



CONTEMPORARY NECESSITIES FOR THE INCLUSION OF ETHICAL AND VALUES EDUCATION CURRICULUM RE-ENGINEERING IN IGNATIUS AJURU UNIVERSITY OF EDUCATION, PORT HARCOURT.



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Abstract

The study investigated contemporary necessities for the inclusion of ethical and value education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt. The purpose of the study was to examine the contemporary happenings in the university which calls for inclusion of ethical and values education curriculum as means of re-engineering university education. Two research questions and one hypothesis guided the study respectively. The study adopted descriptive survey design, with the population of 359 teaching and non-teaching staff of faculty of education. Sample of 180 teaching and non-teaching staff was used as respondents representing 50% of the population which was selected using proportional sample method. The instrument used for data collection was a validated questionnaire titled contemporary necessities for the inclusion of ethical and values education curriculum re-engineering in Ignatius Ajuru University, Port Harcourt (CNIEVECRE), which contains 18 items was confirmed reliable. Mean and standard deviation was the statistical tool implored to answer research questions, while hypothesis was tested using t-test. Findings indicated that there are contemporary necessities for the inclusion of ethical and values education curriculum in the university as well as exposing the need for such inclusion. Due to the fact that moral decadence among youths seems to be grossly affected, the study concludes that necessity is laid on the university education policy formulation and implementation to awake moral excellence in our universities through inclusion of ethical and value education. And recommend thus, lecturers should continue to carry-out their expected duty of in-to-co-parent is for this will facilitate counselling and teaching of moral values. Also government should include and make ethical and values education compulsory like the GES courses.

Keywords: Education, university, re-engineering, contemporary happens, ethical, values, and moral curriculum.

Introduction

The important of education hinges on the role it plays in building a society. It serves as means of making one knowledgeable, Skillful, resourceful and civilized. In the works of John-Nelson, et al (2015), education is a process of acquiring information. As an act of teaching and learning, education sharpens human mind, attitudes and behaviours. They jointly affirms that education is what makes individual civilized and it manages human potentials for better. Similarly, Nirupama& D'Souza, (2021) posit that education is the process an individual acquires profitable skills and knowledge, as well as developing the power of reasoning and equips one intellectually. The hallmark of education is teaching and learning. In support of the above claims, Okobia (2023) perceives education as a social and

continuous process of developing a child and preparing him for the expectations of the society. Claiming education as what plays leading role in bringing potentials of individuals and actualization of skills, attitudes and competences necessary for coping with life challenges and societal demands. It is also perceived that education is a means of developing innate skills of learners to enable them thrive and contribute positively at the various level of the society. According to Omoniyi&Alayande (2023) imperatively education is globally considered as the greatest tool against poverty, unemployment and ignorance. It is observed that education is what most countries is meant to use in making positive impact in ethics and values. Shittu&Gamde (2021) is of the view that education is to rebrand culture meant to guarantee reengineering arising from the obvious deficiencies of existing education system. It is to equip students with the requisite ethics and values needed for sustainable than increase in social vices.

However, the contemporary society is confronted with anti-social behaviour which has led to increase in the activities of social vices and ethical challenges such as indecent dressing, cultism, fraud, alcoholism, drug, disrespect, laziness and indiscipline that is contrary to what the society demand. These negative instruments is becoming more prevalent adversely affecting the ethics and value orientations the citizens as well as national development. These anti-social behaviour have succeeded in providing, unfertile ground for societal development talk more of sustainable development. Enu&Esu (2011), agree that what is needed to manage the ravaging situation is education for ethical and values reorientation that will reawake moral questions and bring about sustainable development.

Amaelem, et al (2011:5) reveal that “education involves a desirable change in human behaviour through the process of teaching and learning”. This assertion means that for there to be any form of development it must emanate from education which should touch all aspects of individual’s life. An educated individual should be able to exhibit desirable behaviour such individual’s behaviour should be in conformity to the ethics and values of the society, which they are part of. Sequel to this, individuals with questionable character could be termed in educated. As Okere&Ofoego (2019) contribute that education is an act that involves various activities, procedure and processes that produces an acceptable and capable individual that is self-reliant, dependable, effective and efficient in the society.

