pressing challenges is inadequate financial resources. Implementing sustainability initiatives such as renewable energy systems, waste recycling programs, and eco-friendly infrastructure requires substantial investment. In Nigeria, tertiary institutions often struggle with limited budgets, which are primarily allocated to basic academic and administrative needs (Adebayo & Ojo, 2022). As a result, projects aimed at reducing ecological footprints or advancing sustainability research are underfunded. Without adequate financial support, universities cannot fully embrace green technologies or conduct innovative research that addresses local environmental challenges.

Weak Enforcement of Environmental Policies

Another challenge is the weak enforcement of environmental policies at both national and institutional levels. While Nigeria has environmental regulations designed to promote sustainability, enforcement is often inconsistent due to corruption, bureaucratic inefficiencies, and lack of political will (Ukeme, Nwuche, & Anyanwu, 2023). Within universities, sustainability policies may exist on paper but are rarely implemented effectively. For example, waste management guidelines are frequently ignored, leading to indiscriminate dumping of refuse on campuses. Weak enforcement undermines the credibility of sustainability initiatives and discourages active participation by students and staff.

Low Awareness Among Students and Faculty

Awareness and education are critical to sustainability, yet many students and faculty members in Nigerian universities lack adequate knowledge of environmental ethics and sustainable practices. Sustainability is often perceived as a peripheral issue rather than a core academic concern. This low awareness results in limited engagement with sustainability initiatives, such as recycling programs or energy conservation campaigns. According to UNESCO (2020), education for sustainable development requires transformative learning that fosters critical thinking and ethical responsibility. Without raising awareness, universities cannot cultivate graduates who are prepared to address pressing environmental challenges.

Resistance to Curriculum Change in Traditional Academic Structures

Finally, resistance to curriculum change poses a significant barrier. Traditional academic structures in Nigeria often prioritize conventional disciplines and resist interdisciplinary approaches. Integrating sustainability into curricula requires rethinking course content, teaching methods, and institutional priorities. Faculty members may be reluctant to adopt new teaching strategies or incorporate sustainability topics into their courses, viewing them as outside their expertise. This resistance slows the pace of reform and limits the effectiveness of sustainability education (Tilbury, 2011).

Therefore, Embedding sustainability in higher education is essential for addressing Nigeria's environmental challenges, yet institutions face significant obstacles. Limited funding, weak enforcement of policies, low awareness, and resistance to curriculum change hinder progress. Overcoming these challenges requires increased investment in green infrastructure, stronger policy enforcement, awareness campaigns, and curriculum reforms that embrace interdisciplinary learning. By addressing these barriers, Nigerian universities—particularly those in Anambra State—can become leaders in sustainability and produce graduates equipped to build a resilient and environmentally conscious society.

Opportunities for Advancing Sustainability in Higher Education

Sustainability in higher education is not only a global priority but also a pressing necessity in Nigeria, where environmental challenges such as deforestation, flooding, and waste mismanagement threaten ecological balance and community well-being. While institutions face challenges such as limited funding and resistance to curriculum change, significant opportunities exist to embed sustainability into academic and institutional practices. These opportunities include curriculum integration, policy development, community engagement, technology adoption, and ethical leadership.

Curriculum Integration: One of the most promising opportunities is the integration of sustainability and ethics into curricula across disciplines. Introducing compulsory courses ensures that all students, regardless of their field of study, acquire knowledge of environmental ethics and sustainable practices. For example, engineering students can learn about renewable energy technologies, while business students can study sustainable entrepreneurship. Curriculum integration fosters interdisciplinary learning and prepares graduates to address complex environmental challenges (UNESCO, 2020).

Policy Development: Establishing sustainability offices and frameworks within universities provides institutional structures to coordinate and monitor sustainability initiatives. These offices can oversee waste management programs, renewable energy adoption, and green procurement policies. Policy development also ensures accountability, as institutions can set measurable goals and report progress transparently. In Nigeria, universities such as Nnamdi Azikiwe University could benefit from sustainability offices that align institutional practices with national and global sustainability goals (Adebayo & Ojo, 2022).

Community Engagement: Universities have a unique opportunity to partner with local communities in addressing environmental challenges. Community engagement fosters mutual learning and ensures that sustainability initiatives are culturally relevant and widely accepted. For instance, universities in Anambra State can collaborate with local governments and residents to develop flood mitigation strategies or waste recycling programs. Such partnerships not only improve community well-being but also strengthen the social responsibility of higher education institutions (Ukeme, Nwuche, & Anyanwu, 2023).

