



ASSESSING CURRICULAR REQUIREMENTS FOR PROMOTING ETHICAL AND VALUE-BASED EDUCATION IN THE MANAGEMENT OF INSTRUCTIONAL PROCESSES IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE



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Abstract

This study assessed the curricular requirements for promoting ethical and value-based education in the management of instructional processes in public secondary schools in Delta State. The purpose of the study was to ascertain extent of the current status of curricular requirements, teachers' ethical and value-oriented competencies, adequacy of the existing curricular strategies and instructional resources mobilization for the management of instructional processes in public secondary schools in Delta State. As such, four research questions guided the study. The study adopted a descriptive survey research design. Population for the study comprised all the public secondary school administrators and teachers across the three educational zones of Delta State: Delta North, Delta Central, and Delta South from 450 public secondary schools estimated at 12,000. From the total population, a sample size of 400 respondents (teachers and administrators) were drawn proportionally across the three educational zones based on school and staff distribution using a stratified random sampling technique. Data was collected using a 38-item structured questionnaire rated on a 4-point scale and developed by the researchers titled: "Curricular Requirements Promoting Ethical and Value-Based Education in the Management of Instructional Processes Questionnaire (CRPEVBEMIPQ)". Both validity and reliability of the questionnaire were established. Descriptive statistics such as frequencies, mean statistics rated at 2.50 and standard deviation statistics were used to answer all the research questions regarding the extent of curricular integration, teacher competencies, adequacy of curricular strategies and resource mobilization. Findings of the study indicated that the extent to which the current curricula integrated ethical and value-based education contents relevant for the management of instructional processes in public secondary schools in Delta State was to a low extent. It was recommended among others that there is need for curriculum enhancement by educational authorities through curriculum planners and developers such as the Nigerian Educational Research and Development Council (NERDC) to revise and enrich the secondary school curricula to explicitly incorporate comprehensive ethical and value-based education contents to a high extent, which is relevant for the management of instructional processes in the public secondary schools in Delta State. This should include practical guidelines and case-based scenarios that align



with instructional management to ensure that ethical and value-based principles are effectively taught and internalized by students and teachers alike.

Keywords: *Curricular, Requirements, Promoting, Ethical, Value-Based, Education, Management, Instructional processes*

Introduction

In recent years, there has been growing recognition of the importance of ethical and value-based education in the overall functioning and effectiveness of secondary school systems. Ethical and value-based education involves the deliberate integration of moral principles, values, and ethics into the teaching and learning process. It aims to nurture learners' character, promote social responsibility, and cultivate integrity both inside and outside the classroom (Nucci & Narvaez, 2018). According to Berkowitz and Bier (2021), ethical education is fundamental in developing students' ability to make morally sound decisions and assume leadership roles based on fairness and justice. In the context of instructional management, ethical and value-based education also ensures that educators model appropriate behaviours that influence positive school culture and learning environments. The quality of instructional processes in schools is significantly influenced by the moral and ethical orientation of both the curriculum and the educators involved. As societal values continue to evolve, educational institutions are under increasing pressure not to only deliver academic contents but to also cultivate ethical behaviour, civic responsibility and positive values among students (UNESCO, 2022). This is particularly crucial in Nigeria, where public concern over moral decay, corruption, indiscipline, and lack of integrity in leadership has intensified the call for a value-driven educational framework, beginning at the secondary school level (Ajere & Akinwunmi, 2021).

The secondary school curriculum on the other hand, serves as the important blueprint for formal education and plays a central role in defining the knowledge, attitudes, and behaviours students acquire. The curriculum also serves as the formal instrument through which ethical and value-based education is delivered (Okeke, 2020). When it comes to ethical and value-based education, the curriculum must go beyond theoretical instruction to embed moral reasoning, empathy, integrity and ethical decision-making into subject contents and classroom interactions (Oduol, 2020). The inclusion of ethics and values in curricula provides structured opportunities for students and educators to engage with concepts of honesty, respect, responsibility, and citizenship. However, UNESCO (2022) noted that for ethical education to be effective, curricular contents must go beyond theoretical instruction to include practical applications within the school's operational framework, including, instructional management. Curricula that embed ethics in administrative and pedagogical guidelines help build a culture of accountability and professionalism among teachers (Ajere & Akinwunmi, 2021). This integration becomes, particularly, critical in the management of instructional processes, where teachers are not only content transmitters but also, moral exemplars for learners. In Delta State, the management of instructional processes in public secondary schools increasingly demands teachers who are equipped with ethical competencies and value-oriented mindsets that align with national education goals and sustainable development priorities (Federal Ministry of Education [FME], 2021). However, despite the policy emphasis on value reorientation through education, there remains a notable concern about whether current school curricula sufficiently promote ethical learning outcomes. Questions persist regarding the extent to which ethical and value-based education is integrated into classroom instructional processes and practices, the adequacy of the instructional materials and resources available for this purpose, and the readiness of teachers to deliver such content with the necessary ethical competencies (Eke & Onyishi, 2023). These concerns raise a significant gap in understanding how the curriculum can be more effectively re-engineered to support ethical and value-laden instruction management. This study is therefore conceived to explore the curricular requirements necessary to promote ethical and value-based education in the management of instructional processes in public secondary schools in Delta State. In addressing these concerns, the study intended to provide data-driven insights into the gaps and opportunities within the current curriculum framework and contribute to the ongoing discourse on using education as a tool for national ethical re-engineering and sustainable development. In discussing the

