



**RE-ENGINEERING TEACHER TRAINING PROGRAMS FOR ETHICAL AND
VALUES-CENTERED EDUCATION IN PUBLIC SENIOR SECONDARY SCHOOLS
PORT HARCOURT LGA (PHALGA) IN RIVERS STATE.**



Obichere, Maria Goretti

Department of Educational Management
Ignatius Ajuru University of Education, Port Harcourt
Mariagobihere@gmail.com

&

Ogbozor, Veronica

Department of Educational Management
Ignatius Ajuru University of Education, Port Harcourt
vogbozor70@gmail.com,

Abstract

The study examined re-engineering teacher training programs for ethical and values-centered education in public senior secondary schools Port Harcourt LGA (Phalga) in Rivers State. The aspect of re-engineering teacher training programs covered included the current state of ethical and values-based education, re-engineered teachers' training programs and the ethics training of teachers to enhance students learning needs. The study also investigated the extent re-engineering teacher training programs enhance ethical teaching practices and moral education in public senior secondary schools in Port Harcourt Rivers State, Nigeria. The population of the study comprised all 593 (142 male) and (451 female) teachers of public senior secondary schools in Port Harcourt local government area (Phalga), Rivers State. Census sampling technique was applied considering the population which is small and manageable. Three research questions and three hypotheses guided the study. The descriptive research design was adopted and the instrument for data collection was a self-designed questionnaire titled 'Teacher Training Programs Re-engineering for Ethical and Values-Centred Education Questionnaire' (TTPREVCEQ). The instrument was validated by two experts from educational management department. A test-retest method was used to establish the reliability index of the instrument at 0.86 using Pearson Product Moment Correlation Coefficient. Data was collected and analysed using mean and standard deviation while independent sample t-test analysis was used to test the formulated null hypotheses at 0.05 Alpha level of significance. The findings of the study indicated that to a high extent, male and female teachers agreed that ethical and values-based education in teacher training programs, re-engineered teacher training curricula on ethical teaching practices and ethics training on classroom management. Also, student character development enhanced ethical and values-centered education in public senior secondary schools in Port Harcourt (Phalga), Rivers State, Nigeria. The study concluded that in re-engineering teacher training programs, teachers must be equipped with pedagogical skills to model and impart ethical values effectively. Training should include professional ethics and moral leadership, conflict resolution and discipline strategies as well as real-life case studies on ethical dilemmas. It also highlighted the need for explicit ethics curricula, practical case studies, and mentorship programs to support values-centered education. Finally, the study recommended that the government should embed policy implementation, curriculum development, professional development, assessment and evaluation into the nation's education planning because by embedding ethical consciousness in teachers' education, Nigeria can foster a generation of educators who instill values that transcend the classroom, ultimately shaping a morally upright society.

Keywords: Teacher Training Programs, Re-engineering, Ethical and Values-Centered Education



Introduction

All across the globe, there is increasing demand from schools in respect of their mandate on the formulation of acceptable values for the young ones to imbibe and live with. This stems from the rapid decay of the overall values system among nations of the world. The survival of values education becomes imperative because of the nostalgia of the past, disappointment of the present and hope for the future generations. Nigeria is bedevilled with the challenges of not only economic transformation but that of reconstructing and rebuilding the society's values system.

The role of teachers extends beyond academic instruction to include ethical guidance and value inculcation. However, conventional teacher training programs often lack structured frameworks to equip educators with the necessary ethical awareness and pedagogical strategies to foster values-based education. This study aims to investigate the extent re-engineering teacher training programs can enhance ethical teaching practices and moral education in public senior secondary schools in Port Harcourt Rivers State, Nigeria.

Education serves as the foundation for shaping individuals' character, ethics, and values, making the role of teachers crucial in fostering moral and responsible citizens. However, the increasing complexity of modern society, coupled with ethical dilemmas in education, necessitates a re-evaluation and re-engineering of teacher training programs to emphasize ethics and values-centered education. Traditional teacher training has primarily focused on pedagogical skills, subject knowledge, and classroom management, often neglecting the explicit incorporation of ethics and values as core competencies. This gap raises concerns about teachers' ability to effectively model and instil ethical behavior in students.

