



RE-ENGINEERING ETHICAL AND VALUES EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE NIGERIA

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Abstract

The rising decline in ethical standards and civic responsibility among secondary school students poses a significant threat to sustainable national development in Nigeria, prompting the need for urgent educational reform. This study examined re-engineering of ethical and values education as a strategic approach to fostering sustainable national development in public secondary schools in Anambra State, Nigeria. Specifically, the study focused on assessing the restructuring of moral and civic education to enhance students' character formation, national consciousness and active citizenship in alignment with 21st-century developmental goals. Two research questions guided the study. It was anchored on Transformational Learning Theory by Jack Mezirow. Descriptive survey research design was adopted for the study. 139 respondents were sampled. Self-structured questionnaire was used for data collection. Mean rating was used for data analysis. The findings of the study indicated that moral and civic education are being re-engineered to a very high extent in public secondary schools in Anambra State to enhance sustainable national development. The study concluded that ethical and values education, particularly through Civic Education, is being significantly re-engineered in public secondary schools in Anambra State to foster sustainable national development. Based on the findings, the study recommended that the educational policymakers should institutionalize sustained, evidence-based professional development programs for Civic Education teachers. These should focus on enhancing pedagogical competencies in moral reasoning, digital ethics and participatory civic instruction to reinforce the transformation of values education as a driver of sustainable national development.

Keywords: Ethical Education, Values Re-orientation, Sustainable Development, Secondary Education

Introduction

Sustainable national development is a very important idea in today's world. It means that a country should grow in a way that is good for the economy, society and environment at the same time. This kind of development does not only focus on making money or building industries, but also makes sure that future generations will have enough resources to live well. The United Nations (2023) described sustainable development as the pursuit of meeting present needs without compromising the ability of future generations to meet their own needs, emphasizing the balance between economic growth, social inclusion and environmental protection. This shows that true progress must protect the environment and help all citizens enjoy a good quality of life.



In Nigeria, the push for development has sometimes caused problems such as environmental pollution, loss of farmlands and poor living conditions. The oil industry, for example, has brought money to the country, but it has also led to oil spills, air pollution and harm to local communities, especially in the Niger Delta. Akinbami (2018) explained that when countries like Nigeria ignore the environment and social needs, they end up with problems like poverty, disease and violence. One major importance of sustainable development is that it reduces poverty. When a country focuses on building strong schools, hospitals and job opportunities, the quality of life improves for everyone. Sustainable national development promotes fairness and helps reduce the gap between the rich and the poor (Ikegbusi & Nwanna, 2017). As noted by Nwankwo (2019), when people have equal access to resources and opportunities, society becomes more stable and peaceful. More so, sustainable development helps to protect the environment. Many development activities can harm nature, such as cutting down forests or polluting rivers. Sustainable development encourages the use of clean energy and proper waste management. Eze and Ojo (2021) stressed that protecting the environment is necessary for healthy living and the survival of all living things. Sustainable development also leads to long-term economic growth. When a country invests in education, technology infrastructure, it creates a strong foundation for economic success. This kind of growth lasts longer because it is built on smart planning and responsible use of resources. Countries that focus on sustainable practices often experience steady progress and fewer economic crises.

Moreover, sustainable development helps to promote peace and good governance. It encourages participation, transparency and fairness in decision-making. When citizens feel involved and respected, they are more likely to trust their leaders and support national goals. As Okonkwo (2022) observed, strong institutions and good leadership are key factors in achieving lasting development. Sustainable national development is important because it brings long-term benefits to the economy, society and environment. It reduces poverty, protects natural resources and encourages responsible leadership. By focusing on sustainable practices, countries can achieve growth that is fair and beneficial to both present and future generations (Ikegbusi & Nwanna, 2017). Therefore, every nation should embrace sustainability as a key part of its development plan.