key ethical and value-oriented competencies needed by teachers for effective instructional process management, Darling-Hammond, Hyler and Gardner(2020) opined that teachers are pivotal agents in the transmission of ethical values and effective instructional management. The competencies needed include ethical leadership, fairness in student assessment, transparency in classroom management, and integrity in professional conduct (OECD, 2023). Research by Eke and Onyishi (2023) reported that many teachers in Nigerian secondary schools lack adequate training on ethical issues pertinent to instructional processes, which negatively affects their management style and ultimately student outcomes. Building these competencies through curriculum and professional development is critical for sustaining educational quality. Furthermore, curricular strategies refer to the methodologies, content design, and assessment techniques embedded within the curriculum to promote ethical education. According to Oduol (2020), current curricular strategies often fall short of creating immersive ethical learning experiences, especially in environments constrained by limited instructional resources.

The availability and effective mobilization of teaching aids, textbooks, and digital resources that emphasize ethics significantly enhance the learning process (Federal Ministry of Education [FME], 2021). In Delta State, inadequate instructional resources have been linked to poor implementation of value-based education programmes (Ezeani & Okeke, 2022), thus affecting the ethical management of instructional processes. The Nigerian government, through various policy documents, has underscored the need to re-engineer the education curriculum to align with national development goals, emphasizing, ethical and value-based education as essential pillars (FME, 2021). Re-engineering involves revising curricular content, incorporating relevant pedagogical approaches, and ensuring resources support ethical instructional leadership (UNESCO, 2022). Research demonstrates that countries with well-integrated ethical curricula experience improved school governance, student discipline, and social cohesion, which are critical for sustainable development (Berkowitz & Bier, 2021; OECD, 2023). Additionally, when it comes to the issue of resources mobilization as curriculum requirements in the management of instructional processes for promoting ethical and value-based in secondary schools, Ezeani and Okeke (2022) noted that instructional resources comprising textbooks, teaching aids, digital tools, and other learning materials, play a very crucial role in the effective delivery of curriculum content, including ethical and value-based education. The availability and strategic use of these resources facilitate not only knowledge acquisition but also the development of ethical attitudes and behaviours among both teachers and students. When properly mobilized, instructional resources provide concrete examples and frameworks that guide teachers in embedding ethics within their instructional management practices (Adeyemi & Adedoyin, 2021). Effective mobilization of instructional resources involves more than just availability; it requires purposeful integration of materials into teaching and administrative processes to promote ethical conduct. For instance, the use of case studies, role-play scenarios, and multimedia content centered on ethical dilemmas helps learners internalize values such as fairness, accountability, and respect (UNESCO, 2022). Moreover, instructional resources that provide frameworks for ethical decision-making empower teachers to handle classroom challenges transparently and justly, thereby fostering a culture of trust and responsibility (OECD, 2023). Furthermore, the mobilization process often demands continuous professional development and support systems that enable teachers to optimally utilize these resources. Without adequate training on the use of ethical instructional materials, the intended impact on instructional management may be lost (Darling-Hammond et al., 2020). This highlights the interconnectedness between resource mobilization, teacher capacity building, and ethical instructional leadership.

Several studies indicate that many public secondary schools, especially, in developing regions like Nigeria and Delta State inclusive, face significant challenges related to the acquisition, availability, and utilization of instructional resources needed to support ethical and value-based education (Okoro & Nwosu, 2023; Ezeani & Okeke, 2022). These deficiencies impede teachers' ability to implement ethical instructional management effectively, as limited resources reduce opportunities for interactive learning, ethical role modeling, and reflective practice. Okoro and Nwosu (2023) observed that many schools suffer from shortages of relevant textbooks, ethics guides, and audiovisual materials necessary for

comprehensive value education. This inadequacy is compounded by infrastructural challenges such as unreliable electricity and limited internet access, which restrict the use of digital instructional tools that could enhance ethical teaching.

The Federal Ministry of Education's 2021 report also identifies resource mobilization as a major bottleneck in the implementation of curricular reforms aimed at improving ethical and value-based education across Nigerian schools (FME, 2021). Consequently, teachers often resort to traditional lecture methods that limit students' engagement with ethical concepts and weaken the development of practical ethical and value-based competencies. Although, previous empirical studies like those of Adeyemi and Oladipo (2021), Ajayi, Olufemi and Adebayo (2020), Chukwuemeka and Ugwuanyi (2023), Eze and Nwosu (2020), Lovat and Toomey (2020), Maphosa and Mdikana (2021), Nnamani (2021), Okafor and Nwankwo (2019), Okeke and Nwankwo (2022), and Shapiro and Stefkovich (2016), have been previously conducted in the aspects of curriculum review and requirements, despite these advances, there remains a paucity of empirical studies focusing explicitly on the curricular requirements necessary to promote ethics and values in the management of instructional processes within public secondary schools in Delta State. Most existing research addressed ethics broadly in education without linking it directly to management of instructional processes and curriculum adequacy (Ajere & Akinwunmi, 2021; Eke & Onyishi, 2023). This present study thus, addressed this gap by providing a focused assessment that integrates curriculum contents, teacher competencies, instructional strategies, and resource mobilization to advance ethical and value-based education in secondary school management.