Re-engineering teacher training programs involves a fundamental transformation in curriculum design, teaching methodologies, and professional development strategies to align with ethical and values-based education. The integration of ethical theories, moral reasoning, and real-world case studies into teacher preparation can help educators develop a strong ethical foundation. Additionally, fostering reflective practices, collaborative learning, and experiential teaching approaches can enhance teachers' ability to navigate ethical dilemmas while promoting integrity and inclusivity in diverse classroom settings.

This study examined the effectiveness of re-engineered teacher training programs in fostering ethical consciousness among educators. Using a mixed-methods approach, the research will assess teachers' perceptions, competencies, and practices related to ethics before and after undergoing a values-centered training intervention. The study also explored the impact of these programs on student outcomes, classroom culture, and overall educational integrity.

The findings of this study will contribute to the discourse on educational reforms, offering practical insights for policymakers, teacher education institutions, and school administrators in designing programs that prioritize ethical and values-centered teaching. Ultimately, re-engineering teacher training programs is essential in preparing educators to nurture morally upright, socially responsible, and ethically conscious future generations.

Statement of Problem

Instructional activities in the classrooms need close monitoring for the purpose of supporting effective learning, generating sufficient data and targeting set goals to make informed decisions about teachers' and students' progress in Education. It is important that policy makers, teacher education institutions, and school administrators must play their role of providing adequate guidance in designing programs that prioritize ethical and values-centered teaching to achieve optimal students' outcome. Due to the fact that ethical and values-centered teaching are known to improve students' interests and involvement in learning, there has been more calls for re-engineering teachers' training programs in education in Nigeria. What is advocated for by various stakeholders is the need to bring in more ethical and values-centered teaching into the education space, especially in the classrooms and for school managers and teachers to put their heads together to achieve this in the teaching and learning space. Thus, despite efforts to include ethics and values in education, many teacher training programs remain predominantly focused on pedagogical skills and subject content, neglecting explicit training in ethical



reasoning, moral philosophy, and values-driven leadership. Hence, this study intends to bridge the gap by assessing the effectiveness of a re-engineered teacher training framework in fostering ethical and values-centered education in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State.

Aim and Objectives of the Study

This study aims to investigate the extent re-engineering teacher training programs can enhance ethical teaching practices and moral education in public senior secondary schools in Port Harcourt Rivers State, Nigeria. Specifically, the objectives of this study seek to:

1. To evaluate the current state of ethical and values-based education influence teacher training programs in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State.
2. To analyse the impact of re-engineered teachers' training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State.
3. To assess how ethics training influence classroom management and students character development in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State.

Research Questions

1. To what extent does the current state of ethical and values-based education influence teacher training programs in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State?
2. To what extent does re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State?
3. To what extent does ethics training influence classroom management and students character development in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean ratings of male and female teachers on the extent current state of ethical education influence teacher training programs in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State.

H₀₂: There is no significant difference between the mean ratings of male and female teachers on the extent re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State.

H₀₃: There is no significant difference between the mean ratings of male and female teachers on the extent ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State.

Theoretical framework

Transformative Learning Theory and Bandura's Social Learning Theory:

Relevance to Re-Engineering Teacher Training Programs for Ethical and Values-Centered Education
In the 21st century, there is a growing need to reform teacher education programs to produce professionals who are not only pedagogically competent but also ethically grounded and values-driven. Two important learning theories—Transformative Learning Theory by Jack Mezirow and Social Learning Theory by Albert Bandura—offer powerful frameworks for re-engineering teacher training in ways that emphasize ethical consciousness, reflective practice, and moral development.

Transformative Learning Theory (Jack Mezirow)

Jack Mezirow's Transformative Learning Theory focuses on how individuals change their frames of reference through critical reflection and rational discourse. According to Mezirow (1997), transformative learning occurs when learners critically examine their beliefs, values, and assumptions, leading to a shift in perspective and behavior. This theory is particularly relevant in teacher training



because it encourages pre-service and in-service teachers to question traditional teaching norms and reflect on their roles as ethical educators.

In the context of ethical and values-centered education, transformative learning fosters self-awareness, empathy, and personal growth, which are essential traits for morally responsible educators. By creating spaces for dialogue and critical reflection in teacher training programs, educators can develop the ability to navigate moral dilemmas, promote inclusive practices, and model ethical behavior (Illeris, 2018; Schieble et al., 2020).

Bandura's Social Learning Theory

Albert Bandura's Social Learning Theory emphasizes learning through observation, imitation, and modelling. According to Bandura (1977), people learn not only through direct experience but also by watching others—especially authority figures—perform behaviors and observe the consequences of those actions. This theory underscores the importance of role models in shaping ethical behaviors in educational settings.

