



INTEGRATION OF ETHICAL AND VALUE EDUCATION IN THE CURRICULUM OF TERTIARY EDUCATION IN NIGERIA FOR NATIONAL DEVELOPMENT



Ngezack Amos Cletus

cangezack@gmail.com

Department of Educational Foundations,
Faculty of Education, Taraba State University, Jalingo

Niyi Jacob Ogunode

Ogunodejacob@gmail.com

Department of Educational Management,
University of Abuja, Nigeria

&

Jaji Barkindo

jajibarkindo@gmail.com

Department of Educational Foundations,
Faculty of Education, Taraba State University, Jalingo

Abstract

This paper discusses the benefits of integrating ethical and value education in the curriculum of tertiary education in Nigeria for sustainable development. The paper is a review paper that depend secondary data. The secondary data were collected from print and online publications. The paper identified the benefits of integrating ethic and value education in the tertiary education curriculum in Nigeria includes; moral development, personal development, social and emotional skills, character development and ethical leadership. The paper based on the benefits of integrating ethical and value education in the curriculum of tertiary education in Nigeria recommends that the federal government should direct all the agencies (National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) and National Universities Commission (NUC) to include ethical and value education into the GST course and develop academic programme on ethical and value education in the tertiary institutions in Nigeria.

Keywords: Curriculum, Ethical and Value Education, Tertiary Institutions

1.0 Introduction

Tertiary education is an organized educational system that is consciously designed for manpower production, in-service training and national development. Tertiary education is an education that advances teaching, research and community services for national development. Tertiary education is an education industry that is meant for the production of manpower and national development via implementation of teaching, research and provision of community services (Ogunode, 2025). Tertiary education is an educational institution that is saddled with the responsibilities of teaching, research and community service implementation for manpower development and nation-building (Ogunode, Awah & Suleiman, 2024). Tertiary education, also called post-secondary education, is any level of education pursued beyond high school, including undergraduate and graduate credentials. These credentials encompass certificates, diplomas or academic degrees. Tertiary education refers to specialized education in a specific field, taken on after finishing high school. Tertiary education is non-compulsory and provided in a specialist institution, usually a college, polytechnic or university. This form of education may be delivered virtually or at a distance (Top-hat, 2023). According to Edinoh & Wali-Essien (2023), tertiary education is a social agent of progress and development in the society and aids

technological advancement. It is designed to help in the development of nations by providing the high as well as the middle level manpower needed for the social, economic and political advancement through the programme of teaching, learning, research and community services.

Tertiary education prepares the individual for the world of work with a study of the proper theories and relevant hands –on experience. The curriculum of tertiary institutions is developed to ensure that students can meet the challenges of the workplace and also ensure that all the relevant materials necessary for this are available for effective training and experience (Mgboji, Uzoegwu, & Onah, nd in Musa, 2022). The objectives of tertiary education includes; to provide higher education opportunities via effective teaching, researching and provision community services; to develop produce students with specialized knowledge and skills for solving personal problem and national problem; to prepare student for national workforce and to contribute to societal and community development; to provide academic program of various disciplines; to provide quality instruction in field of studies and to conduct researches to generate new knowledge for national development and to solve complex problems (Ogunode, 2025).

The high rate of social vices, indiscipline and moral decadences in the society and in specifically in the tertiary institutions demands the immediate introduction of the valued and ethical education into the General Studies Programme of the institutions and also as academic programme. Though some of the tertiary institutions have started some academic programme that relate to ethical and valued education. It is based on this that this paper seeks to discuss the import of integrating Ethics and values education into the tertiary institutions programme in Nigeria.

2.0 Literatures Review

2.1 Concept of Ethical and Value Education

Ethics and values education involves teaching children the ideas and characteristics that will guide their behaviour and decision-making. It promotes moral principles such as honesty, respect, responsibility, equality, and sympathy. Moral education teaches students what is ethical and wrong, and it motivates them to make ethical decisions. It also encourages strong values in them, improves their social and emotional abilities, and prepares them to be ethical leaders and responsible members of society. Through the integration of ethics and value education into their educational programs, schools attempt to promote a healthy school culture and educate students on the skills and values needed to address moral challenges in life (Euro schools, 2023).

