



IMPACT OF TEACHER TRAINING PROGRAMMES ON ETHICAL AND VALUES-CENTERED EDUCATION IN UNIVERSAL BASIC EDUCATION CENTERS IN MAKURDI LOCAL GOVERNMENT AREA OF BENUE STATE



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Abstract

This study investigated the impact of teacher training programmes on ethical and values-centred education in Universal Basic Education Centres in Makurdi Local Government Area, Benue State. Two research questions guided the study, while two hypotheses were formulated and tested at the 0.05 level of significance. A descriptive survey design guided the study. The population for this study comprised 515 teachers from 25 Universal Basic Education Centres within seventeen (11) council wards in Makurdi. The sample size for the study was 192 respondents. A simple random sampling technique was employed to select the respondents. The instruments used for this study were a 10 items self-developed questionnaire titled Teacher Training Programme and Ethical-Centered Education Questionnaire (TTPECEQ) and Teacher Training Programme and Values-Centered Education Questionnaire (TTPVCEQ). Responses collected from the respondents were analyzed using descriptive statistics of mean and standard deviation to answer research questions and Chi-Square (X^2) test of goodness of fit to test hypotheses. The study found that there is a significant impact of teacher training programmes on ethical-centered and values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State. Based on the findings, it was recommended among others that curriculum planner should develop and integrate modules that focus on values-centered education, ethics, and character development into teacher training programs, ensuring that these modules provide teachers with practical strategies and techniques to promote values such as respect, empathy, and responsibility in the classroom.

Keywords: Teacher Training Programmes, ethical-centered education, values-centered education.

Introduction

Teacher training programs are essential for enhancing the quality of education, equipping teachers with the necessary skills, knowledge, and values to support teachers effectively. These programs vary from global to local levels, with different approaches, policies, and practices depending on the educational contexts of each region or country. At the global level, teacher training is often shaped by international organizations, such as the United Nations Educational, Scientific and Cultural



Organization (UNESCO), World Bank, OECD, and Global Partnership for Education (GPE). These organizations set frameworks, guidelines, and international standards for teacher development. Providing pre-service training through undergraduate and graduate programs that prepare teachers to meet the diverse needs of teachers (UNESCO, 2023). Offering continuous professional development (CPD) opportunities for teachers already in the workforce (UNESCO, 2023). Programs like Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) incorporate sustainable development goals (SDGs) into teacher training to equip teachers with the tools to teach global competencies (UNESCO, 2023). According to UNESCO (2023), teacher training programs must be reformed to integrate technology, inclusive education, and sustainable development, aiming for a more holistic approach in line with SDG 4: Quality Education.

The World Bank has supported various teacher training reforms worldwide through its funding and policy advice. Key projects focus on improving teacher quality, professional development, and pre-service training. The Bank's programs often emphasize improving teacher salaries, working conditions, and accountability mechanisms (World Bank, 2022). A World Bank (2022) report highlights that investing in teacher training has long-term benefits for teachers' academic performance and social development, with the impact being more pronounced when training is tied to continuous assessment and feedback. While global organizations provide frameworks and guidelines, teacher training programs are often designed and implemented at the regional or national level. These programs are more tailored to meet the specific needs of the country's education system and its socio-political context. Below are some notable examples: Finland has gained international recognition for its high-quality education system, including its teacher training programs. Teacher preparation in Finland is rigorous and selective, requiring candidates to complete a master's degree in education before entering the profession. Finland offers teacher education programs that are research-based and pedagogically focused, with an emphasis on academic excellence, emotional intelligence, and student-centered learning (Sahlberg, 2022). Teachers are required to engage in lifelong learning through CPD opportunities, including workshops, conferences, and collaborative professional networks (Sahlberg, 2022). According to Sahlberg (2022), Finland's teacher training system is centered around autonomy, trust, and collaboration, which has proven successful in fostering high-quality education. The Finnish approach emphasizes pedagogical knowledge, which is crucial for teachers to respond to the diverse needs of teachers.

At the local level, teacher training programs are typically carried out by schools, local educational authorities, or non-governmental organizations (NGOs). These programs tend to focus on professional development (PD) and in-service training, offering teachers opportunities to upgrade their skills throughout their careers. Many local education authorities design professional development programs that focus on specific educational goals or challenges. Training on how to work with teachers who have disabilities or learning difficulties (IIEP, 2022). Programs that teach teachers how to incorporate digital tools and resources into their classrooms (IIEP, 2022). A report by the International Institute for Educational Planning (IIEP) (2022) shows that local-level PD initiatives, especially those that focus on collaborative professional learning communities, significantly improve teaching quality and student outcomes that modifies their behaviour to suit to the ethics and values of the society in which they live.