Sustainable national development also improves the quality of education and healthcare, which are essential for a nation's progress. When governments invest in these sectors with long-term goals in mind, they produce healthier and more educated citizens who can contribute positively to society. Ikegbusi and Nwanna (2017) explained that a country cannot truly grow without a strong human capital base and this is only possible through sustainable investments in health and education. Sustainable development also promotes stronger international partnerships. Many countries and global organizations now support sustainability through grants, training and cooperation. Nations that show commitment to sustainable development are more likely to attract international support and investments. Chukwu (2020) noted that foreign investors and donors often prefer to work with countries that show responsibility towards people and the planet. However, there has been a continuous problem of poor sustainable national development in Nigeria. The problem of poor sustainable national development in Nigeria remains a major concern in the country's progress. Despite having abundant human and natural resources, Nigeria continues to struggle with poverty, inequality, unemployment and poor infrastructure. Sustainable national development involves long-term improvement in the social, economic and environmental sectors of a nation. However, Nigeria has found it difficult to maintain progress in these areas due to poor attention to ethical and values education.

Ethical and values education is central to shaping the mind-set and behaviour of citizens. When individuals are taught from an early age the importance of honesty, hard work, respect and accountability, they are more likely to contribute positively to society. In Nigeria, the lack of structured values education in schools, homes and institutions has created a gap in moral consciousness among citizens (Okechukwu, 2019). These gaps are evident in how individuals relate with public resources, interact with one another and uphold laws and responsibilities. Without strong ethical foundations, developmental efforts often become unsustainable. Ikegbusi and Chigbo-Okeke (2016) maintained that instilling ethical values and discipline in students is essential for fostering responsible behaviour and

ensuring societal order, particularly in secondary schools. Similarly, Aku (2018) noted that there are different forms of ethical and values education, which include moral education, civic education, religious or faith-based education, character education and human rights education. However, the present study concentrates on moral education and civic education.

Moral education means teaching people the difference between right and wrong and helping them to develop good behaviour, respect, honesty and care for others. It builds strong character and helps individuals make responsible decisions. Okafor (2018) explained that moral education helps students learn values that make them useful members of society. These values include truthfulness, hard work and kindness, which are important for any nation to grow in peace and unity. Moral education is important in national development because it shapes the behaviour of citizens. A country where people respect laws, obey rules and act with honesty would experience less crime, corruption and violence. Nwachukwu (2019) noted that when people are morally upright, they contribute positively to the development of their communities. This makes it easier for the government to provide services and for businesses to grow in a peaceful environment. Also, moral education helps in building strong leadership. Leaders who have moral values are less likely to misuse power or steal public funds. They are more focused on serving the people and solving national problems. Ikegbusi et al., (2025) emphasized that leadership rooted in moral values is essential for effective school and societal administration, as it promotes accountability, transparency and responsiveness. Eze (2021) explained that countries with morally responsible leaders usually make better progress in education, health and infrastructure. Such leaders act with integrity and earn the trust of their citizens. Moral education works in line with civic education.

Civic education is the process of teaching people about their rights, responsibilities and duties as members of a country. It helps citizens to understand how the government works, the importance of laws and how they can participate in the development of their nation. Adetola (2017) maintained that civic education builds awareness among people about their role in society and encourages active participation in national affairs. Civic education is important for sustainable national development because it promotes good citizenship. When people know their rights and responsibilities, they are more likely to obey laws, pay taxes and respect public property. This creates a peaceful and orderly society where development activities can take place without disruptions (Umeh, 2023). Okeke (2019) stated that civic education helps to reduce social problems like crime and corruption, which slow down national growth. Another benefit of civic education is that it encourages political participation. Citizens who are well-informed about the political system can vote wisely and hold their leaders accountable. This helps to ensure that leaders work for the benefit of the people and use resources properly. As Eze (2020) explained, countries with a high level of civic awareness often have better governance and stronger democratic institutions.

Civic education also promotes unity and national integration. It teaches people to respect different cultures, religions and opinions, which help reduce conflicts and misunderstandings. In diverse societies, this is very important for maintaining peace and working together toward common goals. Musa (2025) maintained that civic education fosters tolerance and cooperation among citizens, which supports sustainable development. Moral and civic education are strong pillars of ethical and values education as they play a vital role in shaping responsible and moral citizens. They teach honesty, respect for laws and care for others, which are key ingredients for a healthy society. Ethical and values education is essential to develop individuals who contribute positively to their communities and the nation as a whole. However, the continuous poor attention that is given to ethical and values education has extensively affected sustainable development in Nigeria. Ikegbusi (2018) emphasized that when key aspects of education, such as moral and civic instruction, are neglected; the capacity of the educational system to produce well-rounded and socially responsible individuals is significantly undermined. The present study, hence, attempted to highlight the need for re-engineering ethical and values education for sustainable national development in public secondary schools in Anambra State, Nigeria.