Ethics and value education according to Educampus.com (2023) is the process of inculcating ethical and moral values in individuals through education. It is essential for the overall development of an individual in leading a meaningful life. It involves teaching individuals about values such as honesty, responsibility, respect, empathy, and compassion, and how to apply them in their daily lives. The goal of ethics and value education is to promote a sense of social responsibility and encourage individuals to act ethically and with integrity in all aspects of life. The main aims of ethics and values education are the following: to stimulate ethical reflection, awareness, autonomy, responsibility, and compassion in children, to provide children with insight into important ethical principles and values, equip them with intellectual capacities ((critical thinking, reflection

The objectives of ethics and values education according to Nirupama et al 2021) includes;

- 1) To educate students to be responsible citizens and to make the students learn human values to adopt them in their personal and social life.
- 2) To make the students learn the values like truth, humility, honesty, perseverance, cooperation, compassion, love, etc.
- 3) To enable the students to understand, appreciate, uphold, protect, and promote the sovereignty, unity, and integrity of India.
- 4) It helps to develop the personality of the students so that they view life in a positive way.
- 5) To helps students to maintain a strong relationship with family and friends.
- 6) To make responsible the students for their own behavior.
- 7) To adopt the students, learn the trait of coordination with the teachers and fellow mates.
- 8) To prepare the students to handle difficult situations in a mature way.
- 9) To develop a positive mind-set and a good attitude.
- 10) To make the student understand to know the purpose of their life.



The aims and objectives ethics and values education includes; inculcation of ethical values on the learners, to create the spirit of love, compassion and discipline in learners, to provide the learners or students with insight of ethical and value principles and functions in the society, to provide the learners or students with intellectual capacity that will support him or her to stand for justice and support moral judgement; to provide the learners with a social skills that will enable him or her support society development, to provide instruction that inculcates on the individual core values such as honesty, integrity, respect, responsibility and fairness, and to help learners develop a strong moral foundation and become responsible and ethical citizens, to provide instruction that equipped learners with the necessary skills to make ethical decisions and contribute positively to society (Ajayi, & Fasokun, 2016;Ogunode 2025)

2.2 Concept of National Development

The complex nature of nation has made it difficult for scholars to give it a direct definition. It is not easy to define nation because of the changing nature and its complexity to human communities. Infact, there are numerous perspectives. Simply, a nation is referred to as a group of people living in a particular country, forming a single political and economic unit. It can also be seen as a large number of people who share the same history, ancestors, culture and interest. When something is national, it belongs to a particular nation (Mark, 2016). Therefore, national development means the development of people in every aspect of their life in their country while According to Meizer (1988), development is the act of raising to the highest value, the Gross National Product through the process of accumulating capital and industrialization. Development at any time should be seen as a multidimensional process involving changes in structures, attitudes and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty. Todaro (1992) cited in Nwanna-Nzewunwa (2008), asserted also that development can be seen as the capacity of a nation to increase its static economy to a certain level where it can generate and sustain an annual increase in its Gross National Product (GNP). In this case, what we consider in development is not limited to process of acquiring industries but it encompasses such processes as modernization, productivity, social and economic equalization, improved institutions and attitudes as well as rationally coordinated policy.

2.3 Concept of Curriculum

Obilo, Opara&Ajeka (2022) explained curriculum as the totality of what the teachers and learners do at school, which is curriculum delivery, and added that curriculum is concerned with the purpose of education. By this, it meant the aims, goals and objectives. Curriculum is a reflection and a product of the society and can contribute to bringing about transformations within the society. It is indispensable to reflect upon the issues to reach decisions in a vigorous and responsive curriculum delivery process. Offorma (2015) defined curriculum as a document, plan, or blue print for instructional guide, which is used for teaching and learning to bring about positive and desirable change in behaviour.

Eduok and Bassey (2022), sees curriculum as those knowledge, activities and experiences both formal and informal planned and guided by the school for the benefit of the learner. It is the planned and unplanned experiences, which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make meaningful contribution to the betterment of their society and the world. Uya and Eduok (2018) defined curriculum as a complex network of physical, social and intellectual conditions that shapes and reinforce the behaviour of individual's perception and interpretations of the environment in order to reinforce the learning objectives and to facilitate the evaluation. It is the formulation and implementation of an educational proposal to be taught and learned within a school in such a form that it is open to critical scrutiny and capable of effective translation into practice.



