



RELATIONSHIP BETWEEN SOURCES OF FUNDING ETHICAL AND VALUES EDUCATION WITH SUSTAINABLE NATIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN OTUKPO TOWNSHIP OF BENUE STATE, NIGERIA



Donatus Peter Ochai, PhD

Department of Educational Foundations
Faculty of Education
Veritas University, Bwari, Abuja
Email: donoch2001@yahoo.com

Michael Paul Pilani, PhD.

Veritas University, Bwari, Abuja
Email: pilanimaria@gmail.com

&

Florence Onyemowo Akpakwu

Benue State University, Makurdi,
Email: akpakwufloxy@gmail.com

Abstract

The study investigated the relationship between sources of funding ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria. The purpose of the study was to investigate the relationship between sources of funding ethical and values education with sustainable national development in public secondary schools. Two research questions guided the study and two hypotheses were tested. The study adopted Correlational research design. The population consisted of 218 teachers from 12 public secondary schools in Otukpo Township of Benue State, Nigeria with a sample of the 218 teachers selected using convenience sampling technique. Two structured questionnaires titled: Sources of Funding Ethical and Values Education Questionnaire (SFEVEQ) and Sustainable National Development Questionnaire (SNDQ) were used for data collection. SFEVEQ contained 10 items while, SNDQ contained five. The instrument was validated by three experts from Faculty of Education, Veritas University Abuja for face and content validity. A trial test of the instrument was conducted on 30 teachers in two public secondary school using Cronbach Alpha and the result yielded reliability coefficients of 0.91 for SFEVEQ planning and 0.95 for SNDQ. Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypotheses at 0.05 level of significance. The findings of study showed that government and Non-Governmental Organizations' (NGOs) funding have very strong significant positive relationship with sustainable national development in public secondary schools in Nigeria. The study concluded that sustainable national is essential for continuous growth of any nation with compromising the future generations. Therefore, it was recommended that there should be improved government and NGOs' funding to support ethical and values education programmes towards achieving sustainable national development in Nigeria.

Keywords: Sources of funding, ethical and value education, government funding, non-governmental funding, sustainable national development

Introduction

Sustainable national development is a multidimensional concept that encompasses economic growth, environmental protection and social equity. It refers to a country's efforts to achieve economic growth, social progress, and environmental protection in a balanced and long-lasting way, ensuring that



the needs of the present generation are met without compromising the ability of the future generations to meet their own needs (Ogbunugafor & Ezeugwu, 2023). Across the globe, countries have adopted various strategies to pursue development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UNESCO, 2023). This goal, while globally acknowledged, faces different challenges and strategies depending on national contexts. In countries such as Sweden, Germany, and Costa Rica, sustainable development is driven by strong environmental regulations, inclusive social policies, and investments in renewable energy (Sachs, 2015). For example, Sweden has implemented a carbon tax since the 1990s and has integrated sustainability into education and infrastructure development. Germany's *Energiewende* (energy transition) policy is another example, aimed at reducing carbon emissions through the promotion of renewable energy sources (Sachs, 2015).

Conversely, in many developing countries, including Nigeria, the pursuit of sustainable development is often hindered by institutional weaknesses, corruption, poor infrastructure, and reliance on non-renewable resources such as oil (Uzonwanne, 2021). Nigeria has initiated several policies like the Vision 20:2020 and the National Economic Empowerment and Development Strategy (NEEDS), aimed at achieving economic diversification and sustainable growth. However, key issues such as pervasive corruption, weak institutional frameworks, poor infrastructure, inadequate investment in education and healthcare and an overdependence on oil revenues made the economy vulnerable to external shocks (Ogbunugafor & Ezeugwu, 2023). Also, rapid population growth, high youth unemployment, environmental degradation and insecurity particularly from insurgencies and communal conflicts undermine efforts to implement coherent and inclusive development policies (Akinbobola & Akinwale, 2022). These structural impediments, coupled with inconsistent policy implementation and political instability, continue to obstruct Nigeria's pathway toward achieving the United Nations Sustainable Development Goals (SDGs) (Uzonwanne, 2021). A concerted effort involving funding ethical and values education is essential for overcoming these challenges and promoting sustainable national development.