In teacher education, Bandura's theory suggests that teacher trainers must consistently demonstrate ethical practices in their instruction and interactions. Pre-service teachers who witness honesty, respect, fairness, and care in action are more likely to replicate those values in their future classrooms (Turan&Koç, 2023). Furthermore, embedding real-life scenarios and ethical case studies into the training curriculum reinforces positive modeling and moral reasoning.

Relevance to Re-engineering Teacher Training for Ethical and Values-Centered Education

The application of both Mezirow's and Bandura's theories is essential for re-engineering teacher training programs that aim to produce ethically responsible educators. Specifically: Reflective practice (Mezirow) allows teacher trainees to develop a deeper understanding of their personal values and how these influence their teaching philosophies.

Role modelling (Bandura) encourages trainers to embody and exhibit ethical conduct, reinforcing the importance of integrity, empathy, and justice.

Both theories promote active learning environments, where critical thinking, collaboration, and self-directed learning are central—skills essential for values-based education.

Incorporating these theories into training programs also supports the development of ethical decision-making frameworks among teachers, empowering them to foster respectful and inclusive learning environments.

Conceptual Clarifications

The Nigerian Core Public Values

It is quite imperative to understand the concept of values before identifying and establishing Nigerian core public values. Bodurin (2019) noted that values are basic beliefs and attitude in a society whether of individual or groups which are considered worthwhile and which serve as guide to choices and behaviour in daily life. Esu (2019) further defined values as ideals that guide or qualify your personal conduct, interaction with others, and involvement in career. Values help one to, and inform one on how he or she can conduct one's life in a meaningful way. On his part, Bolarin (2019) after broad consideration of various definitions of values defined values to mean trait, practices, acts, ideals, beliefs, attitudes, and principles that a group or society considers to be of merit, worthwhile, dear, acceptable and right.

From the above, the core values of Nigeria that have been weakened over the years need to be strengthened for obvious national development to be achieved. National Education and Engineering Development Strategy (NEEDS, (2014) described Nigeria as a multi-ethnic society, with a value system that is derived from the diversity of its people, religion and culture. These core values NEEDS identified include respect for elders, honesty and accountability, co-operation, industry, discipline, self-confidence and moral courage.

The above core values are grossly compromised in the present Nigeria socio-economic and political contexts to the extent that it has constituted a serious moral problem. Their excessive



compromise has manifested in greed, corruption dishonesty, violent crimes, political killings, drug peddling, and so many other anti-social behaviours capable of jeopardizing all sincere efforts directed at stimulating national development. From this weak background, Dike (2011) called for the strengthening of values education in schools as corruption drives and shapes social values in Nigeria, and for some individuals the quest for easy money is a justification for violating the laws of the land and distorting official policies directed towards national development. Given this circumstance, the imperative for values education cannot be over emphasized as values education involves educating for character and for good moral values. This implies the teaching of respect and responsible adult life to the citizens. It is for good character and moral development which will lead to a healthy nation.

Basic fundamental moral values every responsible nation should teach its citizens include respect for constituted authority and sanctity of life, responsibility, values of honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation and courage, along- side some fundamental procedural values look upon as basic ingredients of democracy. They include the rule of law, equality of opportunity, due process, representative government, checks and balances and democratic decision-making. These are the underlying democratic values that guarantee democratic stability. Nonetheless, Bolarin (2015) went further to identify some dominant values which formed the core values upheld by a larger section of the Nigerian society to include the following: Detesting laziness, Dignity of labour, Respect for parent/elders, Hospitability, Public spiritedness, Respect for authority, Hard-work, Respect for sanctity of life, Honesty and truthfulness.

Teacher Training

In a society like ours where changes occur so swiftly, all professions and their corresponding training and constant retraining must be seen within the broader context of lifelong or continuous learning. This is something that made a strong comeback in the 1990s, this time with a new focus based on a global policy with a triple dimension to it: innovation, social inclusion and active citizen participation.