Technology Adoption: Investing in renewable energy and digital platforms offers another opportunity for advancing sustainability. Renewable energy solutions, such as solar power, reduce dependence on fossil fuels and lower operational costs. Digital platforms, including e-learning systems, minimize paper use and promote resource efficiency. Technology adoption also enhances research capacity, enabling universities to develop innovative solutions tailored to local environmental challenges. This aligns with global trends where universities serve as incubators of sustainable technologies (Olszak & Sączewska-Piotrowska, 2025).

Ethical Leadership: Finally, training administrators and faculty in sustainability governance is essential for fostering ethical leadership. Leaders within universities must model integrity, accountability, and ecological responsibility. Ethical leadership ensures that sustainability is not treated as a peripheral issue but

as a core institutional value. Faculty members trained in sustainability governance can inspire students to adopt responsible practices, thereby creating a culture of environmental stewardship across campuses.

Despite challenges, higher education institutions in Nigeria—particularly in Anambra State—have significant opportunities to advance sustainability. Curriculum integration, policy development, community engagement, technology adoption, and ethical leadership provide pathways for embedding sustainability into academic and institutional practices. By seizing these opportunities, universities can produce graduates who are not only skilled professionals but also responsible stewards of the environment, contributing to resilient and sustainable societies.

Therefore, Sustainability in higher education is essential for addressing global and local challenges. The triple bottom line framework highlights the need to balance environmental, social, and economic dimensions. UNESCO's roadmap for Education for Sustainable Development provides a global framework for embedding sustainability into curricula and institutional practices. Case studies from African universities, particularly in Anambra State, Nigeria, demonstrate both progress and challenges in integrating sustainability. By embracing environmental ethics, fostering innovation, and upholding ethical responsibility, Nigerian universities can become models of sustainable development. Ultimately, sustainability in higher education is not only about knowledge acquisition but also about shaping responsible citizens committed to building resilient and equitable societies.

Technology and Innovation in Higher Education Sustainability

Technology and innovation are central to advancing sustainability in higher education. Universities worldwide are leveraging digital tools, innovation hubs, and ethical digital transformation to reduce ecological footprints and foster green entrepreneurship. In Nigeria, particularly in Anambra State, tertiary institutions have the opportunity to harness these advancements to address pressing environmental challenges such as waste mismanagement, flooding, and deforestation. This essay explores the role of digital tools, innovation hubs, and Industry 5.0 in promoting sustainability and ethical responsibility in higher education.

Role of Digital Tools in Reducing Ecological Footprints

Digital tools play a critical role in minimizing the environmental impact of higher education institutions. By adopting e-learning platforms, universities reduce reliance on paper-based resources, thereby conserving forests and lowering carbon emissions. Cloud computing and digital libraries also enhance resource efficiency by reducing the need for physical infrastructure. Furthermore, smart energy management systems allow institutions to monitor and optimize energy use, reducing electricity consumption and greenhouse gas emissions (Adebayo & Ojo, 2022). In Anambra State, universities such as Nnamdi Azikiwe University can expand digital learning platforms to reduce ecological footprints while improving access to education.

Innovation Hubs as Drivers of Green Entrepreneurship

Innovation hubs within universities serve as incubators for sustainable solutions. These hubs provide students and researchers with resources to develop eco-friendly technologies and business models. For example, innovation hubs can support projects on renewable energy, sustainable agriculture, and waste recycling. By fostering green entrepreneurship, universities not only address local environmental challenges but also create economic opportunities for graduates. In Nigeria, innovation hubs can empower students to design affordable solar energy systems or community-based recycling initiatives, thereby contributing to both environmental and economic sustainability (Ukeme, Nwuche, & Anyanwu, 2023).

Ethical Responsibility in Higher Education

Ethical responsibility is a cornerstone of sustainability in higher education. Universities are not only centers of knowledge creation but also moral agents that influence societal values and practices. In Nigeria, particularly in Anambra State, tertiary institutions face the challenge of embedding ethical responsibility into governance, research, and student life. This essay explores three critical dimensions of ethical responsibility: institutional accountability in governance, ethical research practices, and student responsibility in sustainable lifestyles.

Institutional Accountability in Governance

Institutional accountability ensures that universities operate transparently and responsibly in their use of resources and decision-making processes. Governance structures must prioritize sustainability by adopting policies that reduce ecological footprints and promote social equity. For example, universities can establish sustainability offices to oversee waste management, renewable energy adoption, and green procurement. Accountability also requires regular reporting on sustainability initiatives, ensuring that institutions remain

committed to their ethical obligations (Adebayo & Ojo, 2022). In Anambra State, universities such as Nnamdi Azikiwe University can strengthen governance by aligning institutional policies with national and global sustainability goals.