Funding ethical and values education is pivotal for achieving sustainable national development in Nigeria, as it fosters a culture of integrity, responsibility and civic consciousness among citizens (Okafor & Eze, 2022). This form of education equips individuals with the moral compass necessary for effective participation in national life, thereby reducing corruption, promoting social cohesion and enhancing governance outcomes. However, inadequate funding has hampered the implementation of ethical education programmes, leading to a gap in the moral and civic training of learners at all levels of education (Oviawe, 2020). Sustainable national development requires deliberate investment in values-based education as a strategic tool for nurturing future leaders and active citizens who can uphold democratic principles and contribute to national growth (Okafor & Ememe, 2021). As such, policy frameworks must prioritize increased budgetary allocation and institutional support for ethical education to ensure its integration into curricula and teacher training initiatives (UNESCO, 2023). It is therefore critical to identify alternative sources of funding ethical and values education in public secondary schools in Otukpo township of Benue State, Nigeria. Some of these sources may include but not limited to government funding and non-governmental organizations (NGOs).

Government funding of ethical and values education refers to the financial support provided by the state to ensure access, equity, and quality in the education system (Ofoegbu, 2023). It typically includes budget allocations for infrastructure, teacher salaries, learning materials, and student support services. Government funding of ethical and values education plays a critical role in promoting sustainable national development in Nigeria by fostering responsible citizenship, reducing corruption, and strengthening social cohesion (Okafor & Eze, 2022). According to Agboola and Adewale (2023), when adequately financed, values-based education will instill principles such as integrity, accountability and respect for human rights which are essential for building sustainable national development. By funding ethical education, the government equips future leaders and citizens with the moral compass necessary for ethical decision-making and societal progress (Okafor & Eze, 2022). Moreover, such education aligns with the United Nations' Sustainable Development Goal 4, which



emphasizes quality education as a foundation for all other development goals (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021).

On the other hand, non-governmental organizations' (NGOs) funding of ethical and values education refers to the financial support and resources that NGOs provide to educational programs, institutions, or initiatives outside of government control (Gupta & Kumar, 2019). These funds are usually aimed at improving access to education, enhancing the quality of teaching and learning, supporting infrastructure development, providing scholarships, training teachers or promoting inclusive education. Non-governmental organizations (NGOs) play a critical role in funding ethical and values education in Nigeria, which in turn would contribute to sustainable national development. Funding moral education, citizenship training and community engagement, NGOs help cultivate social capital and equip citizens with the ethical frameworks necessary to support inclusive governance, environmental stewardship and conflict resolution (Aithor, 2024). These help address persistent challenges such as corruption and social inequity by fostering accountability, community participation and shared values, thereby reinforcing the pillars of socio-economic growth and environmental sustainability essential to the country's long-term development (Aithor, 2024). Through such initiatives, NGOs render lasting impacts by empowering individuals and communities to contribute proactively to sustainable national development (Nwafor & Hanachor, 2022).

Statement of the Problem

Sustainable national development in any country including Nigeria is essential for ensuring long-term economic growth, environmental preservation, social equity and improved quality of life for current and future generations. However, the problem of sustainable national development in Otukpo Township of Benue State, Nigeria, appears to be critically undermined by inadequate and inconsistent funding of ethical and values education in public secondary schools. This may be as a result of inadequate funding from both government and non-governmental organizations (NGOs). Despite the recognized importance of ethical and values education in shaping responsible citizens who can drive sustainable national development, it seems that limited financial support hampers effective implementation of relevant curricula and programmes of ethical and values education.

