



MANAGEMENT IMPERATIVES OF HIGHER EDUCATION THROUGH ETHICAL AND VALUES EDUCATION RE-ENGINEERING FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

In the last 65 years, Nigeria has experienced rapid growth in the higher education sector. Today, we have several federal, state and private higher education institutions. These higher education institutions are expected to produce well trained and skilled individuals with high moral and ethical values. Contrary to this expectation, it appears that more higher education institutions we have, the higher the production of unethical, morally poor individuals with weak value orientation. We are currently experiencing all sorts of anti-social, unethical behaviours in our society and most of the people involved in these dirty and unwholesome acts are graduates of higher education institutions. Based on this, the study examined management imperatives of higher education through ethical and values education re-engineering for sustainable national development. The study highlighted on ethics and values education, reasons ethics and values education should be given adequate attention, management imperatives of higher education, and re-engineering for sustainable national development. The study concluded that without effective and efficient management imperatives in higher education re-engineering, sustainable national development will remain a mirage and unattainable in Nigeria. Finally, the following suggestions/way forward among others were made: curriculum of higher education institutions should be reviewed with various courses on ethics and values education introduced as core courses, and management of higher education institutions should be disciplined, live by examples, and promote good morals and high ethical values in their daily activities.

Keywords: Ethics, values, Management Imperatives, Higher Education, and Sustainable National Development.

Introduction

Higher education is “the education given after secondary education in universities, colleges of education, polytechnics, monotechnics and including those institutions offering correspondence courses” Dede and Nwanguma (2023). It is the education given to people after their graduation from secondary schools which contains elements of their theoretical, abstract and conceptual knowledge and is taught in an environment which has advanced research activities.

It is generally acknowledged that higher education is a social institution that is preoccupied with imparting knowledge and skills for the effective functioning of the individual in the society. It fosters the worth and the development of the individual not only for his or her sake, but for the general development of the society at large, Dede (2016). Educational institutions, the world over, see to some



important aspect of individual and social life. These include among others socialization, civil engagement, economic development, critical thinking and problem solving. Igbudu and Dede (2025). Educational institutions are creation of the society that are charged with the responsibility of providing educational services to society folks, Igbudu and Dede (2025).

The main objectives of higher education include two fundamental characteristics. Firstly, its objective is to enhance the general development and advancement of a nation by offering comprehensive and advanced training to people. This training equips them with the essential skills and information needed to make a significant contribution to the labour force. Furthermore, higher education aims to cultivate and imbue students with suitable and ethical values, guaranteeing their capacity to navigate and prosper in society. Dede (2023).

Higher education institutions have unique and important roles to play in delivering quality education and finding solutions to socio-economic challenges confronting our sustainable national development. The role of higher education in achieving sustainable national development is very vital and concerns all aspects of higher education institutions, their development partners and other stakeholders (Uche, 2020). Management of higher education involves the process of utilizing adequate and appropriate human, financial and material resources in ways that guarantee the achievement of set goals, vision and mission statements. The importance of establishing higher education institutions in any nation cannot be over-emphasized. They are necessary for social reform, technological advancement, knowledge and skills acquisition.

Teaching and research function of higher education institutions play vital roles in human capital development which is pivotal to sustainable national development. According to the National Policy on Education, Nigeria aspires to gear its higher education towards national development through intellectual capacity; acquisition of self-reliance skills, as well as promotion of scholarship and community service (FRN, 2014, P.39). They are also expected to impact good ethical behaviours, moral values and democratic principles which are necessary for peaceful co-existence and sustainable national development. In view of the above roles played by higher education institutions all over the world, they are set aside as the most vital place to accumulate human capital in the form of relevant manpower training, abilities, attitudes, skills and knowledge (Ojule&Orlu- Makele, 2021).

In the last 65 years, Nigeria has experienced rapid growth in the higher education sector. Today we have so many federal and state universities, polytechnics, colleges of agriculture, colleges of education, etc and privately owned and accredited higher institutions. This is a welcome development and it is expected that it will result to drastic socio-economic growth and development, drastic reduction in crimes and criminal activities. Today, we experience all sorts of problems such as kidnapping, drug abuses, cyber crimes, insecurity, sexual harassment, poor value system, raping, lying on oath, injustices of different kinds, political challenges, ethnicity, religious intolerance, undemocratic behaviours, dishonestly, laziness, violence, non-compliance to the rule of law etc. most of the people involved in these indecent attitudes are graduates of various higher institutions in Nigeria. This situation is very challenging and it raises many questions about the quality of moral training our higher education institutions impact into their students.