Recently moral values and ethnics of people especially youths are discouraging. Disrespect and lack of honesty is becoming the other of the day. The country is becoming more lawless per day. Despite the students’ involvement in academic and sports, ethics and values are totally neglected in public universities in Rivers State. It has been carried that the adoption of undesirable behaviours such as cultism, prostitution, exam malpractice drug abuse and alcoholism, violence, attacks cybercrime, disrespect to lecturers, elders and parents are on increase while desirable characters like honesty, integrity, trust and respect are diminishing. Ejumudo (2015). This contemporary situation calls for change which can take place by adding and educating the students on ethics and values in the academic curriculum. Despite the fact that academic curriculum is reviewed from time to time but it seems to place less emphasis on curriculum that will promote ethical and value habits among our students. Rather than preparing students for only examination, lecturers should also give importance to value and ethics based education as what the society currently demand for this is the essence of re-engineering education for sustainable national development. For the level at which the students are becoming undesirable in behaviour and dressing may collapse everything about morals in our society. In line with the question of ethical and values education to sustain development. Obijekwu&Obiesili (2022) posit that any society that refuses to understand or take proper recognition of moral values, ethics and proper mannerism is not a society that people should live in. Lack of etiquette and respect have invariably affect individual’s code of conduct. cursory look at the society this has made students to be greedy and corrupt. Young people no longer maintain healthy relationships and interactions with one another. Obijekwu&Obiesili (2022) further note that this contemporary world is materialistic of which places priority on worldly things that distorts the existence of character.

The rapid decay of moral values in our universities, society and nations of the world is a clarion call for the survival of value and ethical education. There has to be revival, survival and maintenance of ethical education for the hope of the future society and sustainable development, which is about



improving the future. There is a contemporary scientific findings that those things damaging the society should not continue for developmental plans to be sustainable Karpagam (2014). Contemporarily Nigeria's national development is confronted with issues affecting the ethics and value system. Dike (2005) rightly points out that the quest for national development is to bring out valuable and positive changes that improves the society economically and morally. However, to achieve this self-sufficiency, the character and attitude of the members of the society should be ethnically oriented. Now the crux of the matter is focused on how to achieve a desirable sustainable national education. It becomes a concern as the paper tends to expose challenges confronting sustainable national development in Nigeria. The focus is to establish re-engineering ethical and values education that will bring about sustainable national development. It is now deduced from the establishment background that ethical and value education need to be strengthened, encouraged and re-engineered to chase away corruption and other social vices. This kind of debased value system justify the importance of ethical and value based education which emphasis is to educate behaviour and character of students to portray good moral attitudes. This involves the development and teaching of respect and to be a responsible citizens. For this is what will produce moral development leading to nation's sustainable development. Egenti & Obumse (2021). Apparently the teaching of civic education at the primary and secondary level of education cannot sustain the contemporary youth behaviour up to tertiary level. The ethics and values that they may have been exposed to, probably begins to diminish due to paradigm shift in civilization. The new begin to focus on new culture, new ways of life and new world perceptions. The reality is that embraced ethics and values in them begin to be affected with prevailing happenings. Okere & Ofoego, (2019), is of the opinion that core values of education content at all level should emphasize on child-upbringing and moral development for this will expose them to hard-work, competitiveness, aspirations and relative communal lifestyle.

The fact of re-engineering education for sustainable national development is to identify school as a platform for restoring development of ethical and values based education. Where positive values and behaviours will be inculcated and remain transmissible to generations. The school is to encourage and prepare the learners to hold on the knowledge, attitude and skills acquired so they can contribute towards societal development and her sustainability. Amaele et al (2011) in their joint assertion, school is a platform for transformation and restoration of social positive behaviours. This is where valued ethics are programmed to impact individual's orientation for better. Furthermore, Nigeria is a country that values social norms, therefore teaching good behaviours and developing sound attitudes should become a continuing process. Therefore, necessity is placed on school to transmit responsible and permanent norms to the society.

Dwelling more on re-engineering of education pertaining ethics and moral values, the university has the responsibility of putting in various social programmes not only academic as many that can assist in re-orientation students under its affluence and control. As ethical behaviour seems to be decreasing as they migrate to the university. It now becomes the responsibility of the university to direct the attitudes of these youths and instruct them with positive ethics for sustainable national development. As Magaji (2014) agrees that equipping the youths with rightful values and ethics make them to be responsible and productive members of the society. That without values, ethics, norms and standard, individuals will turn to be deficient in taking decisions that will be beneficial to the society. It becomes justifiable that ethical and value education is indeed paramount for sustainable national development. Fundamentally, there has to be re-engineering process in curriculum development. The curricular should address educational ethics and values to include there in. The following actors support the claims. Esu (2009) opines that the need for re-engineering ethical value and character curriculum into contemporary university scheme of work is not by proxy as it is what the society demands. Basically the fallen acts of moral consciousness such as prostitutions, sexual proximity, indecent dressing, cheating, stealing, forgery of certificates, bribery, cultism, examination practice, corruption, fraud, violent act, disrespect etc. have precipitated the inclusion of the curriculum into university education. In corroboration to the former claim. Oluwagbohumi (2017) is convinced that adding moral education in the university curriculum will foster the university community to be domicile of hard-