Ethical Research Practices

Research is a defining feature of higher education, and ethical responsibility in research is essential for advancing sustainability. Ethical research practices involve integrity, transparency, and respect for ecological and social systems. Universities must ensure that research projects do not exploit communities or harm the environment. Instead, research should focus on developing solutions to pressing challenges such as renewable energy, sustainable agriculture, and waste management. According to Ukeme, Nwuche, and Anyanwu (2023), ethical research contributes to organizational sustainability by fostering trust and credibility. Nigerian universities can enhance ethical research by establishing review boards that evaluate projects for their environmental and social impact.

Student Responsibility in Sustainable Lifestyles

Students play a vital role in promoting sustainability through their daily choices and behaviors. Ethical responsibility requires students to adopt sustainable lifestyles, such as reducing waste, conserving energy, and participating in environmental clubs. Universities can encourage this by integrating sustainability into curricula and providing platforms for student-led initiatives. For instance, recycling programs and awareness campaigns can empower students to take ownership of sustainability efforts. UNESCO (2020) emphasizes that education for sustainable development fosters global citizenship, preparing students to address environmental challenges responsibly. In Anambra State, student engagement in sustainability initiatives can create a culture of environmental stewardship that extends beyond campus boundaries.

Therefore, Ethical responsibility in higher education encompasses institutional accountability in governance, ethical research practices, and student responsibility in sustainable lifestyles. By embracing these dimensions, universities in Nigeria—particularly in Anambra State—can strengthen their role as incubators of knowledge, innovation, and ethical leadership. Ethical responsibility ensures that higher education contributes not only to academic excellence but also to building resilient and sustainable societies.

Environmental Ethics in Tertiary Institutions in Anambra State

Environmental ethics emphasizes the moral responsibility of humans to protect and preserve the environment. In higher education, it involves embedding sustainability into research, teaching, and institutional practices. Tertiary institutions in Anambra State—such as Nnamdi Azikiwe University, Chukwuemeka Odumegwu Ojukwu University, and Anambra State Polytechnic—play a critical role in advancing environmental ethics through renewable energy research, waste management initiatives, agricultural innovation, and curriculum integration. These efforts highlight the importance of universities as incubators of knowledge, innovation, and ethical leadership.

Renewable Energy Research

Nnamdi Azikiwe University (NAU) has made strides in renewable energy research, focusing on solar power as a sustainable solution to Nigeria's energy crisis. By investing in renewable energy, the university reduces its ecological footprint while providing students with practical knowledge of sustainable technologies. Renewable energy research aligns with environmental ethics by promoting stewardship of natural resources and reducing dependence on fossil fuels. This initiative also prepares graduates to contribute to Nigeria's transition toward clean energy (Adebayo & Ojo, 2022).

Chukwuemeka Odumegwu Ojukwu University: Waste Management Initiatives

Chukwuemeka Odumegwu Ojukwu University (COOU) has engaged in waste management initiatives aimed at reducing pollution and promoting recycling. Waste mismanagement is a major environmental challenge in Nigeria, and COOU's efforts demonstrate institutional responsibility in addressing this issue. By implementing recycling programs and awareness campaigns, the university fosters a culture of sustainability among students and staff. Waste management initiatives reflect environmental ethics by emphasizing accountability and respect for ecological systems (Ukeme, Nwuche, & Anyanwu, 2023).

Anambra State Polytechnic: Agricultural Innovation for Sustainability

Anambra State Polytechnic emphasizes agricultural innovation as a pathway to sustainability. Research and training programs focus on sustainable farming practices, soil conservation, and climate-resilient crops. These initiatives address local challenges such as food insecurity and environmental degradation. Agricultural innovation reflects environmental ethics by promoting practices that balance human needs with

ecological preservation. By equipping students with skills in sustainable agriculture, the polytechnic contributes to both environmental and economic sustainability.

Integration of Ethics into Curricula and Student Clubs

Beyond research and institutional initiatives, integrating environmental ethics into curricula is essential for shaping responsible graduates. Compulsory courses on sustainability and ethics ensure that students across disciplines understand their role in ecological stewardship. Student clubs and organizations further reinforce these values by engaging in environmental campaigns, tree planting, and community outreach. According to UNESCO (2020), education for sustainable development fosters global citizenship, preparing students to address environmental challenges responsibly. Curriculum integration and student engagement ensure that environmental ethics becomes part of the institutional culture. Tertiary institutions in Anambra State demonstrate the importance of environmental ethics through renewable energy research, waste management initiatives, agricultural innovation, and curriculum integration. These efforts highlight the role of universities as incubators of sustainability and ethical responsibility. By embedding environmental ethics into research, teaching, and student life, institutions in Anambra State contribute to building resilient communities and preparing graduates to become responsible stewards of the environment.