Statement of the Problem

Poor sustainable national development in Anambra State remains a serious challenge that affects the overall progress and well-being of its people. Despite the state's rich cultural heritage and economic potentials, many communities still face difficulties in accessing quality education, healthcare and basic infrastructure. This slow pace of development limits opportunities for growth and leaves many residents struggling with poverty and unemployment. As a result, the dream of a stable and prosperous society seems far from being realized. The effects of poor sustainable development can be seen in the environment and social structures of Anambra State. Natural resources are often mismanaged and there is little effort to protect the environment for future generations. Social services like healthcare and education are not evenly distributed, which causes inequality and social tension among different groups. These challenges make it difficult for the state to achieve long-term stability and economic growth, which are essential for improving the quality of life of its citizens.

One important reason behind the poor state of development seems to be the lack of attention given to ethical and values education in secondary schools across Anambra State. Many students grow up without a strong foundation in integrity, responsibility and respect for others. This absence of moral guidance often leads to behaviours that undermine social cohesion and the responsible use of resources. Schools, which should be places where these values are taught and practiced, are often not equipped to provide this vital education. The neglect of ethical and values education also weakens efforts to build a society based on fairness and justice. When young people do not learn the importance of honesty and good citizenship, corruption and selfishness become more common. This culture makes it harder to achieve sustainable development because people are less likely to work together for the common good. Without a strong moral base, development efforts may fail to last and benefit future generations. To address this problem, there is a clear need to re-engineer ethical and values education in secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to establish the need for re-engineering ethical and values education for sustainable national development: a study of public secondary schools in Anambra State, Nigeria. Specifically, the study sought to:

1. examine the re-engineering of moral education for sustainable national development in public secondary schools in Anambra State.
2. determine the re-engineering of civic education for sustainable national development in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent is moral education being re-engineered to promote sustainable national development in public secondary schools in Anambra State?
2. To what extent is civic education being re-engineered to enhance sustainable national development in public secondary schools in Anambra State?

Literature Review

Conceptual Review

Ethical and Values Education

Ethical and values education is a field of study that focuses on teaching learners how to make moral decisions, behave responsibly and respect the rights and beliefs of others. Halstead and Taylor (2017) asserted that ethical education involves helping students to understand moral values, reason morally and apply ethical principles in their daily lives. It also encourages learners to think critically about what is right or wrong and how their actions affect others. This form of education is important because it supports character building and responsible citizenship. Values education, on the other hand, is often defined as the process of teaching and learning about the values that a society considers

important. It includes values such as honesty, respect, responsibility and fairness (Muda, 2018). Lovat (2019) explained that values education is not just about knowing what is good, but also about practicing good behaviour in real-life situations. It helps students to develop a strong sense of what is socially acceptable and encourages them to act in ways that support community well-being. In line with this, Ikegbusi (2016) emphasized that effective school administration depends greatly on the integration of ethical and value-based principles in school leadership and management, which further underlines the importance of imparting values education to students.

Ethical education supports students in forming their own moral views while also respecting the views of others. Tirri (2018) explained that it is not about forcing a single set of beliefs on learners, but about guiding them to think deeply about their own values and how they relate to the values of others. This process helps in building tolerance and understanding among people from different backgrounds. Nucci (2020) argued that ethical learning should be integrated with social and emotional learning, helping students to manage their emotions and build healthy relationships. This shows that ethics and values are not isolated ideas, but are connected to many parts of a person's life. Through this integration, learners are better prepared to face real-life challenges with integrity and empathy. Haydon (2016) viewed ethical and values education as a means to promote democratic participation and peace. He further suggested that by learning about fairness, justice and respect, students are more likely to become active, peaceful and responsible members of society. This is especially important in diverse societies, where people with different cultures and beliefs need to live together in harmony. Ikegbusi and Iheanacho (2016) supported this view by emphasizing that fostering ethics and values through education is critical to addressing factors that hinder effective school administration and, by extension, promoting societal harmony and sustainable development. Education in ethics and values helps create understanding and cooperation among such groups.