Statement of the Problem

Ethical and value-based education is widely recognized as essential for nurturing responsible citizens and effective leadership within educational institutions. In the context of public secondary schools in Delta State, the management of instructional processes significantly influences the quality of teaching and learning outcomes. However, persistent of unethical behaviours among educators and students which includes favoritism, corruption, lack of professional integrity, indiscipline, cheating in examinations and other malpractices have been reported, and continues to raise concerns about the effectiveness of current curricular provisions in promoting ethical conduct and values in instructional management in Delta State public secondary schools. Although the Nigerian National Policy on Education advocates for the integration of ethics and values into school curricula (Federal Ministry of Education [FME], 2021), there is insufficient empirical evidence on the extent to which these curricular mandates are effectively implemented in secondary schools in Delta State. Specifically, it is unclear whether the existing curriculum sufficiently incorporates ethical contents relevant to instructional management, whether teachers possess the necessary ethical competencies, and if instructional resources are adequately mobilized to reinforce ethical and value-based education in practice. Furthermore, while several studies emphasize the importance of value education, little attention has been paid to assessing the curricular requirements that can directly influence the ethical management of instructional processes in public secondary schools. This gap limits policymakers, curriculum developers, and school administrators in making informed decisions to strengthen the ethical dimensions of education management. Without a clear understanding of these curricular needs, efforts to re-engineer instructional management for sustainable national development remain fragmented and ineffective. Therefore, this study sought to fill this knowledge gap by systematically assessing the curricular requirements for promoting ethical and value-based education in managing instructional processes in Delta State's public secondary schools. By doing so, it aims to provide actionable recommendations for curriculum improvement, teacher training, and resource allocation to foster ethical instructional leadership and sustainable educational development.

Purpose of the Study

The purpose of this study was to assess the curricular requirements for promoting ethical and value-based education in the management of instructional processes in public secondary schools in Delta State. Specifically, the study sought to:

1. Examine the extent to which current curricula incorporate ethical and value-based education contents relevant for the management of instructional processes in public secondary schools in Delta State.
2. Identify the key ethical and value-oriented competencies needed by teachers as curricular requirements for effective management of instructional processes in public secondary schools in Delta State.
3. Assess the perceived adequacy of the existing curricular strategies in promoting ethical and value-based instructional practices, and what improvements are required in public secondary schools in Delta State.
4. Examine the extent to which instructional resources are adequately mobilized as curricular requirements for promoting ethical and value-based education in the management of instructional processes in public secondary schools in Delta State

Research Questions

The following research questions guided this study:

1. To what extent do the current curricula integrate ethical and value-based education contents relevant for the management of instructional processes in public secondary schools in Delta State?
2. What key ethical and value-oriented competencies are considered necessary for teachers as curricular requirements for effective management of instructional processes in public secondary schools in Delta State?
3. How adequate are the existing curricular strategies in promoting ethical and value-based instructional practices, and what improvements are required in public secondary schools in Delta State?
4. To what extent are instructional resources adequately mobilized as curricular requirements for promoting ethical and value-based education in the management of instructional processes in public secondary schools in Delta State?

Methods

This study adopted a descriptive survey research design, which is appropriate for gathering detailed information on the current status of curricular requirements, teachers' ethical and value-oriented competencies, adequacy of the existing curricular strategies and instructional resources mobilization in public secondary schools in Delta State. The survey design allows for systematic collection and analysis of data from a large population to understand perceptions, practices, and adequacy related to ethical and value-based education in instructional management (Creswell & Creswell, 2018). The population for this study comprised all the public secondary school teachers and school administrators involved in instructional management across the three educational zones of Delta State: Delta North, Delta Central, and Delta South. According to the Delta State Ministry of Education (2024), there are approximately 450 public secondary schools with an estimated 12,000 teaching staff and administrators. From the total population, a sample size of 400 respondents (teachers and administrators) were drawn proportionally from each zone based on school and staff distribution. A stratified random sampling technique was employed to ensure representation across the three educational zones. Stratification ensured that participants reflect the diversity of schools and instructional contexts within the State (Taherdoost, 2016). Data was collected using a 38-item questionnaire structured questionnaire developed by the researchers based on the study objectives and research questions. Items on the questionnaire titled: "Curricular Requirements Promoting Ethical and Value-Based Education in the Management of Instructional Processes Questionnaire (CRPEVBEMIPQ)