3.0 Methods

Because of the nature of this paper, tradition method is adopted, whereby data collection is not based on pre-determined variables linked to a stated hypothesis. Instead emphasis is on generation of insight and understanding of the subject matter through description. Therefore this research adopts descriptive method. The sources of data are majorly secondary, sources like documentary research materials, official papers, journals, textbooks, library and archival materials and Internet sources (adapted from Ajao, 2010).

4.0 Result and Discussion on Benefits of Integration of Ethical and Value Education in the Curriculum of Tertiary Education in Nigeria

There are many benefits of integrating ethical and value education in the tertiary education curriculum includes; moral development, personal development, social and emotional skills, character development and ethical leadership, enhances community service provision, improvement in academic performance, curtaining corruption:

A) Moral Development:

Ethics and value education help students develop a strong moral foundation. It teaches children ethical principles like integrity, honesty, sympathy, equality, and respect. Students acquire a sense of right and wrong and a sense of ethics that controls their behaviours and making choices through learning about and understanding these principles (Euro school 2023). Human value on the other hand, are crucial for fostering empathy and compassion. They create an environment where individuals can connect with others, develop meaningful relationships, and feel a sense of belonging. Human values also promote inclusivity, diversity, and social justice, creating a community that is inclusive and accepting of all individuals. When ethical and human values are integrated into an individual's life, they create a sense of balance, purpose, and meaning. They help individuals understand their place in the world and their responsibility towards society. This integration is essential for creating individuals who are well-rounded, empathetic, and responsible members of society. Living a life guided by ethical and human values requires intentional effort and practice. It involves applying these values in everyday situations and making conscious decisions that align with them. This can include speaking truthfully, treating others with kindness and respect, and standing up for social justice and equality. By consistently applying these values in daily life, individuals can create a positive impact on themselves and those around them, contributing to a better world for all (Dwivedi, 2023). Ethical and valued education play a fundamental role in education, shaping the moral compass of individuals and fostering responsible citizens. By incorporating ethical principles into the learning process, educational institutions can empower students to make informed decisions, contribute positively to society, and lead fulfilling lives (Patabendhige, 2024).

B) Personal Development:

Ethics and value education help students with the skills and knowledge necessary for ethical decision making. They learn to analyse ethical dilemmas, consider different perspectives, and make informed judgments. This helps them navigate complex moral situations and make choices that align with their values (Euro school 2023). The holistic development according to Dwivedi, (2023) of an individual is a multifaceted process that encompasses the physical, emotional, intellectual, and spiritual aspects of human life. The integration of ethical and human values is a crucial factor in this development process. 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. Human values, such as compassion, kindness, and empathy, are critical for cultivating a sense of connection with others and creating a sense of community. Ethical values serve as a guiding force for individuals to make decisions that align with their principles and beliefs. They help individuals understand the consequences of their actions and provide a framework for ethical decision-making. 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. Ethical education encompasses the cultivation of core values such as honesty, integrity, respect, responsibility, fairness, compassion, and empathy. These values serve as guiding principles for navigating moral dilemmas, fostering positive relationships, and contributing to a just and equitable society (Patabendhige, 2024).

C) Social and Emotional Skills:

Ethics, morals and values in education promote the development of essential social and emotional skills. Students learn understanding, compassion, and solving disputes, which allows them to better understand and connect to others. These abilities help to develop strong interpersonal interaction improve communication, and create a sense of identity within the school environment (Euro school 2023). Furthermore, the integration of ethical and value education would contribute to the overall development of students including the social and emotional skills. It would not only enhance their academic knowledge and their communicative skills, but also their personal and social development. This would lead to a well-rounded individual who is not only knowledgeable, but also empathetic and ethical.

D) Character Development

Character development is emphasised in ethics education, with values such as honesty, responsibility, dedication, and responsibility being highlighted. Schools help children to establish a strong moral character that serves as a basis for their personal and academic progress by developing these characteristics (Euro school 2023). Integrating ethical education into the curriculum promotes a holistic approach to learning, extending beyond academic knowledge to encompass the development of character and moral judgment. It equips students with the tools to critically analyze situations, consider ethical implications, and make sound choices aligned with their values (Patabendhige, 2024). Moreover, such integration would promote a culture of self-reflection and critical thinking among students. By studying ethics and values, students would learn to think critically about their own beliefs and the beliefs of others. This would foster a more inclusive and tolerant society.