Teachers' training programs play a crucial role in shaping the educational landscape, particularly in the context of ethical-centered education. Ethical-centered education focuses on developing teachers' moral reasoning, character, and values, equipping them to navigate the complexities of modern society. By incorporating ethical principles into teacher training programs, educators can better model and foster an ethical learning environment. Teachers are central to shaping the values and ethical perspectives of teachers. Training programs that emphasize ethical standards and moral education help educators enhance their own ethical competencies. Ethical-centered teacher training programs focus on helping teachers reflect on their values, biases, and decision-making processes, thus enabling them to create a more ethically conscious classroom environment. One study by Williams and Murnen (2022) found that when teachers engage in professional development focused

on ethical reasoning, they are more likely to promote ethical behaviors in their teachers, including fairness, responsibility, and respect for diversity.

Teachers' training programs that focus on ethical leadership contribute to the creation of an ethical school culture. Ethical-centered education goes beyond the individual classroom setting and requires a systemic approach, where the entire school community, including administrators, teachers, and teachers is involved in promoting moral development. Teacher training programs that highlight the role of educators in ethical leadership help create environments where ethical behavior is modeled and reinforced at all levels. For instance, Stewart and Bradford (2024) highlighted the importance of leadership in ethical-centered education. Their study suggested that teachers trained in ethical leadership are more likely to contribute to building a school culture based on trust, accountability, and ethical decision-making. This, in turn, influences teachers' behaviors and attitudes, fostering an environment where ethical practices are nurtured across all school activities. Teachers who are equipped with the tools to address ethical issues and engage teachers in ethical reflection can have a significant impact on teachers' moral development. Ethical-centered education encourages teachers to engage with complex moral questions, and it helps them develop a deeper understanding of concepts such as justice, fairness, and respect for others.

Leung, Lyu and Li (2021) found that teachers whose teachers participated in ethical training programs demonstrated higher levels of moral reasoning and empathy. The research showed that teachers who facilitated discussions on ethical issues were able to help teachers develop the ability to recognize and understand moral dilemmas, leading to more ethical decision-making in their personal lives (Leung et al., 2021). In increasingly diverse classrooms, teachers face complex ethical challenges, including navigating cultural differences and addressing biases. Teachers' training programs focused on ethics help prepare educators to handle these challenges in a sensitive and thoughtful way. These programs emphasize the importance of cultural competence, inclusivity, and social justice, all critical components of ethical education. Recent studies, such as Giles and Tatum (2024), suggest that ethical-centered teacher training programs are particularly effective in empowering teachers to address the ethical challenges arising in multicultural environments. Teachers trained in these programs are better equipped to create inclusive classrooms where all teachers, regardless of their backgrounds, feel valued and respected. Such training also encourages teachers to engage in reflective practices, considering their own biases and teaching strategies in ways that promote social justice (Giles & Tatum, 2024).

The researchers observed that; despite the positive impact of ethical-centered teacher training programs, there are challenges that need to be addressed. One of the key challenges is ensuring that these programs are adequately integrated into teachers' ongoing professional development. Many teacher training programs still focus primarily on technical skills and content knowledge, with little attention paid to ethical issues. As a result, there may be gaps in teachers' ability to address ethical challenges effectively. Moreover, not all teacher training programs provide the necessary support or resources to implement ethical-centered education in the classroom that helps in inculcating good values in students.

Values-centered education focuses on instilling moral values, ethical principles, and social responsibility in teachers. The impact of teachers' training programs on values-centered education is profound, as teachers are pivotal in shaping teachers' understanding of values, character development, and their role as responsible citizens. Effective teacher training programs that integrate values-based education contribute significantly to fostering a positive and socially responsible learning environment. Teachers' training programs focused on values-centered education are essential for enhancing educators' understanding of the importance of values in the classroom. These programs often focus on creating awareness among teachers about the role of values in shaping teachers' character and behaviors, emphasizing the need for teachers to model these values in their actions and decisions. The training helps educators reflect on their own values and how those values influence their teaching practices. Recent research by Ramirez and Patel (2023) suggests that professional development programs focused on values-centered education allow teachers to integrate values such as respect, empathy, fairness, and integrity into their pedagogical approaches. According to the study by Ramirez

and Patel (2023), teachers who participate in such training tend to be more intentional about promoting values through their interactions with teachers, classroom management practices, and lesson planning. This ultimately helps create a more values-driven educational environment where teachers learn not just academic content but also the importance of ethical decision-making.