work, sincerity, honesty, responsibility and success. In his development, re-engineering of this process for sustainable national development demands successful implementation of the policy. The policy has to be properly guided to harness the flaming issues of obscene behaviours among the students. Educational managers has to ensure that the education policy is capable of promoting sustainable national development. The innovation in university curriculum should be worthy of consolidating national development as well as sustaining it. For this is the sole act of re-branding or re-engineering the society where irresponsibility should be addressed to acquire enabling environment of morals and ethical values through university education. Mbagwu (2018) also submits that ethical and value education are unavoidable school expectations. With the aim of helping students develop sound character disposition that will make them to excel academically, morally, personally and socially. The above postulations agree that school is a breeding ground for social change according to section 1 (1a) of FRN Policy on Education (2014), which makes provision for education as a national development plan. The section places emphasis on education as mechanism to better the society. It is therefore deduced that for any fundamental change to occur in the society, there has to be educational revolution cum re-engineering.

Ideally, moral and ethical values education is imperative in this contemporary times, that so many obscene characters has become the order of the day among youths. Therefore, ethical and value education is expected to place value on humanity. Nirupama& D'Souza (2021) assert that lack of re-engineering of ethical and value education results into high occurrence of cultism in our university. Undoubtedly increase in loss of morals have resulted into examination malpractice, some students go to the extent of sorting lecturers for good scores. It remain an established fact that the problem facing sustainable development in our society is lack of ethical and values education in our curriculum until this is re-engineered and fully oriented in our contemporary university curriculum.

Based on this premise, sustainable national development is questioned. As Karpagam (2014:17a) posits that sustainable development is the development that meet the needs of the present society without compromising the ability of the future generations in arresting the needs to come. However national development is sustainable by achieving the needs of the unforeseen tomorrow. It is geared towards improving future generation that would not be worse than present through continuous teaching of ethical and values education. It is against this background, that one notices that the society is practically rotten due to less attention on character and moral teachings at the university level. Students are beginning to direct too much attention on things that are morally demeaning, therefore, it is now a matter of re-engineering ethical and values education else, the society will be totally clouded with obscene behaviours which is against African sustainable development.

Statement of the Problem

The university as widely accepted is supposed to be centre for academic and moral excellence not a breeding ground for immoral acts that cannot project sustainable national development. The aim of university education is to produce youths capable of contributing in nation advancement. A student in university is meant to replicate good conduct that can influence the society positively. But on the contrary, recently a handful of students in the university are becoming an epitome of what the African society frowns at. Virtually in every 90 percent of university students is the issue of indecent outlook both the boys and girls.

The chunk of university students roaming the campus and streets half naked, their poor performances in academics, their inability to do honest things, lack of respect to elders, parents and lecturers and so on have generate mixed reactions and concerns on how this mayhem could be discouraged through re-engineering of the university curriculum. In such a way that university curriculum should embrace courses on ethical and values education since the moral education acquired at the primary and secondary level, through the teaching of civic education could not sustain them to remain morally conscious upto university level. Given the present situation of obscene, indecent and immoral behaviour among the university students, the way and manner students now indulge or exhibit characters and behaviours that are condemnable, which if not apprehended may turn our society to

replicate Sodom and Gomorrah. It is on this basis that one discovers contemporary necessities for the inclusion of ethical and values education curriculum re-engineering in Ignatius Ajuru University of Education.

Purpose of the Study

The purpose of the study is to find out contemporary necessities for the inclusion of ethical and values education curriculum re-engineering in Ignatius Ajuru University, Port Harcourt. Specifically, the aim of the study is to;

1. Discover the contemporary necessities for the inclusion of ethical and values education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt.
2. Establish the needs for the inclusion of ethical and value education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt.

Research Questions

1. What are the contemporary necessities for the inclusion of ethical and values education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt.?
2. What are the needs for the inclusion of ethical and values education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt?

Research Hypotheses

- i. There is no significant difference in the mean score and standard deviation responses of teaching and non-teaching staff of faculty of education on contemporary necessities for the inclusion of ethical and values education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt.