” were rated on a 4-point scale of: Strongly Agree (SA) – 4 points, Agree(A) – 3 points, Disagree(D) – 2 points, and Strongly Disagree (SD) – 1 point to capture perceptions and experiences representing research questions 2 and 3. While items rated on a 4-point scale of: Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points, and Very Low Extent (VLE) – 1 point, captured extent of curricular integration representing research questions 1 and 4. To establish content validity, the questionnaire was reviewed and validated by experts in curriculum studies, educational management, and ethics education from the Faculty of Education, Delta State University Abraka. Their feedbacks were incorporated to refine the instrument before its final print out. For reliability, a pilot test was conducted with 35 teachers and 5 administrators from 5 schools outside the sampled population. The data from the pilot was analyzed using Cronbach’s Alpha to measure internal consistency, giving internal reliability coefficient of 0.70, 0.77, 0.79 and 0.71 for the four clusters respectively; which were added up and divided to give an overall reliability value of 0.74, indicating a high level of internal consistency (Gliem & Gliem, 2003). Data collection procedure involved getting approval and permission from the respective school authorities prior to data collection. The questionnaire was administered in person by three trained research assistants well-informed about the purpose of the study and knowledgeable about the environment. Participants were briefed on the purpose of the study and assured of their confidentiality and voluntary participation. Distribution of all the copies of the questionnaire took a period of one week; and all the 400 copies of questionnaire distributed were retrieved at a 100% rate of return. Collected data were coded and analyzed using Statistical Package for the Social Sciences (SPSS) **version 27**. Descriptive statistics such as frequencies, mean statistics and standard deviation statistics were used to answer research questions regarding the extent of curricular integration, teacher competencies, adequacy of curricular strategies and resource mobilization. An item with a mean score of **2.50 and above** was considered as agree or high extent, while an item below 2.50 was considered as disagree or low extent. Results were presented in frequency tables for clarity and interpretation.

Results

Research Question 1: To what extent do the current curricula integrate ethical and value-based education contents relevant for the management of instructional processes in public secondary schools in Delta State?

Table 1: Mean Scores and SD of Respondents concerning the Extent to which the Current Curricular Integrate Ethical and Value-Based Contents Relevant for the Management of Instructional Processes in Public Secondary Schools in Delta State

N = 400 (Administrators and Teachers)

S/ N	Please indicate your agreement on the extent to which the current curricular integrate ethical and value-based contents relevant for the management of instructional processes in your school.	VH E	H E	LE	VL E	X	SD	Decision
	The extent to which:							
1.	the current curriculum explicitly includes teaching of ethical and value-based education contents such as honesty, fairness, impartiality, justice, responsibility, integrity, truthfulness, accountability, discipline, tolerance, respect for human dignity and diversity, among others	87	68	105	140	2.26	1.15	Low Extent
2.	ethical principles related to instructional management are emphasized in the syllabus	69	89	131	111	2.29	1.05	Low Extent
3.	the curriculum provides guidelines on how to integrate ethics likewise values in daily	73	93	125	109	2.33	1.06	Low

	teaching practices							Extent
4.	students are exposed to ethical decision-making scenarios as part of their coursework	56	91	133	120	2.21	1.02	Low Extent
5.	the current curriculum includes teaching of ethical and value-based education contents such as conflict resolution and peace education, citizenship, leadership, community service, in areas of social studies, civic, CRS and moral education	96	61	129	114	2.35	1.13	Low Extent
6.	the current curriculum incorporates ethical and value-based education contents such as digital citizenship including ethical use of technology for promoting responsible and ethical use of digital tools in teaching and learning	78	70	153	99	2.32	1.05	Low Extent
7.	the current curriculum integrates ethical and value-based education contents across subjects such as Guidance and Counselling including in English Language (via comprehension and literature themes)	47	77	144	132	2.10	0.99	Low Extent
Overall Mean Score & SD =						2.26	1.07	Low Extent

Analysis of data in Table 1 revealed that none of the items was rated above the acceptable mean score of 2.50 by the respondents (that is, administrators and teachers) to show that they agreed with any of the statements. All the items from 1 to 7 were rated below the acceptable mean score of 2.50 by the respondents to show that they disagreed with all the statements. The grand mean of 2.26 and standard deviation (SD) of 1.07 indicates closeness in the responses of the respondents showcasing that the extent to which the current curricula integrated ethical and value-based education contents relevant for the management of instructional processes in public secondary schools in Delta State was to a low extent.

Research Question 2: What key ethical and value-oriented competencies are considered necessary for teachers as curricular requirements for effective management of instructional processes in public secondary schools in Delta State?

Table 2: Mean Scores and SD of Respondents concerning the Key Ethical and Value-Based Competencies Considered Necessary for Teachers as Curricular Requirements for the Management of Instructional Processes in Public Secondary Schools in Delta State

N = 400 (Administrators and Teachers)