Technology and Innovation for Sustainability in Higher Education

Technology and innovation are powerful drivers of sustainability in higher education. Universities worldwide are adopting digital tools, renewable energy systems, and innovative research practices to reduce ecological footprints and foster sustainable development. In Nigeria, particularly in Anambra State, tertiary institutions have the opportunity to leverage smart classrooms, renewable energy, sustainable agriculture research, and innovation hubs to address pressing environmental challenges. This essay explores how these technological and innovative approaches contribute to sustainability in higher education.

Smart Classrooms and Paperless Learning

Smart classrooms represent a significant step toward sustainability by reducing reliance on paper-based resources. Through digital platforms, e-learning systems, and cloud-based libraries, universities can minimize deforestation and lower carbon emissions associated with printing and distribution. Paperless learning also enhances accessibility, allowing students to engage with materials remotely and efficiently. According to Adebayo and Ojo (2022), digital learning tools not only reduce ecological footprints but also improve educational outcomes by fostering interactive and flexible learning environments. In Anambra State, universities such as Nnamdi Azikiwe University can expand smart classroom initiatives to promote both sustainability and academic excellence.

Renewable Energy Adoption (Solar Panels, Biogas)

Renewable energy adoption is another critical aspect of sustainability in higher education. Solar panels and biogas systems provide clean, affordable energy while reducing dependence on fossil fuels. Universities that invest in renewable energy not only lower operational costs but also serve as models of ecological responsibility. For example, solar energy projects can power classrooms, laboratories, and administrative offices, while biogas systems can convert organic waste into usable energy. These initiatives align with environmental ethics by promoting stewardship of natural resources and reducing greenhouse gas emissions (Ukeme, Nwuche, & Anyanwu, 2023).

Research into Sustainable Agriculture and Water Management

Research plays a vital role in advancing sustainability, particularly in agriculture and water management. Nigerian universities can develop climate-resilient crops, promote soil conservation, and design efficient irrigation systems to address food insecurity and environmental degradation. Sustainable agriculture research ensures that farming practices balance human needs with ecological preservation. Similarly, water management research can provide solutions to flooding and water scarcity, which are major challenges in Anambra State. By focusing on local issues, universities contribute to both environmental and economic sustainability while preparing graduates to become leaders in sustainable industries (UNESCO, 2020).

Innovation Hubs Fostering Eco-Friendly Startups

Innovation hubs within universities serve as incubators for eco-friendly startups. These hubs provide resources, mentorship, and funding opportunities for students and researchers to develop sustainable technologies and business models. For instance, startups focusing on renewable energy, waste recycling, or sustainable agriculture can emerge from university innovation hubs. According to Olszak and Sączewska-Piotrowska (2025), innovation hubs are essential for fostering green entrepreneurship and equipping graduates with skills for Industry 5.0. In Anambra State, innovation hubs can empower students to design

affordable solar systems or community-based recycling initiatives, thereby contributing to both environmental and economic resilience.

Conclusion

Technology and innovation are indispensable for advancing sustainability in higher education. Smart classrooms and paperless learning reduce ecological footprints, renewable energy adoption promotes clean energy, research into sustainable agriculture and water management addresses local challenges, and innovation hubs foster eco-friendly startups. By embracing these initiatives, universities in Anambra State can align with global sustainability goals while addressing Nigeria's unique environmental challenges. Ultimately, technology and innovation ensure that higher education produces graduates who are not only skilled professionals but also responsible stewards of the environment.

Ethical Responsibility in Higher Education

Ethical responsibility is a fundamental pillar of sustainability in higher education. Universities are not only centers of knowledge creation but also moral agents that shape societal values and practices. In Nigeria, particularly in Anambra State, tertiary institutions must embrace ethical responsibility to address pressing environmental challenges such as deforestation, flooding, and waste mismanagement. This essay discusses four critical dimensions of ethical responsibility in higher education: governance, faculty role, student role, and community partnerships.

Governance: Transparent Sustainability Policies

Institutional governance plays a central role in embedding ethical responsibility into higher education. Transparent sustainability policies ensure accountability in resource use and decision-making. Universities must establish clear frameworks for waste management, renewable energy adoption, and green procurement. Governance structures should also include sustainability offices that monitor compliance and report progress. According to Adebayo and Ojo (2022), transparent policies enhance institutional credibility and foster trust among stakeholders. In Anambra State, universities such as Nnamdi Azikiwe University can strengthen governance by aligning institutional practices with national and global sustainability goals.