Teacher training refers to the structured process of preparing individuals to become effective educators, involving the acquisition of knowledge and skills in curriculum-related and educational-psychological domains. It encompasses various dimensions such as the balance between subject-matter and pedagogical training, the inclusion of practical elements, and the specialization of courses for teachers. Teacher training also refers to the structured programs designed to prepare individuals for the teaching profession. It involves theoretical learning, practical experience, and professional development to enhance educators' effectiveness. Teacher training typically covers the following areas:

A. Pre-Service Teacher Training

Pre-service teacher training is a crucial phase in the preparation of future educators, equipping them with the necessary knowledge, skills, and attitudes required for effective teaching. It encompasses formal education and practical experiences designed to prepare individuals for the demands of the teaching profession before they enter full-time classroom roles.

Typically offered through universities, colleges, and teacher training institutions, pre-service training includes coursework in pedagogy, subject matter expertise, classroom management, educational psychology, and instructional strategies. Additionally, it involves hands-on experiences such as student teaching or internships, allowing aspiring teachers to apply theoretical knowledge in real classroom settings under the guidance of experienced mentors.

The primary objective of pre-service teacher training is to develop competent, reflective, and adaptable educators who can foster meaningful learning experiences for students. By integrating theoretical foundations with practical applications, this training ensures that teachers are well-prepared to navigate diverse classroom environments, implement inclusive education practices, and contribute to overall educational development.

Given the evolving nature of education, pre-service teacher training programs continue to adapt by incorporating emerging technologies, innovative teaching methodologies, and inclusive education principles to meet the diverse needs of 21st-century learners.



This stage involves the formal education and training of aspiring teachers before they enter the teaching profession. It includes:

Bachelors or Diploma in Education: A structured curriculum that includes pedagogy, subject knowledge, and teaching methodologies.

Teaching Practicum: Supervised classroom teaching experience where trainees practice instructional skills.

Educational Psychology: Understanding how students learn and develop cognitively, emotionally, and socially.

B. In-Service Teacher Training

In-service teacher training refers to continuous professional development programs designed for teachers who are already employed in educational institutions. It aims to enhance their knowledge, teaching skills, and pedagogical techniques to improve classroom instruction and student learning outcomes. Unlike pre-service training, which prepares individuals before they enter the teaching profession, in-service training focuses on updating teachers with the latest educational trends, methodologies, and technological advancements.

This type of training is essential in a rapidly evolving educational landscape, where teachers must adapt to new curricula, diverse student needs, and emerging teaching strategies. In-service training can take various forms, including workshops, seminars, online courses, peer mentoring, and classroom observations. It helps teachers remain competent, motivated, and effective in their roles, ultimately contributing to the overall quality of education.

By participating in in-service training, teachers can refine their instructional methods, integrate innovative practices, and develop a deeper understanding of student learning processes. As a result, it plays a crucial role in promoting professional growth and ensuring that education systems remain dynamic and responsive to contemporary challenges.

This is the continuous professional development of teachers while they are in service. It includes:

Workshops and Seminars – Regular training sessions to update teachers on new teaching strategies, curriculum changes, and technological advancements.

Mentorship Programs – Senior teachers guide and support less experienced educators.

Use of Technology in Education – Training in digital tools, S.M.A.R.T classrooms, and artificial intelligence in education.

C. Pedagogical Skills and Classroom Management

Teachers must be trained in:

Effective Teaching Strategies – Differentiated instruction, inquiry-based learning, and student-centered approaches.

Classroom Discipline – Maintaining order and fostering a conducive learning environment.

Assessment and Evaluation – Designing and implementing assessments to measure student learning outcomes.

Teacher Training and Ethical Education

Prior studies indicate that ethical education in teacher training programs is often embedded within broader courses such as educational psychology or classroom management rather than being treated as a core component. Research also suggests that values-based teaching enhances student discipline, motivation, and social responsibility. Teacher training and ethical education are essential components of a well-functioning education system. Teacher training and ethical education are fundamental in preparing educators to be competent and morally responsible professionals. While teacher training focuses on equipping educators with subject knowledge, pedagogical skills, and classroom management techniques, ethical education ensures they uphold values of fairness, respect,



and integrity. A combination of both elements leads to a well-rounded, effective, and professional teaching workforce that positively impacts students and society. They ensure that teachers are well-equipped with the knowledge, skills, and moral values necessary to foster a positive learning environment.

Ethical Education in Teacher Training

Ethical education in teacher training is a crucial aspect of preparing educators to uphold moral standards, foster integrity, and promote fairness in the teaching profession. Teachers play a vital role in shaping the character and values of students, making it essential for them to be equipped with ethical principles that guide their professional conduct.