S/N	Please indicate your agreement on the key ethical and value-based competencies needed by teachers for the management of instructional processes in your school.	SA	A	D	SD	X	SD	Decision
8.	Teachers need a strong understanding of fairness and equity to manage instructions ethically	109	137	63	91	2.66	1.11	Agree
9.	Competencies in ethical decision-making is essential for effective classroom management	112	122	94	72	2.69	1.07	Agree
10.	Teachers should be trained in conflict resolution grounded in ethical values in order to demonstrate empathy and emotional control when dealing with difficult situations	129	155	55	61	2.88	1.03	Agree
11.	Upholding confidentiality and respect for	134	121	88	57	2.83	1.05	



students is a critical ethical competency for teachers							Agree
12. Upholding truthfulness in lesson delivery, student assessment, including classroom records	148	101	70	81	2.79	1.14	Agree
13. Teachers need integrity to avoid examination malpractice, favouritism, and falsification of results	135	112	66	87	2.74	1.14	Agree
14. Modeling or influencing good leadership including moral behaviour for students to emulate for their ethical development through personal example and guidance	150	153	21	76	2.94	1.09	Agree
15. Treating all students equitably regardless of gender, religion, ability, or background	116	161	73	50	2.86	0.98	Agree
16. Ensuring justice and fairness in discipline, classroom participation, and performance evaluation	123	142	49	86	2.76	1.11	Agree
17. Professional responsibility in maintaining a high level of commitment to teaching duties including, being punctual, prepared, and consistent in lesson planning and delivery	127	143	71	59	2.85	1.03	Agree
18. Respect for learners' right and diversity in valuing each student's voice, religious or cultural differences, learning needs and perspectives in the learning process; including upholding students' rights to a safe, inclusive and supportive learning environment	128	139	54	79	2.79	1.10	Agree
19. Providing accountability by being transparent, answerable for instructional time, use of teaching resources, engaging in reflective teaching practices to improve performance and learner progress	136	217	21	26	3.16	0.79	Agree
20. commitment to lifelong learning by continuously updating knowledge and teaching skills ethically and professionally	108	151	93	48	2.80	0.97	Agree
Overall Mean Score & SD =					2.83	1.06	Agree

Analysis of data in Table 2 revealed that all the items from 8 to 20 were rated above the acceptable mean score of 2.50 by the respondents (that is, administrators and teachers) to show that they agreed with all the statements. None of the items was rated below the acceptable mean score of 2.50 by the respondents to show that they disagreed with any of the statements. The grand mean of 2.83 and standard deviation (SD) of 1.06 indicates closeness in the responses of the respondents showcasing that all these key ethical and value-oriented competencies are considered necessary for teachers as curricular requirements for effective management of instructional processes in public secondary schools in Delta State.

Research Question 3: How adequate are the existing curricular strategies in promoting ethical and value-based instructional practices, and what improvements are required in public secondary schools in Delta State?

Table 3: Mean Scores and SD of Respondents concerning Adequacy of the Existing Curricular Strategies in Promoting Ethical and Value-Based Instructional Practices Including Improvements Required in Public Secondary Schools in Delta State

N = 400 (Administrators and Teachers)

S/N	Please indicate your agreement concerning the adequacy of the existing curricular strategies in promoting ethical and value-based instructional practices including improvements required for the management of instructional processes in your school.	SA	A	D	SD	X	SD	Decision
21.	The curriculum employs effective strategies to promote ethical behaviour in instructional management	62	89	106	143	2.18	1.08	Disagree
22.	Teachers receive adequate guidance on incorporating ethics into their instructional planning	66	95	87	152	2.19	1.11	Disagree
23.	Current teaching methods through case studies, multimedia content, and simulations have been integrated to encourage students to internalize ethical values that promote moral reasoning and ethical behaviour	58	75	121	146	2.11	1.06	Disagree
24.	There is no room for improvement in how ethics and values are taught in the instructional processes	72	80	138	110	2.29	1.06	Disagree
25.	Topics related to tolerance, unity, democracy, and rule of law are part of the curriculum, especially, in Civic Education	162	100	85	53	2.93	1.07	Agree
26.	Teachers are encouraged to model ethical behaviour, especially, through the Teachers' Registration Council of Nigeria (TRCN) Code of Conduct, which guides ethical classroom practices	155	104	76	65	2.87	1.10	Agree
27.	Ethical values are sometimes infused into literature, language, and history classes through thematic analysis and discussion	49	81	144	126	2.13	0.99	Disagree
28.	Many teachers are equipped with pedagogical skills for integrating ethical values into everyday lesson delivery	58	63	163	116	2.16	1.00	Disagree
29.	Schools have adequate monitoring mechanisms including reinforcement systems to checkmate how ethical principles are practiced in instructional supervision and classroom management	75	61	157	107	2.26	1.05	Disagree
30.	Teachers workloads including the pressure to cover wide syllabi likewise prepare students for exams push ethical contents to the background	135	180	51	34	3.04	0.90	Agree
31.	Opportunities are provided for teachers regular in-service training including workshops on ethical classroom management, reflective teaching, and ethical decision-making in pedagogy	47	68	132	153	2.02	1.01	Disagree
Overall Mean Score & SD =						2.38	1.10	Disagree

Analysis of data in Table 3 revealed that only items from 25 to 30 were rated above the acceptable mean score of 2.50 by the respondents (that is, administrators and teachers) to show that they agreed with all the statements. All the other items from 21 to 24, 26 to 29 and 31 were rated below the acceptable mean score of 2.50 by the respondents to show that they disagreed with these statements. The grand mean of 2.38 and standard deviation (SD) of 1.10 indicates closeness in the responses of the respondents showcasing that existing curricular strategies were not adequate in promoting ethical and value-based instructional practices, and indicating that improvements are required in this subject matter in the public secondary schools in Delta State.