The researchers observed that this funding shortfall results in poorly equipped schools, insufficient teaching materials and low motivation among educators weakening students' moral development and civic responsibility. Consequently, the failure to adequately fund ethical and values education may impede the cultivation of a value-driven youth population, which is essential for addressing socio-economic challenges and promoting long-term sustainable national development in the Benue State, Nigeria. It is based on the above background that the study investigated funding the relationship between sources of funding ethical and values education and sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

Purpose of the Study

The purpose of the study was to investigate the relationship between sources of funding ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria. The study specifically sought to examine:

the relationship between government funding of ethical and values education with sustainable national development in public secondary schools in in Otukpo Township of Benue State, Nigeria.

the relationship between non-governmental organizations' (NGOs) funding ethical and value education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

Research Questions

The following research questions guided the study:

What is the relationship between government funding of ethical and values education with sustainable national development in public secondary schools in in Otukpo Township of Benue State, Nigeria?



What is the relationship between non-governmental organizations’ (NGOs) funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria?

Hypotheses

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

There is no significant relationship between government funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

There is no significant relationship between non-governmental organizations’ (NGOs) funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

Methods

The study adopted Correlational research design. The population consisted of 218 teachers from 12 public secondary schools in Otukpo Township of Benue State, Nigeria (Benue State Teaching Service Board, 2025). All 218 teachers were selected as sample using convenience sampling technique. Two structured questionnaires titled: Sources of Funding Ethical and Values Education Questionnaire (SFEVEQ) and Sustainable National Development Questionnaire (SNDQ) were used for data collection. SFEVEQ contained 10 items while, SNDQ contained five. A four-point rating scale with response modes of Strongly Agree (SA)=4; Agree (A)=3; Disagree (D)=2 and Strongly Disagree (SD)=1 was used to ascertain respondents’ opinion on each item of the questionnaire. The instrument was validated by three experts from Faculty of Education, Veritas University Abuja for face and content validity. A trial test of the instrument was conducted on 30 teachers in two public secondary school using Cronbach Alpha and the result yielded reliability coefficients of 0.91 for SFEVEQ and 0.95 for SNDQ. Pearson Product Moment Correlation (PPMC) to answer the research questions and test the hypotheses at 0.05 level of significance. The decision rule for answering research questions according to Emaikwu (2021) is that if r value is 0.00–0.19, there is a very weak relationship. If it is 0.20–0.39, there is a weak relationship. If it is 0.40–0.59, there is a moderate relationship. If it is 0.60–0.79, there is a strong relationship and if it is 0.80–1.00, there is a very strong relationship. For the test of hypotheses, if P-value is greater than alpha value 0.05, the hypothesis was rejected. If P-value is less than alpha value 0.05, the hypothesis was rejected.

Results

Research Question 1: What is the relationship between government funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria?

Table 1

Relationship between Government Funding of Ethical and Values Education with Sustainable National Development in Public Secondary Schools in Otukpo Township of Benue State Nigeria

Variable	N	\bar{X}	SD	R	Decision
Government Funding of Ethical and Values Education	218	2.87	1.11	0.805	Very Strong Positive Relationship
Sustainable National Development	218	3.10	0.89		

Source: Field Work 2025



Table 1 shows that the mean value of government funding of ethical and value education was 2.87 slightly below that of sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria which was 3.10 and $r = 0.805$. This implies that there was a very strong positive relationship between government funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

Research Question 2: What is the relationship between non-governmental organizations’ (NGOs) funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria?