Furthermore, ethical and values education is essential in addressing moral issues in schools and communities. It gives learners the tools to recognize right from wrong and to make responsible decisions in difficult situations. As Berkowitz and Bier (2017) noted, students who receive strong moral education are more likely to show positive behavior, avoid peer pressure and contribute meaningfully to their communities. This education promotes self-awareness and helps learners understand the consequences of their actions, both for themselves and for others. Another key feature of ethical and values education is that it can be taught across subjects and not only in special lessons. Campbell and Christopher (2020) asserted that values can be taught through literature, history, science and even mathematics by discussing real-life situations and ethical dilemmas related to each subject. For example, when teaching history, students can learn about justice, freedom and human rights by studying past events. This cross-curricular approach helps students to see how values apply in all parts of life, not just in moral education classes.

Sustainable National Development

Sustainable national development is a concept that refers to the growth of a country in a way that meets the needs of the present generation without stopping future generations from meeting their own needs. Ikegbusi and Nwanna (2017) maintained that sustainable development means development that balances economic progress, environmental care and social well-being. This definition is often used as the foundation for many national plans, because it focuses on long-term progress and fairness for both current and future citizens. Sustainable national development is a type of development that improves the quality of life for people while protecting natural resources (Brundtland Report, 2017). As stated by Adebayo (2018), it involves using a country's resources wisely, so that they do not run out or get damaged beyond repair. This definition highlighted the importance of avoiding waste and taking care of the environment while working to reduce poverty, hunger and inequality. It reminds leaders to think about the impact of their policies on nature and society.

Other definitions focus on the role of education, health and infrastructure in achieving sustainable development. Ikegbusi and Nwanna (2017) noted that sustainable national development cannot happen if citizens do not have access to good education, health care, roads and clean water. This

view explained that development is not just about building industries or increasing national income. It must also improve the lives of ordinary people and give them equal chances to succeed in life. Therefore, human development is seen as a key part of national progress. Sustainable national development is also defined as a process that respects cultural values and promotes peace and justice. As Eboh (2017) and Okonkwo (2019) explained, development must not destroy a people's way of life or lead to conflict and injustice. It should promote unity, respect for human rights and participation in government. In this sense, national development must support social harmony and ensure that all groups, including minorities, have a voice in how their country is managed (Manafa & Onwuchulum, 2025).

Sustainable national development is a partnership between government, businesses and citizens. All parts of society must work together to build a nation that is strong, fair and able to grow over time. Government policies must support private sector growth, while also protecting the public interest. At the same time, citizens must be involved in decision-making and act responsibly toward their communities and the environment (Nwachukwu, 2020). In addition, sustainable national development involves planning for future risks such as climate change, economic crises and population growth. Omeje (2021) explained that development must include steps to prepare for and reduce the impact of these risks so that the country can remain stable over time. For example, building stronger health systems, encouraging clean energy use and saving natural resources are all ways to make sure the country is ready for future challenges. Ikegbusi and Iheanacho (2016) emphasized that sustainable development must be rooted in practical education and youth empowerment strategies, particularly through effective curriculum implementation in secondary schools. This definition showed that development is not just about growth today, but also about preparing for tomorrow.

Another important definition sees sustainable national development as a way to reduce inequality and promote fairness in society. As Ogundipe (2019) noted, true development must close the gap between the rich and the poor, rural and urban areas and men and women. This means giving all people equal chances to succeed, no matter their background. In this view, a country cannot be called developed if only a few people benefit from growth, while others remain in poverty or are left behind. Some researchers also stressed that sustainable development must protect biodiversity and ecosystems. Okafor (2020) asserted that forests, rivers, wildlife and clean air are essential for human life and economic activities. If these are destroyed, development would not last. This definition reminds us that environmental protection is not separate from development, but a key part of it. Without a healthy environment, future generations would suffer and the country's progress will not be stable. It is also important to understand that sustainable national development includes promoting good leadership and fighting corruption. Akinyemi (2022) explained that leaders must be honest, transparent and committed to serving the people. Bad leadership can waste resources and destroy trust, which makes it difficult to plan for the future. Therefore, building strong institutions and making sure leaders are accountable is a major part of true national development.