Teachers trained in values-centered education are better equipped to build positive, trusting relationships with their teachers. Values-centered education encourages teachers to understand and respect the diverse backgrounds, experiences, and values of their teachers. Training in this area helps teachers develop cultural competence, which is critical for fostering inclusivity and mutual respect in the classroom. According to Jenkins, Smith and Grant (2022), when teachers undergo training that emphasizes values such as empathy, respect, and responsibility, they are more likely to engage with teachers in a way that promotes a supportive learning environment. These teachers are better able to identify the emotional and social needs of their teachers and respond appropriately, leading to improved student-teacher relationships. The positive impact on relationships is crucial because it creates an environment where teachers feel safe to express themselves and are more willing to engage in learning (Jenkins, et al, 2022).

The researchers observed that; despite the clear benefits of values-centered teacher training, several challenges remain in ensuring its widespread effectiveness. Many teacher training programs do not adequately address how to integrate values education into daily teaching practices. While values-centered education is often emphasized in theory, there is a gap in providing practical tools and strategies for teachers to implement these values effectively in diverse classroom settings. Additionally, values-centered teacher training programs often do not include sufficient opportunities for teachers to engage in reflective practice. They argue that without ongoing support and reflective activities, it can be challenging for teachers to internalize and apply values consistently in their teaching. Teachers need continuous professional development and mentorship to effectively implement values-centered education in the classroom most especially in the Universal Basic Education Centers particularly in Makurdi Local Government Area.

In the context of Universal Basic Education (UBE) Centers in Makurdi, Benue State, teachers' training programmes play a pivotal role in shaping teachers' moral and ethical development. By preparing educators to impart not only academic knowledge but also ethical values, these programmes are instrumental in fostering a responsible, well-rounded student body that can positively contribute to society (UBEC, 2024). Teachers are at the heart of shaping teachers' character and ethical development. The training they receive significantly affects their ability to instill moral values, civic responsibility, and ethical principles. In Makurdi, as in many other parts of the world, the quality of teachers' training directly impacts how well educators are equipped to integrate values education into their teaching (Akpa, 2021). In UBE centers, values such as honesty, respect, responsibility, fairness, and empathy form the backbone of teachers' moral education. Trained teachers are more likely to engage teachers in discussions about ethical dilemmas, encourage respect for others, and model ethical behavior in the classroom. For instance, through collaborative learning, teachers can instill values of teamwork, integrity, and empathy, which are critical for societal cohesion. Studies indicate that in-service teacher training, including workshops and seminars, are fundamental in equipping teachers with the necessary tools to introduce values-based education in classrooms. Teachers who receive such training are more conscious of their role in the moral development of their teachers. A study by Akpa (2021) found that teachers' ability to address ethical issues in class improves significantly after attending structured training programs designed to enhance pedagogical skills and values education (Akpa, 2021). It is against this background that the researcher deemed it necessary to investigate the impact of teacher training programmes on ethical and values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Statement of the Problem

In recent years, the quality of education has become a primary focus of policymakers, educators, and stakeholders in the Nigerian education sector. The Universal Basic Education (UBE)

Centers program, introduced by the Nigerian government, aims to provide free, compulsory, and quality education to every child. However, despite the government's efforts to improve educational access, challenges regarding the quality of education remain significant, particularly in the area of instilling ethical values and principles among teachers. A fundamental aspect of education that is often overlooked in the curriculum is values-based education, which includes instilling moral and ethical standards in young learners.

One key factor influencing the success of values-centered education is the competence of teachers. Teacher training programs are designed to enhance the teaching capabilities of educators, equipping them with the necessary knowledge and skills to facilitate effective learning and the promotion of ethical behavior in teachers. However, despite the implementation of various teacher training programs within the framework of UBE Centers, there is a noticeable gap in their effectiveness in fostering a values-based education. The problem at hand is the insufficient integration of ethical and values-centered content in the teacher training programs provided under UBE Centers in Makurdi, Benue State. This has led to concerns about whether these programs adequately prepare teachers to instill ethical values in teachers, who are the future leaders of society. While teacher training programs are focused on pedagogical skills, subject matter knowledge, and classroom management, there is limited emphasis on ethics and values-centered education. Teachers often lack the tools and strategies required to teach teachers about responsibility, respect, honesty, fairness, and other ethical principles essential for their personal development and citizenship. The researchers therefore investigated the impact of teacher training programmes on ethical and values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Purpose of the Study

The purpose of this study was to investigate the impact of teacher training programmes on ethical and values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State. Specifically, the study;

1. examined the impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.
2. ascertained the impact of teacher training programmes on values-centered education in Universal Basic Education Centers.