The current situation no doubt impacts negatively on our sustainable national development. It calls for more attention to be paid on ethics and values education. Re-engineering ethics and values education is very crucial for sustainable national development. This will help us to foster responsible citizenship and promotion of positive social change. Emphasizing and integrating ethical frameworks and values into our higher education institutions will help us to produce graduates that are equipped with knowledge and skills necessary to address our challenges and build a more sustainable future.

Management imperatives according to Bowers (2020) are the necessary steps, essential or critical actions, decisions or priorities that managers or leaders must take to achieve their organizational goals and objectives. These imperatives are often driven by the organizations' mission, vision, and values, as well as external factors such as market demands, customer needs, and regulatory requirements. In this study, management imperatives are the measures, steps or critical actions higher

education institutions' managers should take to achieve their goals and objectives in terms of ethics and values education re-engineering.

Ethical and Values Education

Nigeria is currently faced with the challenges of economic transformation, reconstructing and rebuilding the society's values system. There is high degradation of ethics and values in our society today. A lot of people have become selfish, greedy and corrupt, fallen standard of education, increase in crime rate, insecurity, ethnicity, conflicting court judgements, electoral fraud, poor governance resulting to economic hardship, unemployment, hunger, japa syndrome etc. These negative tendencies according to John- Nelson, Ihunwo and Ohanyiri (2025) have become so prevalent to the point of crises which have adversely affected the ethics and values orientation of the citizens, adults and youths alike, as well as the productivity of our nation. These anti-social behaviours are growing everyday with things getting worse and many people appear to be losing hope on our nation. Hence, there is an urgent need to save this nation from moral bankruptcy and total collapse. To salvage the situation calls for ethical and values education, re-engineering.

Education is a powerful instrument for the transformation of any society. It is through education that most nations address their challenges. Education is the process of transforming human beings to better individuals. It is supposed to bring a change in the behaviour of people. It is through education that desirable norms, ethics and values are inculcated into individuals. Many scholars have given different definitions of education and the summary of their views show that education is necessary for societal formation, social change, societal leadership, human transformation, continuous growth and national development. Higher education institutions are basic frameworks of education and as such should help students to become good citizens, morally upright individuals guided by democratic principles. This can only become possible when ethics and values education are effectively delivered in our higher institutions.

Ethics is a branch of philosophy that deals with the morality of human actions or the norms of human behaviour. It enlightens people on what is proper or right and wrong (Kana, 2018). It encourages people to always do the right thing. It awakens people's moral consciousness to follow rules and obey laws. It forms the foundation for peaceful coexistence, good relationship, progress and national development. Ethics are the universal values and standards of conduct every rational person would want other people to follow (Matthew & Obiesili, 2022). On the other hand, ethics is a well-established branch of philosophy that studies the sources of human values and standards, and struggle to locate them within theories of individual and social conditions (Mbagwu, 2018). In order to regulate the activities of people, maintain integrity and improve their productivity, professional bodies have articulated professional ethics for their members.

Values is defined as the collective conception of what is considered good, desirable, proper, or bad, undesirable, and improper in a culture. They are essential guides to human behaviour and development. They are the socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations (Mukherjee, 2020). Values according to Nwabunani (2010) are generally perceived as those standards or principles, which the society collectively holds as valuable and should be imbibed by its members. They are beliefs and attitudes in a society that are considered worthwhile in guiding people's choices of action and behaviour in their daily life. Bolarin (2009) sees values from a wider perspective to mean trait, practices, acts, ideals, beliefs, attitudes, and principles that a group or society considers to be of merit, acceptable, dear, worthwhile and right.