Furthermore, some definitions include the need for innovation and technology in sustainable development. Nnaji (2018) argued that for a country to grow in a lasting way, it must support research, invest in modern technology and encourage young people to be creative. Technology can help solve problems in education, health, transport and agriculture, making development faster and more effective. This definition sees innovation as a tool for reaching development goals without harming the environment.

Re-engineering

Re-engineering is a concept that involves fundamentally rethinking and radically redesigning business processes to achieve significant improvements in performance, such as cost reduction, quality enhancement and increased speed. This approach focuses on analyzing existing workflows and identifying opportunities to streamline operations, eliminate redundancies and optimize efficiency. It is often employed by organizations aiming to grow or address substantial operational challenges. Business process reengineering (BPR) is a strategic management approach that focuses on fundamentally

rethinking and redesigning core business processes to achieve significant improvements in performance and efficiency (IBM, 2024).

Another definition sees re-engineering as a complete change in the structure and direction of an organization. As stated by Davenport (2017), it involves redesigning workflows, using new technology and changing how people work together. This definition focused on removing unnecessary steps in processes and replacing old methods with smarter ones. The goal is to make the system more flexible and ready for change, especially when the business environment is becoming more competitive or complex. Re-engineering can also be defined as a way to improve customer satisfaction by changing the way services are delivered. Arowolo (2018) stated that re-engineering means listening to customer needs and making changes that help serve them better. This can involve introducing new customer service channels, using better communication tools, or shortening the time it takes to deliver a product or service. The aim here is to make sure the organization meets customer demands more efficiently.

Some definitions focus on the use of technology in re-engineering. Okeke (2020) stated that re-engineering is the use of modern technology to transform business activities and reduce waste. This includes using software systems, automation and digital tools to simplify work and reduce human error. In this sense, re-engineering is not just about changing ideas but also about changing the tools and machines that people use in their jobs. There is also a definition that sees re-engineering as a cultural change within an organization. Uche (2019) explained that re-engineering requires people to change their attitudes, values and way of thinking. Employees must be willing to let go of old habits and accept new ways of working. Managers must also support teamwork, open communication and continuous learning. This definition showed that re-engineering is not only about systems and structures, but also about people and their behavior.

Theoretical Framework

Transformational Learning Theory by Jack Mezirow (1991)

Transformational Learning Theory was propounded by Jack Mezirow (1991). It explained how adults learn by changing the way they see the world. According to this theory, learning happens when people go through experiences that challenge their beliefs, values, or assumptions. These experiences make them to think deeply, ask questions and often come to new understandings about themselves and the world. The theory said that learning is not just about adding new information. Instead, it is about changing the way we think. For example, someone might believe that success only comes from hard work. But after meeting people who became successful through creativity or teamwork, they may begin to see success in a new way. This kind of change in thinking is what transformational learning is about. Reflection is a big part of this theory. When people reflect on their experiences, they begin to understand things differently. They may realize that some of their old ideas no longer fit with what they know now. Through this process, they can develop new perspectives and become more open-minded. This helps them to grow and become better at solving problems and making decisions. Transformational learning often happens in adult education, where people bring their life experiences into the classroom. Teachers who use this theory encourage students to share their thoughts, question ideas and learn from each other. In this way, learning becomes more meaningful because it changes how people understand and live their lives.

Transformational Learning Theory is very relevant when we talk about re-engineering ethical and values education for sustainable national development, especially in public secondary schools in Anambra State. This theory focused on changing how people think and see the world, which is important for teaching ethics and values. When students experience new ideas that challenge their current beliefs about right and wrong, they can reflect deeply and change their attitudes toward ethical behaviour. In the context of Anambra State's public secondary schools, using transformational learning means helping students to move beyond simply memorizing rules about ethics and values. Instead, it encourages them to critically examine their own beliefs, question unethical practices they may have seen and develop a stronger commitment to acting with integrity. This process of deep reflection and change can lead to students adopting positive values that support national development, such as

honesty, responsibility and respect. Teachers in those schools can create learning environments where students openly discuss real-life ethical challenges they face in their communities. By sharing experiences and reflecting together, students develop new perspectives and a better understanding of how their actions affect society. This approach helps students not only learn about ethics but also apply these values in their daily lives, which is essential for building a sustainable and peaceful society in Anambra State and beyond.