Ethical education in teacher training focuses on instilling core values such as honesty, respect, equity, and responsibility. It ensures that teachers understand their ethical obligations toward students, colleagues, parents, and the community. This education helps teachers navigate complex ethical dilemmas, such as issues of discrimination, confidentiality, and professional boundaries, which they may encounter in their careers.

Furthermore, ethical training fosters a positive learning environment by emphasizing the importance of fairness, inclusion, and respect for diversity. It also enhances teachers' decision-making skills, enabling them to make morally sound choices in challenging situations.

By integrating ethical education into teacher training programs, future educators develop the moral compass necessary to maintain professionalism and integrity, ultimately contributing to the development of an ethical and responsible society.

Ethical education ensures that teachers uphold moral values and professional standards in their practice. It involves:

A. Professional Ethics for Teachers

Teachers are role models for students and must demonstrate integrity, respect, and fairness. Ethical guidelines include:

Confidentiality – Respecting students' privacy and personal information.

Equity and Inclusion – Treating all students fairly, regardless of background or ability.

Professional Conduct – Avoiding misconduct such as favoritism, discrimination, or inappropriate relationships.

B. Moral and Ethical Decision-Making

Teachers often face ethical dilemmas in classrooms. Training in ethical education helps them:

Make Fair and Just Decisions – Handling conflicts between students or parents professionally.

Promote Honesty and Integrity – Encouraging students to uphold academic integrity (e.g., no cheating or plagiarism).

Lead by Example – Demonstrating ethical behavior that students can emulate.

C. Ethical Considerations in Inclusive Education

Teachers must be trained to:

Respect Diversity – Accommodating students with disabilities, different cultures, or socioeconomic backgrounds.

Create a Safe Learning Environment – Preventing bullying, discrimination, and harassment.

Advocate for Students' Rights – Ensuring all learners receive quality education and necessary support.

Re-engineering Teacher Training Programs

In the rapidly evolving landscape of education, the role of teachers remains fundamental in shaping the future of learners. However, traditional teacher training programs often fail to keep pace with the dynamic needs of modern classrooms, technological advancements, and diverse student populations. Re-engineering teacher training programs is, therefore, a necessary step to enhance the quality of education by equipping educators with contemporary pedagogical skills, digital literacy, and inclusive teaching strategies.

Re-engineering teacher training involves restructuring curricula, integrating emerging technologies, promoting continuous professional development, and fostering hands-on, experiential learning approaches. This transformation aims to produce teachers who are not only knowledgeable in subject content but also skilled in classroom management, student engagement, and differentiated instruction to meet the needs of all learners, including those with special needs.

Moreover, with the rise of S.M.A.R.T (Self-Monitoring, Analysis, and Reporting Technology) classrooms, artificial intelligence, and competency-based education, teacher training programs must be aligned with global best practices. By incorporating research-based methodologies, collaborative learning, and practical teaching experiences, these programs can prepare teachers to be innovative, adaptable, and effective in diverse educational settings. Thus, re-engineering teacher training programs is not just an improvement; it is a necessity for building a sustainable and high-quality education system that meets the demands of the 21st century. Re-engineering involves curriculum restructuring, the incorporation of ethical training modules, practical workshops, case studies, and mentorship programs that prepare teachers to handle ethical dilemmas and moral instruction effectively.

Methodology

The descriptive research design was adopted for the study. The population of the study comprised 593 teachers of public senior secondary schools in Port Harcourt (Phalga), Rivers State which also serve as the sample of the study given that the population is manageable for the study. The instrument for data collection was a self –designed questionnaire titled ‘Teacher Training Programs Re-engineering for Ethical and Values-Centred Education Questionnaire’ (TTPREVCEQ). The instrument was validated by experts and a reliability coefficient of 0.86 was obtained. Mean and standard deviation were used to answer research questions while independent sample t-test analysis was used to test the formulated null hypotheses at 0.05 Alpha level of significance. A total of 593 copies of questionnaire were distributed but 552 copies were retrieved.

Results and Discussion of Findings

Research Question One: To what extent does the current state of ethical and values-based education influence teacher training programs in public senior secondary schools in Port Harcourt LGA (Phalga) in Rivers State?