Research Question 4: To what extent are instructional resources adequately mobilized as curricular requirements for promoting ethical and value-based education in the management of instructional processes in public secondary schools in Delta State?

Table 4: Mean Scores and SD of Respondents concerning Extent to which Instructional Resources are adequately Mobilized as Curricular Requirements for Promoting Ethical and Value-Based Education in the Management of Instructional Practices in Public Secondary Schools in Delta State

N = 400 (Administrators and Teachers)

S/N	Please indicate your agreement on the extent to which the under listed instructional resources are adequately mobilized for promoting ethical and value-based education for the management of instructional processes in your school.	VHE	HE	LE	VLE	X	SD	Decision
	The extent to which:							
32.	relevant printed materials such as textbooks including teaching materials covering ethics and values like TRCN code of conduct manual, ethical quotes, varieties of updated civic and moral or religious education textbooks, are provided	52	79	150	119	2.16	0.99	Low Extent
33.	audio-visual aids including digital resources supporting ethical and value-based education such as educational films and documentaries, audio dramas or podcasts, interactive PowerPoint slides, online moral instruction platforms, digital storybooks & comics , Apps with quizzes, simulations, and ethics-themed games, are accessible in your school	47	66	124	163	1.99	1.02	Low Extent
34.	instructional resources downloaded from the Internet in form of pictures, charts, graphics, posters, cartoons, are effectively used to reinforce ethical and value-based teaching	50	80	158	112	2.17	0.98	Low Extent
35.	sufficient training from ethical and value-based experts on the use of instructional resources are encouraged to promote ethics in teaching	51	75	140	134	2.11	1.01	Low Extent
36.	resource persons or guest speakers are consulted to support classroom instructions on ethical and value-based	48	62	130	160	2.00	1.02	

	education likewise to speak on values like discipline, patriotism, and integrity							Low Extent
37.	school counselor strained in ethics education and student behaviour management are used to support likewise reinforce ethical and value-based teaching	59	47	200	94	2.18	0.95	Low Extent
38.	official visit through field trips and excursions are conducted to promote ethical and value-based education	54	63	182	101	2.18	0.96	Low Extent
Overall Mean Score & SD =								Low Extent
							2.11 0.99	Low Extent

Analysis of data in Table 4 revealed that none of the items was rated above the acceptable mean score of 2.50 by the respondents (that is, administrators and teachers) to show that they agreed with any of the statements. All the items from 32 to 38 were rated below the acceptable mean score of 2.50 by the respondents to show that they disagreed with all the statements. The grand mean of 2.11 and standard deviation (SD) of 0.99 indicates closeness in the responses of the respondents showcasing that the extent to which the instructional resources were adequately mobilized as curricular requirements for promoting ethical and value-based education in the management of instructional processes in public secondary schools in Delta State was to a low extent.

Discussion of Findings

Finding of this study indicated that the extent to which the current curricula integrated ethical and value-based education contents relevant for the management of instructional processes in public secondary schools in Delta State was to a low extent. This means that current curricula only moderately incorporated ethical and value-based education relevant to instructional management. While ethics and values are mentioned, explicit contents and practical guidelines for embedding ethical and value-based instructions were lacking. This finding further indicated that the extent to which the current secondary school curriculum explicitly included the teaching of ethical and value-based education contents such as honesty, fairness, impartiality, justice, responsibility, integrity, truthfulness, accountability, discipline, tolerance, respect for human dignity and diversity, among others, was to a low extent. Ethical principles related to instructional management were emphasized in the syllabus to a low extent. Also, the extent to which the curriculum provided guidelines on how to integrate ethics likewise values in daily teaching practices, was to a low extent. Students were exposed to ethical decision-making scenarios as part of their coursework to a low extent. More so, the extent to which the current curriculum included the teaching of ethical and value-based education contents such as conflict resolution and peace education, citizenship, leadership, community service, in areas of social studies, civic, CRS and moral education, was to a low extent. The current curriculum, to a low extent incorporated ethical and value-based education contents such as digital citizenship including ethical use of technology for promoting responsible and ethical use of digital tools in teaching and learning. Additionally, the extent to which the current curriculum integrated ethical and value-based education contents across subjects such as Guidance and Counselling including in English Language (via comprehension and literature themes), was also to a low extent.

From the above findings it has been revealed that while ethical and value-based education is acknowledged as important in the management of instructional processes, there are critical gaps in curriculum content, teacher preparedness, curricular strategies, and instructional resources within Delta State's public secondary schools. This finding therefore, calls for appropriate and adequate integration of ethical and value-based education contents into the current secondary school curricula; which is relevant for the management of instructional processes in public secondary schools in Delta State. The low extent of integration of ethics and values into the curriculum indicates a need for more explicit and practical ethical education frameworks, which corroborates with the global research emphasizing the importance of embedding ethics systematically in curricula to guide educators and learners alike (Lovat

& Toomey, 2020). This finding also flows and aligns with the study by Adeyemi and Oladipo (2021), which found out that Nigerian secondary school curricula often treat ethics superficially, limiting their impact on instructional quality. Similarly, Okeke and Nwankwo (2022) confirmed that there were certain gaps in the ethical and value-based education contents, especially concerning instructional leadership and management.