E) Ethical Leadership:

Firstly, incorporating ethical and value education into the tertiary curriculum would ensure that students develop a strong moral foundation and become responsible and ethical citizens. They would be equipped with the necessary skills to make ethical decisions and contribute positively to society (Ogunode, 2025; Dwivedi, 2023). Ethics education helps students develop ethical leadership skills. They learn to set a good example by making ethical decisions and inspiring others to do the same. Ethical leaders place importance on honesty, justice, and the well-being of others, therefore encouraging positive change in their communities (Euro school 2023).

Community service

Morals and values Students are provided with a feeling of social responsibility and active citizenship through education. They are educated about their moral rights and responsibilities, and they are encouraged to participate in service and social activities. This encourages students to have a positive effect on their communities and encourages equal chances. Empowering individuals as active citizens requires not only a solid understanding of ethics, morals, and values but also opportunities for practical application within one's community. It is through this combination that we can foster civic responsibility amongst our student body by instilling knowledge of both individual rights alongside responsibilities towards society at large (Fafunwa, in Ogunode, 2025). Promoting community service projects or guiding student advocacy on issues relating to equality or human rights awareness campaigns encourages youth engagement which nurtures effective changes that benefit everyone within our interconnected world today. When ethical and human values are integrated into an individual's life, they create a sense of balance, purpose, and meaning. They help individuals understand their place in



the world and their responsibility towards society. This integration is essential for creating individuals who are well-rounded, empathetic, and responsible members of society.

Improvement in academic performance

Moreover, teaching ethical and value education in schools can also have a positive impact on academic performance. Studies have shown that students who receive this type of education tend to have higher academic achievement and better social and emotional skills. This is because values like perseverance, self-discipline, and responsibility are essential for academic success (Ogunode 2025). Integrating ethical education into the curriculum according to Patabendhige (2024) promotes a holistic approach to learning, extending beyond academic knowledge to encompass the development of character and moral judgment. It equips students with the tools to critically analyze situations, consider ethical implications, and make sound choices aligned with their values.

Curtain corruption

In Nigeria, where corruption and unethical practices are unfortunately prevalent, teaching ethical and value education in schools can play a crucial role in creating a more ethical and just society. By instilling strong values and principles in the minds of young students, we can hope for a better future where honesty and integrity are valued and practiced (Ogunode 2025).

4.1 Findings

This paper revealed that moral development, personal development, social and emotional skills, character development and ethical leadership, enhances community service provision, improvement in academic performance, curtaining corruption are the benefits of integrating ethical and value education in the tertiary education in Nigeria.

4.2 Conclusion and Recommendation

In conclusion, integrating ethical and value education in the tertiary education curriculum in Nigeria would bring numerous benefits to students and society as a whole. It is imperative for the education system to recognize the importance of fostering ethical and responsible citizens and take steps towards incorporating this vital aspect into the curriculum. However, this paper concluded that moral development, personal development, social and emotional skills, character development and ethical leadership, enhances community service provision, improvement in academic performance, curtaining corruption are the benefits of integrating ethical and value education in the tertiary education in Nigeria.

References

- Ajayi K. T. & Fasokun, O. (2016). Teaching Moral Education in Nigerian Schools: A Panacea for National Security», *Int. J. Policy Dev.*, т. 4, вып. 1, сс. 56–72, 2016.
- Ajao, O., S. (2010). Repositioning for Quality Services Delivery in Tertiary Institutions: The Role of Accountants. *An International Multi-Disciplinary Journal , Ethiopia*, 4 (2),. 335-354
- Diefendorff, J. M., Richard, E. M., Dinh, P. V., and LeNoble, C. (2018) ‘Action-State Orientation at Work: Dynamic Effects in Organizational Contexts’, in N. Baumann, M. Kazén, M. Quirin, and S. L. Koole (eds.) *Why people do the things they do: Building on Julius Kuhl’s Contributions to the Psychology of Motivation and Volition*, p. 303-321, Boston, MA: Hogrefe Publishing.
- Dwivedi, S (2023). Values in Achieving Holistic Development.
<https://www.linkedin.com/pulse/every-value-invaluable-importance-ethics-human-values-shivam-dwivedi#:~:text=Conclusion%3A,promote%20inclusivity%20and%20social%20justice.>
- Eduok, J. D., & Bassey, S. O. (2022). Repositioning science curriculum for youth empowerment and national development. *Journal of Teacher Perspective*, 17(1), 109-120.