Table 1: Mean ratings and standard deviation on the views of male and female teachers on the extent the current state of ethical and values-based education influences teacher training programs in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State

S/N	Extent the current state of ethical and values-based education influences teacher training programs in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State	Male Principals $\bar{X}1$	SD1	Female Principals $\bar{X}2$	SD2	$\bar{X} Set$ $\frac{\bar{X}1 + \bar{X}2}{2}$	Decision
1	Ethical education in teacher training focuses on instilling core values such as honesty, respect, equity, and responsibility.	3.09	0.70	2.76	1.09	2.93	High Extent



2	Ethical education ensures that teachers understand their ethical obligations toward students, colleagues, parents, and the community.	2.74 0.88	2.74 0.87	2.91	High Extent
3	Teachers play a vital role in shaping the character and values of students, making it essential for them to be equipped with ethical principles that guide their professional conduct.	3.39 0.58	2.68 1.27	3.04	Very High Extent
4	Ethical education helps teachers navigate complex ethical dilemmas, such as issues of discrimination, confidentiality, and professional boundaries, which they may encounter in their careers.	3.24 0.60	2.90 1.09	3.07	Very High Extent
5	Ethical training fosters a positive learning environment by emphasizing the importance of fairness, inclusion, and respect for diversity.	2.93 0.71	2.54	1.43 2.74	High Extent
	Grand Mean	3.08 0.69	2.72 1.15	2.94	High Extent

Table 1 shows the mean set of respondents on the extent current state of ethical education influence teacher training programs in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State. The results analyzed shows that male and female teachers agree to a high extent that ethical education influences teachers training programs in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State as showed in the items above.

This agrees with May, D. R., & Luth, M. T. (2013) that both embedded and stand-alone courses were effective in enhancing participants' perspective-taking, moral efficacy, and moral courage in the effectiveness of ethics education. Moral meaningfulness was marginally enhanced for the embedded module condition for effectiveness of ethics education.

Research Question Two: To what extent does re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State?

Table 1: Mean ratings and standard deviation on the views of male and female teachers' on the extent re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

S/N	Extent re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.	Male Principals $\bar{X}1$	SD1	Female Principals $\bar{X}2$	SD2	$\bar{X} Set$ $\frac{\bar{X}1 + \bar{X}2}{2}$	Decision
6	Re-engineering teacher training programs is a necessary step to enhance the quality of education by equipping educators with	2.89	0.73	2.78	1.09	2.84	High Extent



	contemporary pedagogical skills, digital literacy, and inclusive teaching strategies.				
7	Re-engineering teacher training include restructuring curricula, integrating emerging technologies, promoting continuous professional development, and fostering hands-on, experiential learning approaches.	2.771.08	2.75 0.87	2.76	High Extent
8	It produce teachers who are not only knowledgeable in subject content but also skilled in classroom management, student engagement, and differentiated instruction to meet the needs of all learners, including those with special needs.	3.12 0.58	2.68 1.27	2.90	High Extent
9	It is a necessity for building a sustainable and high-quality education system that meets the demands of the 21st century.	3.210.64	2.95 1.09	3.08	Very High Extent
10	It involves curriculum restructuring, the incorporation of ethical training modules, practical workshops, case studies, and mentorship programs that prepare teachers to handle ethical dilemmas and moral instruction effectively.	2.83 0.71	2.67	1.43 2.75	High Extent
	Grand Mean	2.960.75	2.77 1.15	2.87	High Extent

Table 2 shows the extent re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State. The results analyzed shows that male and female teachers agree to a high extent that re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State as showed in items 6,7,8,9 and 10 with the mean ratings of 2.84, 2.76, 2.90, 3.08 and 2.75 respectively. Thus, from the grand mean value of 2.87, the answer to research question two shows that to a high extent the views of male and female teachers' on the re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State. The result obtained corroborates the assertion of Ofem, U. J. et al (2024) that the digital environment significantly predicts teachers' practices related to inclusive assessment, digital competence, and assessment literacy. Furthermore, digital competence has a direct impact on instructional practices, assessment literacy, and inclusive assessment.

Research Question Three: To what extent does ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State?

Table 1: Mean ratings and standard deviation on the views of male and female teachers on the extent ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State?