Table 2
Relationship between Non-Governmental Organizations’ (NGOs) Funding of Ethical and Values Education with Sustainable National Development in Public Secondary Schools in Otukpo Township of Benue State Nigeria

Variable	N	\bar{X}	SD	R	Decision
Non-Governmental Organizations’ (NGOs) Funding of Ethical and Values Education	218	2.83	1.07	0.916	Very Strong Positive Relationship
Sustainable National Development	218	3.10	0.89		

Source: Field Work 2025

Table 2 shows that the mean value of non-governmental organizations’ (NGOs) funding of ethical and values education was 2.83 slightly below that of sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria which was 3.10 and $r = 0.916$. This implies that there was a very strong positive relationship between non-governmental organizations’ (NGOs) funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

Hypotheses

Hypothesis 1: There is no significant relationship between government funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

Table 3
Test of Relationship between Government Funding of Ethical and Values Education with Sustainable National Development in Public Secondary Schools in Otukpo Township of Benue State, Nigeria

Variable	N	\bar{X}	SD	r	P	Decision
Government Funding of Ethical and Values Education	218	2.87	1.11	0.805	0.000	Very Strong Significant Positive Relationship
Sustainable National Development	218	3.10	0.89			

Source: Field Work 2025



Table 3 shows that $r = 0.805$; $p < 0.05$. Since $p\text{-value} = (0.000)$ was less than 0.05 , the hypothesis which states that there is no significant relationship between government funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria was rejected. This implies that there is very strong significant positive relationship between government funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

Hypothesis 2: There is no significant relationship between non-governmental organizations’ (NGOs) funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria?

Table 4:

Test of Relationship between Non-Governmental Organizations’ (NGOs) Funding of Ethical and Values Education with Sustainable National Development in Public Secondary Schools in Otukpo Township of Benue State, Nigeria

Variable	N	\bar{X}	SD	R	P	Decision
Non-Governmental Organizations’ (NGOs) Funding of Ethical and Values Education	218	2.83	1.07	0.916	0.000	Very Strong Significant Positive Relationship
Sustainable National Development	218	3.10	0.89			

Source: Field Work 2025

Table 4 reveals that $r = 0.916$; $p < 0.05$. Since $p\text{-value} = 0.000$ was less than 0.05 , the hypothesis which state that there is no significant relationship between non-governmental organizations’ (NGOs) funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria was therefore, rejected. This implies that there is very strong significant positive relationship between non-governmental organizations’ (NGOs) funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria.

The findings of the study showed that there is very strong significant positive relationship between government funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria. This finding aligns with Agboola and Adewale (2023) who found that when adequately financed, values-based education will instill principles such as integrity, accountability and respect for human rights which are essential for building sustainable national development. The finding also agrees with Okafor and Eze (2022) who establish that by funding ethical education, the government equips future leaders and citizens with the moral compass necessary for ethical decision-making and societal progress.

The findings of the study also showed that there is very strong significant positive relationship between non-governmental organizations’ (NGOs) funding of ethical and values education with sustainable national development in public secondary schools in Otukpo Township of Benue State, Nigeria. This finding conforms to Aithor (2024) who found that funding moral education, citizenship training and community engagement, NGOs help cultivate social capital and equip citizens with the ethical frameworks necessary to support inclusive governance, environmental stewardship and conflict resolution. These help address persistent challenges such as corruption and social inequity by fostering accountability, community participation and shared values, thereby reinforcing the pillars of socio-economic growth and environmental sustainability essential to the country’s long-term development. The finding is also in line with Nwafor and Hanachor(2022) who establish that through such initiatives,



NGOs render lasting impacts by empowering individuals and communities to contribute proactively to sustainable national development.

Conclusion

The study concluded that sustainable national development is essential for ensuring long-term economic growth, environmental preservation, social equity and improved quality of life for current and future generations. There is a very strong significant positive relationship between government and NGOs' funding of ethical and values education with sustainable national development in Nigeria. This shows that improvement in government and NGOs' funding of ethical and values education will yield high sustainable national development in Nigeria.

Recommendations

Based on the findings of the study, it was recommended that:

There should be improved government funding of ethical and values education through increase in budgetary allocation to secondary education in Nigeria so that sustainable national development would be achieved.

NGOs should strengthen their funding support to education especially public secondary schools in order to finance and ethical and values education programmes towards achieving sustainable national development in the country.

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