Nwosu (2013) identified honesty and integrity, humility and obedience, moderation and the golden mean, hard work and reverence for achievement, purity and chastity as some of the societal values. Enu and Esu (2011) identified respect for elders, honesty and accountability, co-operation, industry, discipline, hospitality, dignity of labour self-confidence and moral courage as the core values of Nigeria. Values education aim at helping individuals to develop good character and good morals that will lead to a healthy nation. It is also expected that parents should teach their children moral values

such as: respect to constituted authority, sanctity of life, responsibility, fairness, honesty, tolerance, prudence, self-discipline, compassion, helpfulness, cooperation and courage, alongside some fundamental procedural values looked upon as basic elements of democracy. They include the rule of law, equality of opportunity, due process, representative government, checks and balances, and democratic decision-making. These are seen as underlying democratic values that guarantee democratic stability. Higher education institutions should inculcate all these values in their students in order to make them better citizens who love one another and their society.

Teachers, Doctors, Engineers etc. have their professional ethics which guide their conduct. In Nigeria, the 1999 constitution stipulates that our national ethics shall be discipline, integrity, dignity of labour, social justice, religious tolerance and patriotism. What we are seeing today in Nigeria contrary to the constitution is high level of indiscipline, injustice, religious intolerance, unpatriotic acts, and lack of dignity of labour. There is high level of recklessness in our behaviours and in our national institutions. We have seen this in the judiciary, in our national and state assemblies, in our electoral commissions, higher education institution, among those in governance etc. This makes ethics and values education re-engineering very timely and essential.

The teaching of ethics and values education in higher education institutions is very necessary and should be given adequate attention because of the following reasons:

1. **Moral decadence:** Moral decadence has been identified as a serious problem in our educational system. A cursory look at the level of indecent behaviours in our higher institutions speaks volumes about the urgent need for a pragmatic and effective moral education based on the African traditional values that bears the mark of our culture and customs. Moral education according to Ejeh (2022) was included in the higher institutions' academic curriculum and taught to all students especially in the first year of a degree program. How why, and when it was carefully and systematically removed is what we don't know and cannot even explain. This eventual led to high and unprecedented moral decadence in higher education institutions in Nigeria. The amount of immoral behaviours and unethical activities in our higher education institutions attest to the fact that moral education is no longer part of the school curriculum and that there is an urgent need to re-introduce it into their curriculum.

2. **Dishonesty and Corruption:** Lying, cheating, fraud, deceit, lack of trust, corruption and other forms of indecent attitudes have become the order of the day. Higher education institutions' students involve themselves in various dishonest practices to pass their exams. They indulge in exam practice and sorting. Most exam scores no longer reflect the true knowledge possessed by the student. Students no longer work hard or study hard to obtain good knowledge and skills. Dishonesty has eaten deep in all the nooks and crannies of our higher institutions. Both academic and non-academic staffs are involved in sorting. Some dishonest staff engage in sex-for-marks, where some beautiful girls are marked or selected to fail their exams except they agree to sleep with their lecturer(s).

The implication of dishonesty is that it spreads fast like a whirled wing into the larger society. According to Ejeh (2022), people having mastered the art of dishonesty-lying, cheating, fraud, deceit, exam malpractice, sorting etc. in the higher institutions, the society becomes a testing or launching ground where all these vices are tested and preferred. Hence, most criminal activities committed in our society in recent times are carried out by teenagers or youths in higher institutions or graduates of higher institutions. This informs the need for ethical and values education re-engineering for sustainable national development. Ethics education will help to reduce unethical behaviours such as examination malpractice, exploitation of students, and corrupt practices, which are prevalent in Nigeria higher education institutions.

3. **Fostering Integrity and Accountability:** Teaching ethics in higher institutions will promote integrity and accountability among students and staff. This will lead to a more trustworthy and responsible academic environment. Integrity is an important principle every human being should have. It demands truthfulness and honesty. lack of integrity according to Abioye and Odedeji (2023)

encourages corruption and other criminal activities. Public officers in higher education institutions and their students have a moral obligation of doing the right thing always. Ensuring that they discharge their duties responsibly, and comply with acceptable ethical principles. Accountability on the other hand is the extent to which one must answer to the highest authority regarding his/her actions, either legally or organizational or institutional with delegated legislation. In its common sense, accountability is the process of being called to give account. It can be linked to being answerable to someone. Staff and students of higher education institutions should understand that they are answerable to their authorities and the society in terms of how they handled their offices or how they passed their exams and got their certificates.