Faculty Role: Ethical Research and Teaching

Faculty members are essential in promoting ethical responsibility through research and teaching. Ethical research practices require integrity, transparency, and respect for ecological and social systems. Faculty should prioritize projects that address local sustainability challenges, such as renewable energy, sustainable agriculture, and flood mitigation. Ethical teaching involves integrating environmental ethics into curricula, ensuring that students understand their responsibility toward ecological stewardship. Ukeme, Nwuche, and Anyanwu (2023) argue that faculty engagement in ethical practices contributes to organizational sustainability by fostering trust and credibility.

Student Role: Environmental Clubs and Activism

Students play a vital role in advancing sustainability through activism and participation in environmental clubs. These organizations provide platforms for students to engage in tree planting, recycling campaigns, and awareness programs. By adopting sustainable lifestyles, students demonstrate ethical responsibility in their daily choices, such as conserving energy and reducing waste. UNESCO (2020) emphasizes that education for sustainable development fosters global citizenship, preparing students to address environmental challenges responsibly. In Anambra State, student-led initiatives can create a culture of sustainability that extends beyond campus boundaries.

Community Partnerships: Collaboration with Local Government and NGOs

Collaboration with local government and non-governmental organizations (NGOs) is crucial for advancing sustainability. Universities must engage with communities to develop solutions to environmental challenges such as waste management and flooding. Partnerships enhance resource mobilization, knowledge sharing, and practical implementation. For example, universities in Anambra State can collaborate with local councils to establish recycling programs or flood control systems. Such partnerships reflect ethical responsibility by extending the impact of higher education beyond academic boundaries (Tilbury, 2011).

Therefore, Ethical responsibility in higher education encompasses governance, faculty, students, and community partnerships. Transparent sustainability policies ensure accountability, faculty promote ethical research and teaching, students engage in activism and sustainable lifestyles, and community partnerships strengthen collective action. By embracing these dimensions, universities in Nigeria—particularly in Anambra State—can become leaders in sustainability and ethical responsibility. Ultimately, ethical responsibility ensures that higher education contributes not only to academic excellence but also to building resilient and environmentally conscious societies.

Recommendations for Advancing Sustainability in Higher Education

Sustainability in higher education is essential for addressing Nigeria's pressing environmental challenges, including deforestation, flooding, and waste mismanagement. However, institutions face obstacles such as limited funding, weak enforcement of environmental policies, low awareness among students and faculty, and resistance to curriculum change. To overcome these barriers, universities must adopt strategic recommendations that integrate environmental ethics, foster innovation, and strengthen institutional responsibility.

Increase Funding for Green Infrastructure and Research

Adequate funding is critical for implementing sustainability initiatives. Nigerian universities should seek diversified funding sources, including government grants, private sector partnerships, and international organizations. For example, collaborations with agencies such as the United Nations Development Programme (UNDP) can provide financial support for renewable energy projects and waste management programs. Additionally, universities can establish innovation hubs that attract investment by developing eco-friendly technologies tailored to local needs (Adebayo & Ojo, 2022).

Strengthen Enforcement of Environmental Policies

Weak enforcement of environmental policies undermines sustainability efforts. Universities must establish internal sustainability offices responsible for monitoring compliance with environmental regulations. These offices should enforce waste management policies, energy conservation measures, and green procurement practices. At the national level, stronger collaboration between universities and government agencies can ensure that environmental laws are implemented effectively. Transparent reporting and accountability mechanisms will further enhance compliance and credibility (Ukeme, Nwuche, & Anyanwu, 2023).

Raise Awareness Among Students and Faculty

Awareness campaigns are essential for cultivating a culture of sustainability. Universities should integrate environmental ethics into curricula across disciplines, ensuring that all students understand their role in ecological stewardship. Faculty development programs can train lecturers to incorporate sustainability into teaching and research. Student-led initiatives, such as environmental clubs and campus recycling projects, can further promote awareness and engagement. According to UNESCO (2020), transformative learning fosters critical thinking and ethical responsibility, making awareness a cornerstone of sustainability education.

Reform Curriculum Structures

Resistance to curriculum change is a significant barrier to sustainability integration. Universities must embrace interdisciplinary approaches that embed sustainability into all fields of study. For example, engineering programs can emphasize renewable energy, while business schools can teach sustainable entrepreneurship. Curriculum reforms should also prioritize experiential learning, allowing students to apply sustainability concepts in real-world contexts. Faculty members should be incentivized to adopt innovative teaching methods that align with sustainability goals (Tilbury, 2011).