- Ekaette, U. J. (2001) "Policy Focus and Value system in higher education" The Guardian, Lagos: June 18, 58-59.
- Euro school (2023). The role of ethics and values education in schools. <https://www.euroschoolindia.com/blogs/role-of-ethics-values-education/>
- EUI (2025). Academic-service <https://www.eui.eu/en/services/academic-service/about-academic-service>
- Federal Republic of Nigeria (2013). National policy on education. Lagos: NERDC. *Federal republic of Nigeria national policy on education*. NERDCpress. Lagos, Nigeria.
- Fafunwa, A. B. (1976). *History of Education in Nigeria*. London: George Allen & Unwin, 1976.
- Madukoma, E. & Opeke R.O. (2013). Information use and job performance of senior nonacademic staff in Nigerian universities. *Library Philosophy and practice* (e-journal paper 973) retrieved from <http://digitalcommons.unl.edu/lipphilprac/973>.
- Meier, K. J. (1988). *The political economy of regulation: The case of insurance*. I New York: Sunny press.
- Ng'ethe, J. M., Iravo, M. E., & Namusonge, G. S. (2012) 'Determinants of Academic Staff Retention in Public Universities in Kenya: Empirical Review', *International Journal of Humanities and Social Science*, 2,(1),205-212
- National Economic Empowerment and Development Strategy (NEEDS 2)(2007). Abuja, National Planning Commission. P.270
- Nwanna-Nzewunwa, O. P (ed) (2008). *Niger Delta crisis yesterday and today*. Owerri: Springfield Publishers Ltd.
- Nirupama, D. & D'Souza, D. J. (2021). Values and Ethics In Education. *International Research Journal of Modernization in Engineering Technology and Science*, 03(02),732-741
- Obilo, I. P., Oparah, Z. C., & Ajeka, P. I. (2022). Curriculum delivery and security challenges in tertiary education: Counselling perspectives. *International of Management, Social Sciences, Peace and Conflict Studies(IJMSSPCS)*, 5(1), 59-68.
- Offorma, G.C. (2014). Approaches to curriculum development. In Nwagwu, N.A. & Iwori U.M.O.(eds.). *Education in Nigeria: Development and Challenges*. Yaba, Lagos: The CIBN press limited.
- Ogunode, N. J., Jegede, D., Abubakar, M., & Martina, U. (2020). Challenges Facing Non-Academic Staff of Higher Institutions in Nigeria and the Way Forwards. *GBS*, 3(5), 78- 86.
- Ogunode, N., J. (2025). Benefit of Digital Literacy for Academic staff and Students of Tertiary Institutions in Nigeria. *American Journal of Alternative Education* 2(2,),43-53
- Ogunode, N., J. (2025). Importance of Teaching of Ethical and Values Education in Nigerian Schools. *Web of Semantics: Journal of Interdisciplinary Science*, 3(2), 104-108
- Patabendhige, R., N., P. (2024). Ethical Values in Education <https://www.linkedin.com/pulse/ethical-values-education-nishantha-priyalal-r-patabendhige-ucejc>
- Top-hat (2023). Meaning of tertiary education. <https://tophat.com/glossary/t/tertiary-education/>
- UNESCO (2023). *Que debe saber sobre la alfabetización*. <https://www.unesco.org/es/literacy/need-know>
- Todaro, M. P. (1985). *Economics for developing nations*. London: Longman Group Limited.
- TRSU (2020) Academic services. <https://trsu.ac.th/academics/academic-services#:~:text=Academic%20Service%20means%20an%20academic,and%20strengthen%20community%2Fsocial%20sustainability.>
- Uya, A. O., & Eduok, J. D. (2018). Quality professional development strategies and teachers' effective curriculum implementation. *Discourse on the provision of quality management of education: The role of school personnel. A Festschrift in Honor of Professor (Mrs.) Grace Koko Etuk*. Academic Research Network International (ARNI), 347-364.