Methodology

The study adopted descriptive survey research design. The population of the study comprised 300 teaching and 59 non-teaching staff totaling 359 staff in faculty of education Ignatius Ajuru University of Education, Port Harcourt. (source: office of the Dean, Faculty of Education). Infact all the staff in faculty of education, Ignatius Ajuru University were purposively chosen for the study. Out of proportional sampling method 180 staff was selected as the sample size, making it 50% of the population. A self –structured questionnaire titled “Contemporary necessities for the inclusion of ethical and values education curriculum re-engineering on Ignatius Ajuru University of Education, Port Harcourt, with 18 items was developed, validated and confirmed reliable used to obtain data from the respondents. The instrument has two sections; respondents bio-data and the items proper. Which is structured on four points rating scale of strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). With the help of two trained research assistance, the questionnaire was issued and 178 questionnaire was retrieved study representing 99% return. As a descriptive the researcher implored descriptive statistics such as mean and standard deviation for data analysis. Items above the criterion mean score of 2.50 and above was accepted while items below the accepted point of 2.50 was rejected. Moreover, hypothesis tested less than 0.5 level of significance was rejected. Meaning t-calculated value is less than t-critical.

Results

Research question 1: What are the contemporary necessities for the inclusion of ethical and value education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt

Table 1: Mean Rating of Respondents on the contemporary necessities for the inclusion of ethical and value education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt.

S/N	Items	Teaching n=300		Decision	Non-teaching n = 59		Decision
o	Contemporary necessities for the inclusion of ethical and value Education curriculum re-engineering	$\bar{X}$	SD		$\bar{X}$	SD	
1.	Currently male students dressing debits rascality	2.65	1.38	A	3.11	1.29	A
2.	Students academic performance is dropping drastically	2.52	.62	A	2.55	.55	A
3.	Rate at which students are becoming materialistic is high.	2.79	.59	A	2.89	.86	A
4.	Female students dressing is proximity to sexuality.	2.72	.86	A	2.56	.92	A
5.	Lack of respect among the students is highly appalling.	2.52	.62	A	2.55	.55	A
6.	There is high cases of exam malpractice.	2.20	1.08	D	2.11	1.32	D
7.	Students are deeply involved in cybercrime and fraudulent acts.	2.78	.59	A	2.88	.86	A
8.	Students now lacks integrity, honesty and trust so much.	2.25	.80	D	2.17	.63	D
9.	There is high rate of alcoholism and drug intake among the students.	2.65	1.38	A	3.11	1.29	A
	Cluster mean	2.76	.06	A	2.88	.07	A

Analysis of Table 1 showed mean responses of teaching and non-teaching staff on the contemporary necessities for the inclusion of ethical and values education curriculum re-engineering. Items 1, 2, 3, 4, 5, 7 and 9 agreed on the contemporary necessities for the inclusion of ethical and values education curriculum while items 6 and 8 disagreed to the suggested contemporary necessities. The result of the findings indicated that teaching and non-teaching staff agreed to a notable extent on contemporary necessities to include ethical and value education in the university curriculum with overall mean of 2.76 and 2.88 respectively above 2.50.

Research Questions 2:

What are the needs for the inclusion of ethical and values education curriculum re-engineering in Ignatius Ajuru University of Education, Port Harcourt?.

Table 2: Mean Ratings of Respondents on needs for the inclusion of ethical and value education curriculum re-engineering in IAUE, Port Harcourt.

S/No	Items	Teaching		Decision	Non-teaching		Decision
	Needs for the inclusion of ethical and value education curriculum re-engineering	$\bar{X}$	SD	n	$\bar{X}$	SD	
10.	Need for sustainable national development in our society.	2.72	.98	A	2.80	.61	A
11.	Need for child upbringing and moral development in school.	2.33	1.37	D	2.12	1.36	D
12.	Need to maintain sound social behavior in the campus and society.	1.60	1.24	D	1.90	1.45	D
13.	Need to eradicate corruption and immorality in the campus and society.	3.44	.37	A	3.40	.68	A

14.	Need for proper mannerism among the students	2.55	1.16	A	2.68	.77	A
15.	Need to fight contrary acts against what society demands.	2.30	1.37	D	2.11	1.36	D
16.	Need to promote ethical habits in school.	2.55	1.16	A	2.68	.77	A
17.	Need to end undesirable dressing among the students.	2.62	.68	A	2.60	1.44	A
18.	Need to end obvious deficiencies in education.	3.44	.37	A	3.40	.68	A
Cluster mean		2.56	1.02	A	2.50	1.05	A

Analysis of Table 2 presented mean responses of teaching and non-teaching staff on needs for the inclusion of ethical and value education curriculum re-engineering. Items 10, 13, 14, 16, 17 and 18 agreed on the needs for the inclusion of ethical and value education curriculum while items 11, 12 and 15 disagreed to the suggested needs for the inclusion of ethical and value education curriculum. The result therefore proved that teaching and non-teaching staff agreed on the needs for the inclusion of ethical and value education curriculum with overall mean of 2.56 and 2.5 which is acceptable.