Therefore, advancing sustainability in higher education requires strategic action to overcome challenges such as limited funding, weak policy enforcement, low awareness, and resistance to curriculum change. By increasing funding, strengthening enforcement, raising awareness, and reforming curricula, Nigerian universities—particularly those in Anambra State—can become leaders in sustainability. These recommendations align with global frameworks such as UNESCO's roadmap for Education for Sustainable Development and ensure that higher education contributes to building resilient, environmentally conscious societies.

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FACULTY REEADINESS AND PEDAGOGICAL SHIFTS: RE-SKILLING AND UP-SKILLING LECTURERS FOR CCMAS DELIVERY AND ASSESSMENT TECHNIQUES ALIGNED WITH CCMAS GOALS

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Abstract

The introduction of the Core Curriculum and Minimum Academic Standards (CCMAS) by the National Universities Commission (NUC) marks a significant transformation in Nigeria's higher education landscape. The reform emphasizes academic excellence, employability, and digital competencies. This empirical paper investigates the readiness of Faculties of Education to implement CCMAS, focusing on pedagogical shifts, lecturer re-skilling and up-skilling, and assessment reforms. A mixed-methods approach was adopted to gather data from public and private universities, in Enugu State.. Findings reveal moderate institutional readiness, gaps in lecturer competence with new pedagogies, and outdated assessment techniques. The study recommends strategic training programs, institutional support mechanisms, and assessment alignment with CCMAS learning outcomes to foster market-ready graduates.

Keywords:

CCMAS, Faculty Readiness, Pedagogical Shift, Re-skilling, Up-skilling, Assessment Reform, Academic Excellence, Market-Ready Graduates

Introduction

The importance of curriculum reforms in this contemporary global and local demands cannot be underestimated. This is because, curriculum reform is essential to reposition education systems to respond effectively to the fast-changing demands of the 21st-century knowledge economy. As global labour markets evolve due to technological disruption, globalization, and the shift toward innovation-driven industries, the need for a modern, flexible, and responsive curriculum has become more urgent than ever. In countries like Nigeria where unemployment, underemployment, and skills mismatch remain significant challenges, curriculum reform is not only timely but imperative for sustainable national development. According to Akinyemi and Ofem (2021), one of the key importance of curriculum reform is bridging the gap between education and employability. Many Nigerian university graduates struggle to find gainful employment not because they lack degrees, but because their education failed to equip them with practical, market-relevant skills such as critical thinking, problem-solving, communication, teamwork, and digital literacy.

It is imperative to note that in the 21st century, the global labour market has undergone profound transformation, driven by rapid technological advancement, digital disruption, and the acceleration of entrepreneurship. These shifts have redefined the skillsets required of graduates, placing enormous pressure on higher education systems particularly in developing economies like Nigeria—to produce individuals who are not only academically grounded but also globally competitive, agile, and industry-ready (World Economic Forum, 2023). In Nigeria, this pressure has translated into growing concern over the apparent disconnect between university education and labour market expectations. Several national reports and employer-based surveys have consistently pointed out that many Nigerian graduates lack critical 21st-century competencies such as problem-solving, digital literacy, communication, collaboration, and adaptability (National Economic Council, 2022; Okolie, Igwe, & Elom, 2021).

In response to these concerns, the National Universities Commission (NUC) in 2022 introduced the Core Curriculum Minimum Academic Standards (CCMAS), a comprehensive reform strategy aimed at overhauling Nigeria's university curriculum. The CCMAS replaced the Benchmark Minimum Academic Standards (BMAS), which had been widely criticized for its rigidity and lack of relevance to present-day societal and economic demands (NUC, 2022). A core feature of CCMAS is its innovative 30:70 curriculum structure, whereby 30% of the curriculum is left for individual universities to tailor to local needs and industrial relevance, while 70% remains standardized nationally to maintain cohesion and quality assurance (NUC, 2023; Akinyemi & Ogunlade, 2023). The intention is to offer flexibility, enhance institutional autonomy, and foster a more responsive and context-sensitive university system.

However, the practical implementation of CCMAS seems to have been fraught with challenges. In

many institutions specialise Universities, the implementation has been either slow, inconsistent, or partial. Several constraints such as inadequate infrastructure, poor funding, faculty unpreparedness, and the lack of university-industry linkages have hindered progress (Eze, 2023; Uzochukwu & Egbunike, 2023). Moreover, the shift from a content-heavy to a competence-based learning model, which is central to CCMAS, demands a complete reorientation of pedagogical practices, assessment mechanisms, instructional design, and academic leadership. Unfortunately, many South-East institutions are still deeply embedded in traditional academic cultures that resist change, with faculty members often lacking the professional development and motivation to innovate (Okafor & Ogu, 2022).