Research Questions

The following research questions guided the study;

1. What is the impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State?
2. What is the impact of teacher training programmes on values-centered education in Universal Basic Education Centers?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance;

1. There is no significant impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.
2. There is no significant impact of teacher training programmes on values-centered education in Universal Basic Education Centers.

Research Methods

This study adopted descriptive survey research design. This design agrees with Adzongo, (2022) who defined descriptive survey design as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals on a large scale and it can be used when collecting information about peoples' attitude, opinions, habits or any of the variety of educational or social issues. Descriptive survey design was suitable for the study because the study involved the

assessment of public opinion using questionnaire and sampling methods. It enabled the researcher to collect detailed description of existing phenomena with the intention of using the data to justify current conditions and practices or to make better plans for improving the phenomena. This research design was useful since not all of the population will be sampled. The design was also fit in this study since it requires the collection of data without manipulation of any of the variables. The population for this study comprised five hundred and fifteen (515) teachers from twenty-five (25) Universal Basic Education Centers within seventeen (11) council wards in Makurdi (State Universal Basic Education Board (SUBEB), 2024). The sample size for the study was 192 respondents drawn from 9,618 which represent 2% of teachers in twenty-five (25) Universal Basic Education Centers from 11 council wards in Makurdi. This was in line with Emaikwu (2011) who states that 2 -25% of the total population is idea to represent the entire population. A simple random sampling technique was employed to select the respondents because each respondent of the population has an equal and independent chance of being included in the sample. Having independent chance of being included implies that the chance of drawing a respondent do not depend on (or not affected by) the drawing of another respondent; this was done by balloting or identifying all the respondents of a population by numbers and then into a container. The instrument used for this study was a 10 items self-developed questionnaire titled; Teacher Training Programme and Ethical-Centered Education Questionnaire (TTPECEQ) and Teacher Training Programme and Values-Centered Education Questionnaire (TTPVCEQ). Responses were collected from the respondents and analyzed using descriptive statistics of mean and standard deviation to answer research questions and chi-square (X^2) test of goodness of fit to test hypotheses at 0.05 level of significance. The cut-off point of 2.50 was used to determine positive impact while anything less than 2.50 was regarded as negative impact. The reason for using mean and standard deviation and chi-square to analyze the data is because, the study was descriptive in nature.

Results

Research Question 1: What is the impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State?

Table 1: Mean score and Standard Deviation on impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

S/N	Description of Items	N	SA	A	D	SD	$\bar{X}$	Std.	Decision
1.	Teachers are central to shaping the ethical perspectives of learners.	192	120	66	0	6	3.56	.66	Strongly Agree
2.	Training programs that emphasize ethical standards helps educators enhance their own ethical competencies.	192	102	90	0	0	3.53	.50	Strongly Agree
3.	Ethical-centered teacher training programs focus on helping teachers reflect on their values in decision-making processes.	192	54	114	6	18	3.06	.82	Agree
4.	Teachers trained with ethical frameworks are better equipped to model appropriate behavior of learners in the classroom.	192	108	66	18	0	3.47	.66	Agree
5.	Teachers who are trained to incorporate ethical reasoning into their teaching strategies creates lessons that engage learners in discussions about ethics.	192	84	84	24	0	3.31	.68	Agree



Cluster Mean/Std. 3.39 .66 Agree

Source: field survey, 2025

Table 1 item by item interpretation indicates that teachers are central to shaping the ethical perspectives of teachers. Training programs that emphasize ethical standards helps educators enhance their own ethical competencies. Ethical-centered teacher training programs focus on helping learners reflect on their values in decision-making processes. Teachers trained with ethical frameworks are better equipped to model appropriate behavior in the classroom. Teachers who are trained to incorporate ethical reasoning into their teaching strategies creates lessons that engage teachers in discussions about ethics. The cluster mean of 3.39 and corresponding standard deviation of .66 are rated above the cut-off mean of 2.50. This implies that there is a significant impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Research Question 2: What is the impact of teacher training programmes on values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State?

Table 2: Mean score and Standard Deviation on impact of teacher training programmes on values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

S/N	Description of Items	N	SA	A	D	SD	$\bar{X}$	Std.	Decision
1.	Teachers trained in values-centered education are better equipped to build positive relationships with their learners.	192	108	78	0	6	3.50	.66	Strongly Agree
2.	Values-centered education encourages teachers to understand diverse backgrounds of their learners.	192	96	72	18	6	3.34	.78	Strongly Agree
3.	Teachers' training programs provides educators with the tools to incorporate social responsibility in learners.	192	120	66	6	0	3.59	.55	Agree
4.	Teacher training programs focused on values education enhance educators' ability to engage learners in discussions about current social issues.	192	132	48	12	0	3.63	.60	Agree
5.	Teachers who are well-trained in values-centered education help learners understand their roles in creating a sustainable society.	192	120	57	6	9	3.50	.77	Agree
Cluster Mean/Std.							3.51	.67	Strongly Agree