Hypothesis

There is no significant difference in the mean responses of teaching and non-teaching staff of faculty of education on contemporary necessities for the inclusion of ethical and values education curriculum re-engineering.

Table 3: Test analysis of teaching and non-teaching staff of faculty of education on contemporary necessities for the inclusion of ethical and values education curriculum re-engineering.

Category	N	X	SD	Df	t-cal	t-crit(0.05)	Decision
Teaching	300	2.76	.88	398	0.18	.55	not rejected
Non-teaching	59	2.88	.77				

Analysis from Table 3 from the calculated t-value of 398 degree of freedom and 0.05 level of significance therefore, since t-calculated value is at 0.18 and t-critical at .55 level of significance, because .55 is greater than 0.05, hence the poised hypothesis is not rejected meaning there is no significant difference between mean responses of teaching and non-teaching staff on contemporary necessities for the inclusion of ethical and value education curriculum re-engineering in IAUE, Port Harcourt.

Discussion of the Findings

From the findings, results from research question 1 revealed that there are contemporary happenings that necessitates the inclusion of ethical and values education curriculum in the university which includes; rascality in dressing among the male folks, low academic performance of students, students are becoming too materialistic, female students now dresses close to sexuality, lack of respect among the students, students are deeply involved in cybercrime and fraud and high alcohol and drug intake among the students.

The findings of research question 1 corroborates with the study of Matthew and Obiesili, (2022) which states that this contemporary world is materialistic of which places priority on worldly things that distorts the existence of character.

Also the work of Ejumudo (2015) agreed that this contemporary situation calls for change which can take place by adding and educating the students on ethics and values in the academic curriculum. Lastly, Esu (2009) supports the findings that the need for re-engineering ethical, value and character curriculum into contemporary university scheme of work is not by proxy as it is what the society demands.

Similarly research question 2 supported needs for the inclusion of ethical and values education curriculum in the university as need for sustainable national development, need to chase away corruption and immorality in our society, needs for proper mannerism among the students, need to

promote ethical habit in school, need to stop undesirable dressing among students and need to stop obvious deficiencies in education.

The findings in research question 2 is in line with the work of Karpagam (2014) that contemporarily Nigeria's national development is confronted with issues affecting the ethics and value system. As Enu&Esu (2011) in the same vein agreed that what is needed to manage the ravaging situation is education for ethical and value reorientation that will reawake moral question and bring about sustainable development. Addition all support from Dike (2005), the question for national development is to bring out valuable and positive changes that improves the society economically and morally.

The null hypothesis was not rejected as poised. Since the hypothesis revealed that there is no significant difference between the mean responses of teaching and non-teaching staff towards contemporary happenings that necessitates the inclusion of ethical and values education curriculum in the university in conformity to the responses in research question 1.

The findings indicated that the university is currently experiencing behaviours and characters devoid of sustainable national development therefore embraces the need for curriculum that will encourage moral standard.

Conclusion

Due to the fact that moral decadence among youths seem to be grossly affected. It now depends on the university to awake moral excellence through curriculum re-engineering. The study underscored that there are contemporary happenings that necessitates and calls for need for the inclusion of ethical and value education curriculum in Ignatius Ajuru University of Education which includes rascality in dressing, diminishing academic performance, high rate of alcoholism and drug intake, need for sustainable development, need for child upbringing and moral development, need to eradicate corruption and immorality among others were agreed as instruments that precipitate inclusion of ethical and value education. The study noted the existing gap that this is currently ravaging our society thereby denying sustainable national development.

Recommendations

Based on the findings of the study, it is therefore recommended that:

1. Lecturers should carry out their expected duty of in-loco-parents at the university level for this doctrine is not only for primary and secondary level of education by so doing, lecturers will facilitate counseling and teaching of moral values per time in order for students to change from the contemporary undesirable behaviours that are hindering sustainable national development.
2. Government should include ethical and values education curriculum in university infact it should be made compulsory like the GES courses just as civic education is made compulsory at the primary and secondary education for this is what the society needs for the possibility of attaining sustainable national development.

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