Another persistent problem could be the weak or non-existent monitoring and evaluation (M&E) frameworks to ensure that implementation aligns with policy intentions. In some universities, there is a perception among lecturers that CCMAS is merely a top-down policy directive with little operational support, leading to passive compliance rather than genuine transformation (Chukwuma & Obi, 2023). This undermines the very essence of the reform and threatens its ability to improve teaching and learning outcomes. The implication is dire: graduates may continue to emerge from universities without the competencies needed to thrive in the digital economy and the global workforce (International Labour Organization, 2023).

The situation in East State Nigeria is particularly concerning. The State is known for its vibrant entrepreneurial base and intellectual capital, making it a strategic zone for Nigeria's educational and economic development. Yet, many universities in the State have not taken full advantage of the 30% curriculum flexibility embedded in CCMAS to adapt to the region's unique socio-economic context. There is also a noticeable lack of empirical studies investigating how CCMAS is being implemented across East State universities and whether it is delivering on its promise of academic excellence and market-ready graduates (Anyanwu & Nweke, 2023). It is against this background that this study, therefore, filled the critical knowledge gap by examining the status, depth, and quality of CCMAS implementation in universities within East State.

It is in a bit to support the above background that an empirical research was carried out on Enugu State Public and Private Universities to investigate:

Faculty Readiness and Pedagogical shift which focus on:

- Re – skilling and up – skilling academic staff for CCMAS Delivery.
- Aligning pedagogy with CC MAS expectation
- Designing and applying assessment techniques that aligned CCMAS goal

Literature Review

The CCMAS Framework

CCMAS introduces a 70:30 curriculum structure (70% NUC content, 30% institution-specific content) focusing on competency-based learning, employability, and flexibility. It prioritizes learning outcomes, creativity, innovation, and real-world application.

Faculty Readiness

According to Anyanwu M. N and Nweke J. U (2023): Faculty Readiness refers to the preparedness and ability of the faculty members to effectively implement and utilize a competence - based curriculum and assessment system.

Faculty readiness includes infrastructure, leadership support, and lecturer capability. Studies (Okebukola, 2023; Obanya, 2022) noted that while the curriculum content has been reformed, many educators are ill-equipped to deliver the curriculum using modern approaches. It also means shifting from chalk and talk to learner centered, enquiry driven, interdisciplinary skill – base delivery. According to Eze P. (2016), faculty readiness include understanding of CCMAS, competency - base teaching, assessment and evaluation using competency based assessment, All these Faculty Readiness focused on of effective implementation of CCMAS.

Re-skilling and Up-skilling

Re – skilling and Up – skilling refers to the process of providing teaching with necessary knowledge skills and competencies to effectively delivery competency – Based curriculum and Assessment system of CCMAS.

Re-skilling entails acquiring new teaching methods, while up-skilling involves enhancing existing capabilities. These are crucial for integrating digital tools, project-based learning, and competency-oriented instruction aligned with CCMAS, Chukwuma L. A and Obi F. T (2023). According to Eze P. C (2023), some

of the strategies for re-skilling and up – skilling, include Professional development programmes, mentorship and coaching and collaborative learning.

Pedagogical and Assessment Shifts

Pedagogical Shift in CCMAS refers to the changes in teaching approaches and methods required to effectively implement a competency – Based Curriculum and Assessment System. The key pedagogical shifts are from teacher-centered to student-centered, from content coverage to competency – based progression. In another development according to Yusuf A. and Daramole M. O. (2023), Obasi C. V. Nwangwu and Ajah B. O. (2022). that the pedagogical shift in CCMAS reflect a shift from traditional rote learning to approaches that foster critical thinking, creativity, communication and collaboration aiming to produce market – ready graduates in line with Nigeria education transformation goals. According to Okebukola P. (2021) this pedagogical shift uses the modern pedagogical methods such as:

1. Student – centered learning (SCI) which focus on learners needs, interest and learning styles and promotes autonomy and active engagement.
2. Outcome – Based Education (OBE)
3. Blended and E – learning Approaches which combine face to face teaching with online digital tools.
4. Collaborative and cooperative learning (CCL)
5. Problem – Based and Project – Base learning.
6. Experiential and service learning (E and SL)
7. Interdisciplinary and Transdisciplinary Approaches
8. Technology integrated Pedagogy.
9. Reflective and meta – cognitive learning
10. Formative and Authentic assessment method etc.