4. **Improving Positive Values and Quality of our Graduates:** Ethics education encourages positive values such as honesty, punctuality, truthfulness and goodness. These values are essential for personal growth, professional growth, and sustainable national development. Also teaching staff professional ethics is vital for producing high quality graduates. When teachers adhere to professional ethics, they provide better instruction, mentorship, and guidance to students. The development of positive social values is required. Apparently, students in our higher education institutions have acquired negative values. This implies that there is a need for ethics and values education re-engineering. This will involve re-channeling resources and efforts towards changing people's mindset and attitude to a more acceptable or desirable ways of behaviour. Acquiring good values is necessary because such values are not only positive, but absolute, desirable and durable. They are essential for individual progress or growth and national development.

5. **Enhancing Sustainable Development:** Ethics education is essential for sustainable national development in Nigeria. By introducing ethics education, higher education institutions can contribute to producing graduates who are morally upright, professional sound and adequately equipped to make a positive impact in the society. They will learn the need to be honest, hardworking, respectful, obedient and discipline. They will learn to be focused, manage their time effectively as well as other resources. these values will enhance their productivity, increase revenue for the society and increase the living conditions of the citizens, thus promoting sustainable national development.

According Enu and Esu (2011), in Nigeria today, we have enormous challenges such as socio-economic and political transformation traceable to decayed value system. To attain sustainable national development, the overall value system needs to be re-engineered to inculcate the virtues of patriotism and true national identity in the minds of the citizens who are the vanguard of sustainable national development. But where the value system is weak and totally debased as it is in Nigeria, the internal commitment to build a true and strong nation becomes doubtful. The strength of values is in the fact that they build character and this produces behaviour that is beneficial to the individual and the society. When citizens have positive values their wellbeing is enhance, there will be less crimes in the society, peaceful coexistence of people will be guaranteed and economic activities will be promoted.

Management Imperatives of Higher Education

Management imperatives connote the various proactive measures, critical actions, decisions or priorities that higher education managers adopt to achieve their educational goals and objectives. Their actions and decisions are often guided or driven by the organization's core values, vision and mission, as well as external factors like global trends, market demands, customer needs, and regulatory requirements. Higher education managers need to lay emphasis on ethics and values education especially at this time. To effectively integrate ethics and values education into their curriculum and culture of producing graduates who are equipped to make positive impact in our society, will require prioritizing the following:

1. **Review of their Curriculum:** management of higher education institutions need to give adequate attention to the incorporation of ethics and values education into the curriculum to ensure that students receive comprehensive training and are conscious of their moral behaviours. Supporting this



view, Mbagwui (2018) and Magaji (2014) opine that federal and state governments, and curriculum planners should as a matter of necessity address the poor state of our ethics and values system by redesigning and strengthening the curriculum with values such as respect for others, respect for sanctity of human life, honesty, respect for rule of law and order, morality, hard-work, dignity of labour, self-discipline, sharing, non-violence, mutual co-operation as the basic content of socialization and culture with effective teaching strategies for promoting ethical and values orientation.

2. **Teacher training and profession development:** Managers of higher education institutions need to provide teachers with adequate training and support to enable them effectively integrate ethics and values education into their teaching practices. They should organize workshops and seminars for the teachers on the need to promote positive values among the staff and students. The teachers need to change their mindset or mental disposition over certain things that have promoted inefficiency and complications in the educational system (Reiss, 1999).

3. **Creation of Supportive Environment:** Managers of higher education institutions need to create a supportive environment by fostering a campus culture that promotes ethics and values consciousness. An environment that encourages staff and students to apply ethics and values principles in their daily activities on campus. Individuals should know their rights and defend their rights without fear of any intimidation. Management of higher education institutions need to provide adequate facilities that will support ethics and values education. Outstanding ethical behaviours by students should be rewarded adequately or commended, while extreme negative behaviours should be condemned.

4. **Development of Assessment and Evaluation Method:** There is the need to develop appropriate assessment and evaluation methods for ethics and values education. Such approaches should involve understanding how students are developing ethical reasoning, making moral judgements, and applying ethical principles in real life situations. It will require the consideration of a variety of assessment methods and also ensuring that evaluation methods are transparent, fair and valid. Assessment of ethics and values education will involve the selection and articulation of learning outcomes and the ways students will provide evidence of their achievement of these learning outcomes, the basis of assessment judgements, and the ways in which students will be involved in the assessment process (Hughes, 2009).