It was found out that all the key ethical and value-oriented competencies were considered necessary for teachers as curricular requirements for effective management of instructional processes in the public secondary schools in Delta State. This finding further indicated that teachers need ethical and value-oriented competencies such as strong understanding of fairness and equity in order to manage instructions ethically. They need such competencies in ethical decision-making which is essential for effective classroom management. Teachers should be trained in conflict resolution grounded in ethical values in order to demonstrate empathy and emotional control when dealing with difficult situations; and in upholding confidentiality and respect for students, which is a critical ethical competency for teachers. Furthermore, ethical and value-based competencies in upholding truthfulness in lesson delivery, student assessment, including classroom records; likewise, integrity to avoid examination malpractice, favouritism, and falsification of results; are also needed by teachers. Teachers need such competencies that will enable them to model or influence good leadership including moral behaviour for students to emulate for their ethical development through personal example and guidance. Teachers need competencies that will enable them to treat all students equitably regardless of gender, religion, ability, or background. The need competencies which will assist them in ensuring justice and fairness in discipline, classroom participation, and performance evaluation. Teachers need professional responsibility competencies in maintaining a high level of commitment to teaching duties including, being punctual, prepared, and consistent in lesson planning and delivery. Teachers need competencies that will enable them to have respect for learners' right and diversity in valuing each student's voice, religious or cultural differences, learning needs and perspectives in the learning process; including upholding students' rights to a safe, inclusive and supportive learning environment. Teachers need competencies that will assist them in providing accountability by being transparent, answerable for instructional time, use of teaching resources, engaging in reflective teaching practices to improve performance and learner progress.

Teachers need such competencies which will enable them to show commitment to lifelong learning by continuously updating knowledge and teaching skills ethically and professionally. Hence, this finding indicated that the public secondary school teachers in Delta State generally need ethical and value-oriented competencies in fairness, ethical decision-making, conflict resolution, and confidentiality management, among others which are necessary curriculum requirements for effective instructional leadership. The above finding showcase that teacher competencies emerged as a key area of the curricular requirements, with respondents highlighting the need for skills beyond content knowledge, including ethical decision-making and conflict resolution. This finding agrees with Ajayi, Olufemi and Adebayo (2020) study which discovered that teacher effectiveness in Nigerian schools highly depends significantly on their ethical awareness and skills. The result also echoed the importance of these ethical and value-oriented competencies in fostering positive classroom climates and ensuring fairness in student evaluation and discipline, as confirmed by Chukwuemeka and Ugwuanyi (2023) study. The finding also supports Shapiro and Stefkovich (2016) study revealed international perspectives on professional ethics as fundamental to instructional leadership and quality teaching.

The finding of this study indicated that the existing curricular strategies were not adequate in promoting ethical and value-based instructional practices, and indicating that improvements are required in this subject matter in the public secondary schools in Delta State. This implies that there was mixed responses on the adequacy of curricular strategies to promote ethics and value-based instructional practices. While some respondents acknowledged the presence of certain strategies which promoted ethical and value-based instructional practices, many indicated that most of these strategies were inconsistently applied and not adequately supported by policy or teacher training, therefore, demanding improvements. Hence, such strategies which include topics related to tolerance, unity,

democracy, and rule of law were part of the curriculum, especially, in Civic Education. Teachers were also encouraged to model ethical behaviour, especially, through the Teachers' Registration Council of Nigeria (TRCN) Code of Conduct, which guides ethical classroom practices. However, such existing curricular strategies which were not adequate in promoting ethical and value-based instructional practices, thereby, requiring improvements were found in the curriculum deficiencies which did not employ effective strategies and guidelines to promote teachers ethical behaviour in instructional management. Teachers did not receive adequate guidance on incorporating ethics into their instructional planning. Moreover, the current teaching methods through case studies, multimedia content, and simulations have not been fully integrated to encourage students to internalize ethical values that promote moral reasoning and ethical behaviour. Also, there is no room for improvement in how ethics and values are taught in the instructional process. Ethical values were sometimes not infused into literature, language, and history classes through thematic analysis and discussions. Many teachers are not equipped with pedagogical skills for integrating ethical values into everyday lesson delivery. Schools do not have adequate monitoring mechanisms, including, reinforcement systems to checkmate how ethical principles were practiced in instructional supervision and classroom management.

Again, teachers' workloads including the pressure to cover wide syllabi, likewise, prepare students for exams, pushed ethical contents to the background. Opportunities were not provided for teachers regular in-service training including workshops on ethical classroom management, reflective teaching, and ethical decision-making in pedagogy. The above existing curricular deficiencies and situations, affected its adequacy in promoting ethical and value-based instructional practices, thus, calling for improvements in the curricula. These inadequacy of curricular strategies further suggests that current methods are insufficient or inconsistently implemented, which undermines the reinforcement of ethics and values in daily instructional practices. As indicated by Maphosa and Mdikana (2021) study that consistent teacher training and clear ethical frameworks are essential for sustaining value-based education in schools. This finding also concurs and corresponds with Nnamani (2021) study, which found out that curricular strategies for ethical education in Nigerian secondary schools lack standardization and continuous reinforcement, weakening their effectiveness in instructional management.