Ultimately, transformational learning in ethics education can help to shape responsible citizens who are willing to contribute to the development of their nation. When students develop strong values through this kind of education, they are more likely to make decisions that promote social justice, economic growth and environmental sustainability. This makes transformational learning a powerful tool for re-engineering ethics education to support the long-term development goals of Anambra State and Nigeria as a whole.

Methods

This study adopted a descriptive survey research design, which is appropriate for investigating people's attitudes, belief systems, opinions and behavioural manifestations related to ethical and values education. According to Ikegbusi (2022:264), survey research enables systematic data collection from individuals to capture their perspectives and experiences accurately. The study was conducted in public secondary schools across Anambra State, Nigeria, encompassing diverse educational settings within the state.

The target population comprised all the 1,200 Civic Education teachers in public secondary schools within Anambra State during the 2023/2024 academic session. This population is most relevant to the study because these teachers are directly responsible for delivering ethical and values education, making their insights and experiences essential to understanding the current practices and areas for improvement. Based on data from the Post Primary Schools Service Commission (PPSSC, 2024), the total number of Civic Education teachers in the senior secondary schools across the state is 1,200 teachers. This figure represents the accessible population from which the study sample was drawn. Due to the large and geographically dispersed population, a multi-stage sampling procedure was employed: Four Education Zones, Awka, Nnewi, Ogidi and Onitsha were randomly selected using simple random sampling to ensure representativeness across the state's diverse educational environments. From each selected Education Zone, five LGAs were chosen randomly, yielding a total of 20 LGAs. Seven public secondary schools were purposively selected from each LGA based on the availability of Civic Education teachers, resulting in 28 schools. Using purposive sampling, all Civic Education teachers within the selected schools were identified as potential respondents. Given the relatively manageable size of this subgroup, the entire population of Civic Education teachers in these schools was invited to participate, totaling 150 teachers. This purposive approach was chosen because according to Obi et al (2022: 92), the study specifically targeted teachers responsible for ethical and values education, ensuring that data collected is directly relevant to the research questions.

Data were collected using a structured questionnaire developed by the researcher. The instrument comprised 20 items, grouped into two clusters, designed to elicit teachers' perceptions, practices and challenges regarding ethical and values education. The questionnaire employed a Likert scale format to capture the degree of agreement or frequency related to various statements. The questionnaire was subjected to expert review in Educational Measurement and Evaluation to ensure content validity from Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State.

To ensure the reliability of the Teachers' Questionnaire, a trial test was conducted in Aguata Education Zone, which shares similar characteristics with the selected zones. The test involved 10 Civic Education teachers from two purposively selected public secondary schools. The responses were analyzed using Cronbach Alpha to determine the internal consistency of the instrument which yielded a Cronbach Alpha coefficient of 0.80 and 0.82 indicating good internal consistency. Permission was sought from the Anambra State Ministry of Education and school authorities before administering the

questionnaires. The researcher, assisted by three briefed research assistants, personally administered and collected the questionnaires to ensure high response rates and clarify any ambiguities. During the retrieval of the instrument, it was discovered that nine were wrongly filled while two were damaged, leaving the researcher with 139 valid ones which then formed the sample size. Four point rating scores of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with assigned numerical values 4, 3, 2 and 1, respectfully. Mean ratings of any item ranged from 2.5 and above were regarded to be agreed, while those below 2.5 were regarded as disagreed, this formed the decision rule. Data collected were coded and analyzed using means rating to summarize respondents' views.

Result

Research Question 1: To what extent is moral education being re-engineered to promote sustainable national development in public secondary schools in Anambra State?