Source: field survey, 2025

Table 2 item by item interpretation indicates that teachers trained in values-centered education are better equipped to build positive relationships with their learners. Values-centered education encourages teachers to understand diverse backgrounds of their learners. Teachers' training programs provides educators with the tools to incorporate social responsibility in learners. Teacher training programs focused on values education enhance educators' ability to engage teachers in discussions about current social issues. Teachers who are well-trained in values-centered education help learners understand their roles in creating a sustainable society. The cluster mean of 3.51 and corresponding standard deviation of .67 are rated above the cut-off mean of 2.50. This implies that there is a significant impact of teacher

training programmes on values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Test of Hypotheses

Hypothesis One: there is no significant impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Table 3: The table below shows the chi-square test of impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Response Mode	SA	A	D	SD	Df	Sig. Level	X ²	P. Value	Decision
Observed	120	66	0	6	9	.05	74.250	.000	H ₀ Not accepted
Expected	48.0	48.0	48.0	48.0					

Source: field survey, 2025

Hypothesis one shows that X² of 74.250, df = 9 and P-value = 0.00. Since P-value 0.00 < 0.05 level of significance, the null hypothesis which states that there is no significant impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State was therefore not accepted. This implies that; there is a significant impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Hypothesis 2: there is no significant impact of teacher training programmes on values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Table 4: The table below shows the chi-square test of impact of teacher training programmes on values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Response Mode	SA	A	D	SD	Df	Sig. Level	X ²	P. Value	Decision
Observed	108	78	0	6	8	.05	134.531	.000	H ₀ Not accepted
Expected	48.0	48.0	48.0	48.0					

Source: field survey, 2025

Hypothesis one shows that X² of 134.531, df = 8 and P-value = 0.00. Since P-value 0.00 < 0.05 level of significance, the null hypothesis which states that there is no significant impact of teacher training programmes on values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State was therefore not accepted. This implies that there is a significant impact of teacher training programmes on values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Discussion of Findings

The discussion of the findings of this study is organized around the research hypotheses. The two null hypotheses that were formulated and tested were all not accepted.

Hypothesis one revealed that there is a significant impact of teacher training programmes on ethical-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State. Responses from respondents further revealed that teachers are central to shaping the ethical

perspectives of learners. Training programs that emphasize ethical standards helps educators enhance their own ethical competencies. Ethical-centered teacher training programs focus on helping teachers reflect on their values in decision-making processes. Teachers trained with ethical frameworks are better equipped to model appropriate behavior in the classroom. Teachers who are trained to incorporate ethical reasoning into their teaching strategies creates lessons that engage learners in discussions about ethics. This finding is in line with that of Giles and Tatum (2024) who found that ethical-centered teacher training programs are particularly effective in empowering teachers to address the ethical challenges arising in multicultural environments. Teachers trained in these programs are better equipped to create inclusive classrooms where all teachers, regardless of their backgrounds, feel valued and respected.

Hypothesis two revealed that there is a significant impact of teacher training programmes on values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State. Responses from responses further revealed that teachers trained in values-centered education are better equipped to build positive relationships with their learners. Values-centered education encourages teachers to understand diverse backgrounds of their learners; Teachers' training programs provides educators with the tools to incorporate social responsibility in learners. Teacher training programs focused on values education enhance educators' ability to engage learners in discussions about current social issues. Teachers who are well-trained in values-centered education help learners understand their roles in creating a sustainable society. Omoniyi and Ajayi (2023) found that teachers trained in values education are better prepared to handle ethical dilemmas in the classroom. The study also found that trained teachers use a variety of teaching methods that not only promote academic achievement but also foster values such as fairness, honesty, and respect among teachers.

Conclusion

Based on the findings, the study established that there is a positive significant impact of teacher training programmes on ethical-centered and values-centered education in Universal Basic Education Centers in Makurdi Local Government Area of Benue State.

Recommendations

Based on the findings of the study; it was recommended that;

1. Curriculum planners should develop and integrate modules that focus on values-centered education, ethics, and character development into teacher training programs, ensuring that these modules provide teachers with practical strategies and techniques to promote values such as respect, empathy, and responsibility in the classroom.
2. Policy makers should establish a system to monitor and evaluate the effectiveness of teacher training programs in promoting values-centered education, using the findings to inform future training programs and make necessary adjustments to ensure teachers are equipped to deliver values-centered education effectively.

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