5. **Monitoring and Evaluation:** Higher education managers need to continuously engage in monitoring and evaluating the effectiveness of ethics and values education, and making improvements as needed. The quality assurance unit of higher education institutions should be up and doing and avoid any act of compromise. Ethics and privileges committee could be constituted to handle ethical misconducts of members of staff and students.

6. **Stakeholders Engagement:** Management of higher education institutions need to engage various stakeholders for effective delivery of ethics and values education. The key stakeholders in this case include the students, teachers and faculty, parents and guardians, employers and industry partners, community leaders and civil society organization, policy makers and government agencies. Engaging stakeholders will promote the effectiveness and relevance of ethics and values education. It will enhance its impact in the society by contributing greatly to the development of responsible and ethical individuals. This will in no small measure contribute to sustainable national development.

7. **Adequate Allocation of Resources:** A very crucial aspect of management responsibility in the effective delivery of ethics and values education is the allocation of resources. Allocating resources effectively to support ethics and values education is very necessary. Funds should be adequately made available for the recruitment and training of teachers, curriculum development, assessment and



evaluation, procurement of equipment and teaching facilities, as well as adequate maintenance of available facilities.

8. **Fostering Critical Thinking:** Higher education managers need to ensure that critical thinking skill is adequately inculcated into their students. Encouraging the development of critical thinking and reflection in ethics and values education will impact positively on the ability of students to analyze complex issues and make informed decisions on day-to-day challenges facing them in life.

9. **Strong Leadership Commitment:** Leadership of higher education institutions need to display strong level of commitment to ethics and values education. They should pay high level of attention to it by ensuring that issues related to it is a priority in their decision-making process. Strong leadership commitment will ensure that ethical principles are not just talked about but actively alive and practiced within the institution. A values-based leadership approach will help to shape a positive environment where ethical conduct is modeled, encouraged, and expected from all stakeholders (teachers, faculty, staff and students).

According to Entychus (2023) when leaders demonstrate ethical conduct, it influences the behaviour of those working under them. It helps to foster a culture of integrity and accountability. A strong commitment involves developing and communicating a clear code of ethics or set of values that guides the institutions actions and decisions. Leaders need to create an environment where ethical issues and concerns can be openly addressed or discussed. This will foster trust and encourage individuals to raise concerns without any fear.

Higher education's ethical leaders should set the tone for the institution by displaying ethical behaviour and ideals. This will include maintaining academic integrity, supporting diversity and inclusiveness, and cultivating an honest and transparent culture (Cohen, 2020). They should strongly and actively oppose academic dishonesty by creating and enforcing stringent academic integrity rules. Students, academic and non-teaching staff must be taught the value of honesty and integrity. Ethical leaders ensure fairness and equity. Strong leadership commitment to ethics and values education will demonstrate leadership by example. They will avoid anything that will bring shame and reproach to them as individuals or their institutions as a whole. They manage and handle the school's financial resources properly and transparently. They manage stakeholders interest by emphasizing the educational mission, vision and goals of the school, while keeping various groups' needs and concerns in mind (Birnbaum, 2019).

Leadership commitment in higher education institutions to ethics and values adherence is critical for building an environment of trust, honesty and excellence. Academic leaders according to Bowers (2020) must be devoted to supporting ethical values, encouraging diversity and inclusion, and guaranteeing prudent resource management in order to accomplish their institutions' educational missions.

Re-engineering for Sustainable National Development

Development is one of the major desires of every nation. The word development is synonymous to growth, increase, expansion, progress and improvement. UNESCO (2016) viewed sustainable development as the balancing of the demands of the environment, economy and society. Nwokocha (2019) asserted that sustainable development hinges on three areas: economic development, social development and environmental protection. It is the maximization of the potential benefits of humanity and the environment with due consideration and concern for present and future generations. Sustainable national development refers to a holistic approach to economic, social and environmental development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs.

According to Mkpa (2019), many people have to a large extent construe national development from the economic perspective as reflecting such parameters as the amount of Gross Domestic Product (GDP), the sophistication of infrastructure etc. This appears to be a narrow understanding of this



concept. A more comprehensive view of national development would include in addition to the above features such indices as income distribution, poverty alleviation, and provision of basic needs of the citizenry life expectancy, unemployment figures, food security status, shelter, quality of health facilities, access to education, human rights status, security of lives and properties (Okowa, 2005). Ethical culture and values orientation of the citizenry play vital role in the pursuit and attainment of sustainable national development.