Table 1: Extent Moral Education is being Re-engineered to Promote Sustainable National Development in Public Secondary Schools in Anambra State

N = 139

S/N	Please showcase your agreement concerning the extent Civic education is being re-engineered to promote sustainable national development in public secondary schools	$\sum fx$	$\bar{X}$	Remark
1.	Civic Education now addresses current moral issues and national values.	890	3.6	VHE
2.	Teachers use real-life examples to teach ethical decision-making.	839	3.4	VHE
3.	Instructional materials reflect current national development needs and promote ethical citizenship.	818	3.3	VHE
4.	Teachers receive regular training to enhance their competence in delivering values-based education.	790	3.2	VHE
5.	Students are engaged in moral debates and discussions during Civic Education classes.	808	3.3	VHE
6.	Schools integrate moral education through student-led ethical clubs and societies.	856	3.5	VHE
7.	Assessment in Civic Education now includes evaluation of students' moral reasoning and values application.	781	3.1	VHE
8.	Students participate in school-organized community service to develop national consciousness.			
9.	Reward systems are used to recognize students with outstanding moral conduct.	804	3.2	VHE
10.	Moral instruction promotes respect for national symbols, unity and patriotism among students.	867	3.5	VHE
Grand Mean			3.6	VHE

The findings from Table 1 revealed that moral education is being re-engineered to a very high extent in public secondary schools in Anambra State, as indicated by the grand mean of 3.35. All ten items scored above the cut-off for "Very High Extent," demonstrating a consistent and strategic effort by Civic Education teachers to align instructional practices with national ethical standards and developmental goals. The high ratings on curriculum updates, use of real-life moral dilemmas, involvement in community service and integration of student-led clubs reflect a deliberate transformation of ethical education from a theoretical subject to a practical tool for nation-building. The findings also highlighted the effectiveness of teacher professional development, value-based assessment practices and reinforcement systems in promoting responsible citizenship and sustainable development ideals among students. This result suggested that public secondary schools in Anambra State are actively embracing ethical re-engineering as part of Nigeria's broader agenda for sustainable national development. The emphasis on patriotism, national unity and civic responsibility shows a coherent

alignment with the Sustainable Development Goal 4 (Quality Education) and the national policy on education.

Research Question 2: To what extent is Civic Education being re-engineered to promote sustainable national development in public secondary schools in Anambra State?

Table 2: Extent Civic Education is being Re-engineered to promote Sustainable National Development in Public Secondary Schools in Anambra State

N=139

S/N	Please showcase your agreement concerning on the extent Civic education is being re-engineered to promote sustainable national development in public secondary schools in Anambra State	$\sum fx$	$\bar{X}$	Remark
1.	Civic Education curriculum has been updated to include topics on human rights, democracy and social justice.	801	3.3	VHE
2.	Teachers now emphasize national consciousness and unity as key components of civic responsibility.	789	3.2	VHE
3.	Lessons on the responsible use of digital platforms and social media are now part of Civic Education.	774	2.8	HE
4.	Students are encouraged to participate in civic projects such as school elections and environmental campaigns.	869	3.0	VHE
5.	Civic Education promotes national values such as tolerance, accountability and respect for rule of law.	785	3.1	VHE
6.	Students are taught the importance of peaceful coexistence and respect for cultural diversity.	771	2.8	HE
7.	Instruction in Civic Education enhances students' engagement in vocational and entrepreneurial skills.	725	2.9	HE
8.	Students actively discuss national issues and policies as part of Civic Education classroom activities.	770	2.7	HE
9.	Teachers use real-life civic issues (e.g., elections, corruption) to improve learners' understanding of governance.	808	3.0	VHE
10.	Civic Education encourages students to participate in national service and development-oriented programs.	782	2.9	HE
Grand Mean			3.0	VHE

As shown in Table 2, the grand mean of 3.0 indicated that Civic Education is being re-engineered to a very high extent to enhance sustainable national development in public secondary schools in Anambra State. Civic Education teachers affirmed the integration of modern and relevant topics such as human rights, social justice, responsible digital citizenship and cultural diversity into the curriculum. The high mean scores for items on national values, civic participation and governance-related classroom discussions reflected a shift toward active citizenship education. These curricular enhancements equip students not only with knowledge but also with the critical thinking and participatory skills needed to contribute meaningfully to nation-building and democratic consolidation. Furthermore, the inclusion of real-life civic experiences such as student-led projects and civic debates suggested a transformative pedagogy that fosters social responsibility, leadership and national identity. This aligned with global educational goals such as UNESCO's Education for Sustainable Development (ESD) and Nigeria's National Policy on Education which aims to produce morally sound and patriotic citizens.