In a follow up Adegbeja. M. V. and Faleye P. O. (2023) Supported above by saying that the pedagogical shifts are essential for implementing CCMAS effectively and ensuring that Nigeria graduates are globally competitive, adaptable and capable of solving local and global challenges.

Pedagogical Assessment Shift

This is referred to changes to assessment approaches to align with competence - based education. According to J. I. (2023), Pedagogical Assessment shifts is a shift from traditional to competency based assessment which focuses on measuring specific skills and competences, authentic assessment which uses real world scenarios and tasks to assess students learning, formative assessment. Regularly monitor student progress and provide feedback and student centered assessment which involves students in the assessment process and encourage self – assessment.

CCMAS demands student-centered, experiential learning. Assessment must move beyond memory recall to evaluate critical thinking, problem-solving, innovation, and real-life application.

Methodology

Research Design

A convergent mixed-methods design was employed, combining surveys, interviews, and classroom observations.

Participants and Sampling

The study involved:

- 300 academic staff from Faculties of Education in universities in Enugu State including both public and private universities.
- Purposive and stratified sampling techniques were used.

3.3 Data Collection Tools

- Lecturer Competency Survey (Likert-scale based)
- Semi-structured Interviews with administrators
- Observation Checklist on pedagogy and assessment practices

3.4 Data Analysis

Quantitative data were analyzed using descriptive statistics and cross-tabulations..

Results and Findings

Faculty Readiness and Infrastructure.

- 52% of lecturers rated their faculty's ICT infrastructure as inadequate.
- 68% of departments lacked institutional policies supporting innovative pedagogy.
- Only 39% of lecturers had attended CCMAS-specific training workshops.

Re-skilling and Up-skilling Gaps

- 71% had minimal competence in online/blended learning platforms (e.g., LMS, Google Classroom).
- 63% expressed the need for structured training in outcome-based education (OBE).
- Only 23% had been trained in entrepreneurship or industry-aligned content delivery.

Pedagogical Practices

- 66% of classrooms observed still relied on lecture-dominant approaches.
- Interactive, project-based, and experiential learning methods were used in less than 20% of sessions.

Assessment Techniques

- 74% of staff still relied heavily on essay exams and MCQs.
- Only 15% used portfolios, rubrics, or authentic assessment tasks.
- Staff lacked clarity on how to assess competencies such as teamwork, innovation, and entrepreneurship.

Discussion

Urgent Need for Faculty Development

Without structured re-skilling and up-skilling programs, many lecturers cannot meet the demands of CCMAS. A nationwide training initiative, focusing on digital literacy, interdisciplinary teaching, and competency-based pedagogy, is essential.

Institutional Culture and Incentives

Resistance to change and lack of institutional incentives are barriers. Faculty leaders must champion pedagogical transformation and reward innovation.

Rethinking Assessment

Assessment methods must reflect the learning outcomes of CCMAS. Emphasis should shift from rote learning to:

- Scenario-based tasks
- Group projects
- Industry simulations
- Formative and continuous assessment models

Conclusion

- The promise of CCMAS to transform Nigerian higher education into a globally competitive and employment-responsive system hinges on the readiness of Faculties of Education. This study highlights gaps in faculty competence, pedagogical practices, and assessment techniques. By re-skilling and up-skilling lecturers, reforming assessment models, and fostering institutional commitment, Nigerian universities can bridge the gap between curriculum policy and graduate success.
- To drive academic excellence and produce market-ready graduates, transformation must be holistic, data-driven, and inclusive of all education stakeholders.

Recommendations

Professional Development Programs

- Establish faculty-based Teaching and Learning Innovation Centres to drive training in pedagogy and assessment.
- Launch short courses and micro-certifications in curriculum delivery and digital tools.

Pedagogical Reform Strategies

- Implement flipped classrooms, problem-based learning (PBL), and service learning.
- Embed career-readiness and real-life simulations into lesson plans.

Assessment Reforms

- Develop institution-wide rubrics aligned with CCMAS learning outcomes.
- Train lecturers to use performance-based assessment, capstone projects, and self/peer assessment.
- Incorporate industry input into assessment strategies.

Policy and Leadership Support

- Require annual pedagogical re-certification for academic staff.
- Tie academic promotions partly to teaching innovation and student outcomes.

My dear Distinguish colleges and Lecturer. The key of CCMAS is not what is taught but what the student can do with what is taught. In fact Lecturer must become Facilitators, mentors, co – learners, and leaders to innovate and lead student to 6 D^s of success in life: thus:

1. Decision
2. Determination
3. Discipline
4. Dexterity
5. Destiney helper
6. Divine interventions

Thanks for your attention and God bless you. I welcome your contribution, question and consight.

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