The question is how does ethics and values education contribute to the building of the society and attainment of sustainable national development? Higher education institutions can contribute to the realization of national development goals such as economic growth, social justice and environmental sustainability. The infusion of ethics and values education in the curriculum of higher institutions will enhance the quality of individuals graduating from these institutions. It will result to the production of citizens whose values system is strong. Ethical culture and values education will promote peace in the society, security, integrity, honesty, hardworking etc. which will encourage productivity in all sectors of the economy.

Infusion of ethics and values education for the transformation of youth in higher institutions will promote innovation and entrepreneurship. Innovation and entrepreneurship are driving forces for sustainable national development. Changes must take place because it is the only thing that is constant in life. Ethics and values education would help innovators and entrepreneurs evaluate or consider the potential consequences of their innovations on the society and the environment. It will foster a culture of responsibility. With emphasis on ethics and values in the society, innovators and entrepreneurs are more likely to prioritize responsible innovation.

Ethics and values education will help entrepreneurs to build trust and credibility with stakeholders like customers, investors and business partners. It will promote transparency and accountability in business practices and this will attract more investors in our economy, which will promote sustainable national development. Ethics and values education will also promote partnerships and collaborations which are necessary for growth and development both at individual levels and organizational or institutional levels. There is nobody or nation that has everything in this life. We all have our areas of comparative advantage. Nobody has all the knowledge in this world. We share ideas, views, knowledge and technology.

This makes partnerships and collaboration very vital. Collaboration and partnership could be between higher education institutions, government, industry and civil society organizations to drive sustainable development. It can also be among individuals in same business. Collaborations and partnerships help individuals and nations to grow their businesses. Good ethical behaviours and values system are necessary elements that sustain collaborations and partnerships.

The roles of higher education institutions in the pursuit and achievement of sustainable national development are enormous. They produce skilled workforce, promote innovation and research, they enhance social and economic growth. They equally play crucial role in addressing global challenges and achieving sustainable development goals. They integrate sustainable development goals into their school curricula and research, and they also engage in community and public service. By investing in education and fostering strong higher education institutions, countries can build a more sustainable and prosperous future (Abubakar, 2013). There is the need for ongoing monitoring and evaluation of the impact of higher education institutions on sustainable national development. Higher education institutions should be adequately supported by government and the organized private sector to enhance their effectiveness and contributions to sustainable national development.

Conclusion

The level of moral decadence and rapid erosion of ethics and values among our citizens is alarming. It is a national embarrassment and it has caused the relegation and disrespect of Nigeria/Nigerians in the committee of nations. It has undermined our sustainable national development for long. Hence, there is an urgent need to revive ethics and values education in our educational system to make it functional and impactful in our personal and public lives. The role of higher education

institutions as driving force for sustainable national development can not be over emphasized. Management of higher education institutions need to pay adequate attention to the inculcation of ethics and values into their students which will promote a change of their mindset, as well as ethics and values re-orientation in our society. Without effective and efficient management imperatives at higher education institutions through ethics and values education re-engineering, sustainable national development will remain a mirage and unattainable in Nigeria.

Recommendations

1. The curriculum of higher education institutions should be reviewed with various courses on ethics and values education introduced as core courses for the students.
2. Management of higher education institutions should be disciplined, live by example and promote good morals and high ethical values in their daily activities.
3. Management of higher education institutions should effectively implement and enforce their code of conduct for both staff and students. Violators of these code of conduct should be adequately punished and outstanding ethical behaviour should be well rewarded.
4. Parents/guardians should show their children/wards good examples, teach them morals, ethics and values. They should monitor the attitudes and behaviours of their children/wards and correct observed unethical behaviours careful.
5. Government officials and the political class should value and instill the culture of ethics and values in their offices and among their subjects. They should have high regard for honesty, integrity, hardwork, respect, dignity of labour, accountability etc.
6. Government agencies such as EFCC and ICPC should be transparent and committed in the discharge of their duties. Selective enforcement of laws witnessed among these agencies and selective obedience to court orders are unethical high profile behaviours which are negatively impacting on our values system and sustainable national development.

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