Discussion of Findings

Extent Moral Education is being Re-engineered to Promote Sustainable National Development
The findings revealed that moral education is being re-engineered to a very high extent in public secondary schools in Anambra State, as evidenced by a grand mean of 3.4. Respondents, who were Civic Education teachers, affirmed that the Civic curriculum has been revised to incorporate contemporary ethical issues, promote integrity and develop students' moral reasoning. Key strategies

include the use of real-life case studies, teacher training, student-led ethical clubs and reward systems that encourage exemplary behaviour. These practices aim to instill values such as honesty, respect and responsibility, which are essential for national development.

These findings were supported by Adeboye and Okonkwo (2023) who emphasized that moral education reforms in Nigerian schools are increasingly focused on character formation and national consciousness. Their study concluded that incorporating real-life experiences and ethical discussions into classroom teaching significantly enhances students' moral and civic identity, aligning with the outcomes observed in this research. However, the findings contrasted with Lawal (2022), who argued that moral education in many Nigerian secondary schools remains theoretical and lacks effective implementation frameworks. Lawal's research found minimal teacher training and limited instructional resources, resulting in low students' engagement and poor value internalization, findings that differ from the present study, where teachers reported high implementation levels and positive students' involvement.

Extent Civic Education is being Re-engineered to Enhance Sustainable National Development

The findings indicated a very high extent of re-engineering in Civic Education, with a grand mean of **3.0**. Civic Education teachers reported that the subject has been modernized to include lessons on human rights, democratic governance, social justice, digital citizenship and active participation in community and national affairs. Students are encouraged to engage in civic projects, school elections and national discourse activities that nurture their sense of responsibility, patriotism and unity, core elements for sustainable national development.

These findings were supported by Umeh and Chikwendu (2024) who observed that the recent restructuring of Civic Education in Nigeria, especially at the secondary school level, has improved students' awareness of civic duties, national ethics and political participation. Their study highlighted how these changes help build responsible future citizens capable of contributing to the nation's sustainable growth. Conversely, the study contradicted the work of Nwosu (2022), who contended that despite curriculum changes, Civic Education remains underutilized in many Nigerian public schools due to a lack of teacher motivation, poor instructional delivery and students' apathy. Nwosu maintained that many Civic Education classes still rely on rote learning and do not foster the critical civic engagement necessary for transformative citizenship.

Conclusion

This study established that ethical and values education, particularly through Civic Education, is being significantly re-engineered in public secondary schools in Anambra State to foster sustainable national development. The integration of contemporary moral issues, national values, participatory learning strategies and real-life civic experiences has transformed Civic Education into a dynamic tool for character development, responsible citizenship and nation-building. The findings highlighted a positive shift from theoretical instruction to practical, student-centred approaches that align with national education policies and global development goals. By equipping students with ethical consciousness, civic responsibility and critical thinking skills, public secondary schools in Anambra State are playing a vital role in shaping morally upright and development-oriented future leaders.

Recommendations

Based on the findings, the following recommendations are made:

1. The educational policymakers should institutionalize sustained, evidence-based professional development programs for Civic Education teachers. These should focus on enhancing pedagogical competencies in moral reasoning, digital ethics and participatory civic instruction to reinforce the transformation of values education as a driver of sustainable national development.
2. Administrators of schools should institutionalize student-led clubs, debates and community service projects to embed values education into practical, nation-building activities.

Educational Implications

1. The integration of real-life moral and civic issues into Civic Education suggested a shift towards experiential learning, reinforcing the need for curricula that promote active citizenship, ethical reasoning and national development.
2. The findings highlighted the importance of continuous teacher training in values-based instruction, implying that teacher education programs must prioritize moral and civic pedagogy to sustain quality delivery.
3. The alignment of Civic Education practices with SDG 4 and national educational goals implies that policymakers should institutionalize ethical and civic education reforms as a strategic tool for sustainable national development.

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