Finally, on the issue of mobilization and use of instructional resources for promoting ethical and value-based education, it was discovered through this finding that the extent to which the instructional resources were adequately mobilized as curricular requirements for promoting ethical and value-based education in the management of instructional processes in public secondary schools in Delta State was all to a low extent. The inadequate mobilization of instructional resources is a significant barrier to effective ethics and value-based education. This finding summarily indicated insufficient textbooks, lack of audiovisual aids, and limited teacher training on resource utilization. That is, relevant printed materials such as textbooks including teaching materials covering ethics and values like TRCN code of conduct manual, ethical quotes, varieties of updated civic and moral or religious education textbooks, were provided to a low extent. Audio-visual aids including digital resources supporting ethical and value-based education such as educational films and documentaries, audio dramas or podcasts, interactive PowerPoint slides, online moral instruction platforms, digital storybooks and comics, Apps with quizzes, simulations, and ethics-themed games, were accessible in schools to a low extent. Also, instructional resources downloaded from the Internet in form of pictures, charts, graphics, posters, cartoons, were not effectively used to reinforce ethical and value-based teaching. They were also utilized to a low extent. Furthermore, sufficient training from ethical and value-based experts on the use of instructional resources were less encouraged to promote ethics in teaching to a low extent. Again, resource persons and guest speakers were consulted to support classroom instructions on ethical and value-based education, likewise, to speak on values like discipline, patriotism, and integrity to a low extent. **School counselor** strained in ethics education and student behaviour management were used to support likewise reinforce ethical and value-based teaching to a low extent. Official visit through field trips and excursions are conducted to promote ethical and value-based education. From this finding, it is clear that there was poor mobilization of instructional resources necessary as curricular requirements for

the promotion of ethical and value-based education in the management of instructional processes in public secondary schools in Delta State. This finding is consistent with findings from Eze and Nwosu (2020), who reported that inadequate instructional materials and poor resource mobilization hindered ethical instruction in Nigerian secondary schools. Resource scarcity compromised the practical teaching of ethics, reducing learner engagement and outcomes. The present study finding also collaborates and does not deviate with Okafor and Nwankwo (2019) study which confirmed that instructional materials and training facilitates practical engagement with ethical concepts. The lack of these resources limits the ability of educators to model and teach ethical behaviours and values effectively.

Conclusion

This study revealed that while ethical and value-based education is recognized as essential for effective instructional management, the current curricula in Delta State public secondary schools only moderately integrate these components. Teachers required critical ethical competencies such as fairness, ethical decision-making, and conflict resolution, among many others, to manage instructional processes effectively. However, existing curricular strategies for promoting ethics and values were often inadequate, inconsistently applied, and insufficiently supported by teacher training and policy frameworks, requiring improvements. Furthermore, the mobilization of instructional resources to support ethical and value-based education remains limited, with shortages in relevant teaching materials and training hindering effective ethical and value-based instructions. These gaps collectively undermine the potential of curricular frameworks to foster ethical instructional management, which is vital for sustainable educational development in the Delta State region. Hence, the recommendation proffered below.

Recommendations

Based on the findings, the following recommendations are offered:

1. There is need for curriculum enhancement by educational authorities through curriculum planners and developers such as the Nigerian Educational Research and Development Council (NERDC) to revise and enrich the secondary school curricula to explicitly incorporate comprehensive ethical and value-based education contents to a high extent, which is relevant for the management of instructional processes in the public secondary schools in Delta State. This should include practical guidelines and case-based scenarios that align with instructional management to ensure that ethical and value-based principles are effectively taught and internalized by students and teachers alike.
2. Regular in-service training and workshops should be organized for teachers focusing on ethical and value-based competencies such as fairness, integrity, justice, responsibility, decision-making, conflict resolution, tolerance, punctuality and confidentiality management, among others, for effective management of instructional processes in the public secondary schools in Delta State. Empowering teachers with these ethical and value-based skills through constant professional development and retraining programmes will enhance their capacity to manage instructional processes ethically and professionally.
3. The leadership of secondary schools through the support from policymakers should develop and standardize curricular strategies that promote ethics and values in instruction, including interactive teaching methods like role-plays, thematic analysis and discussions, debates, and value clarification exercises. These strategies should be reinforced through continuous monitoring and evaluation to ensure consistent implementation in the public secondary schools in Delta State.
4. There is an urgent need for the Delta State government and Post Primary Education Board (PPEB) through sufficient budgetary and financial backings to invest in adequate mobilization of instructional resources such as textbooks, graphics, audiovisual materials and digital contents, among others, specifically designed to support ethical and value-based education in the management of instructional processes in public secondary schools in Delta State, to a high extent. Additionally, teachers should receive training on effectively utilizing these resources to enhance ethical and value-based instructional practices.

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