S/N	Extent ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.	Male Principals $\bar{X}1$	$SD1$	Female Principals $\bar{X}2$	$SD2$	$\bar{X} Set$ $\frac{\bar{X}1 + \bar{X}2}{2}$	Decision
11	Ethical training makes teachers to be skilled in classroom management and student engagement.	3.040.94		2.801.05		2.92	High Extent
12	Ethical training helps the teacher in maintaining order and fostering a conducive learning environment.	2.771.05		2.881.01		2.83	High Extent
13	When teachers attained ethical training, it enables them to use differentiated instruction, inquiry-based learning, and student-centered approaches.	2.781.06		2.971.04		2.88	High Extent
14	Ethical training helps teachers in designing and implementing assessments to measure student learning outcomes.	2.84 1.08		2.691.14		2.77	High Extent
15	Ethical training makes teachers role models for students and to demonstrate integrity, respect, and fairness.	2.761.09		2.881.08		2.82	High Extent
	Grand Mean	2.841.04		2.841.06		2.84	High Extent

Table 3 shows the extent ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State. The results analyzed shows that male and female teachers agree to a high extent that ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State as showed in the items. This result also buttresses the view of Gisore, O. F. (2020) that principals' and teachers' ethical communication qualities had a significant influence on students' discipline.

Ho1: There is no significant difference between the mean ratings of male and female teachers on the extent current state of ethical education influence teacher training programs in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Table 4: Summary of independent sample t-test analysis on the mean ratings of male and female teachers on the extent current state of ethical education influence teacher training programs in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Groups	N	\bar{x}	S.D	Sig	Df	t	Sig 2-tailed)	P-value	Decision
Male Teachers	191	2.87	0.48	.000	476	5.194	.000	0.05	Rejected



Female Teachers	287	2.56	0.65	Significant
N=	478			

Result on Table 4 shows summary of subjects' mean, standard deviation and t-test of difference. The group means are statistically significant because the value for equal variance assumed in the sig. (2-tailed) row is less than 0.05 that is ($P=.000 < 0.05$), df (476). The result shows that there is a significant difference in the mean ratings of male and female teachers' on the extent current state of ethical education influence teacher training programs in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Ho2: There is no significant difference between the mean ratings of male and female teachers on the extent re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Table 5: Summary of independent sample t-test analysis on the mean ratings of male and female teachers on the extent re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Groups	N	\bar{x}	S.D	Sig	Df	t	Sig 2-tailed)	P-value	Decision
Male Teacher	191	2.87	0.51	.000	476	4.062	.000	0.05	Rejected
Female Teacher	287	2.58	0.80						Significant
N=	478								

Result on Table 5 shows summary of subjects' mean, standard deviation and t-test of difference. The group means are statistically significant because the value for equal variance assumed in the sig. (2-tailed) row is less than 0.05 that is ($P=.000 < 0.05$), df (476). The result shows that there is a significant difference in the mean ratings of male and female teachers' on the extent re-engineering teacher training programs influence ethical teaching practices in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Ho3: There is no significant difference between the mean ratings of male and female teachers on the extent ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Table 6: Summary of independent sample t-test analysis on the mean ratings of male and female teachers on the extent ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Groups	N	\bar{x}	S.D	Sig	Df	T	Sig 2-tailed)	P-value	Decision
Male Teacher	191	2.87	0.51	.000	476	4.062	.000	0.05	Rejected
Female Teacher	287	2.58	0.80						Significant
N=	478								



Result on Table 6 shows summary of subjects' mean, standard deviation and t-test of difference. The group means are statistically significant because the value for equal variance assumed in the sig. (2-tailed) row is less than 0.05 that is ($P=0.000 < 0.05$), $df (476)$. The result shows that there is a significant difference in the mean ratings of male and female teachers' on the extent ethics training influence classroom management and student character development in public senior secondary schools in Port Harcourt (Phalga) LGA in Rivers State.

Conclusion

Re-engineering teacher training programs to integrate ethics and values-based education is crucial for preparing educators to instil moral responsibility in students. The study highlights the need for explicit ethics curricula, practical case studies, and mentorship programs to support values-centered education. The study concluded that in re-engineering teacher training programs, teachers must be equipped with pedagogical skills to model and impart ethical values effectively. Training should include professional ethics and moral leadership, conflict resolution and discipline strategies as well as real-life case studies on ethical dilemmas.

Recommendations

1. Policy Implementation: Governments and educational institutions should mandate ethics training in teacher preparation programs.
2. Curriculum Development: Teacher education programs should incorporate case-based learning, role-playing exercises, and scenario analysis to build ethical decision-making skills.
3. Professional Development: Regular workshops and mentorship programs should be provided for in-service teachers to reinforce ethical teaching practices.
4. Assessment and Evaluation: Institutions should establish frameworks for assessing the effectiveness of ethical training programs.

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