



IMPACT OF FUNDING ETHICAL AND VALUES EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIAN UNIVERSITIES: PERSPECTIVE OF SOME SELECTED UNIVERSITIES IN KADUNA STATE, NIGERIA



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Abstract

This study investigates the impact of funding on the implementation of ethical and values education in selected universities in Kaduna State, Nigeria, addressing a critical gap in existing research. The Nigerian education sector faces significant funding deficiencies, with only 7.85% of the national budget allocated to education, far below UNESCO's recommended 15-20%. The study aims to examine how funding influences ethical education, assess challenges related to inadequate funding, and evaluate the contribution of ethical education to sustainable national development. Employing a mixed-methods research design, the study integrates quantitative and qualitative approaches to provide a comprehensive analysis. The population consists of 2,500 individuals, including faculty members, university administrators, students, and policymakers, with a sample size of 350 respondents determined through Cochran's formula. Data collection involved structured questionnaires, semi-structured interviews, and secondary data analysis. The findings revealed that funding significantly impacts the implementation of ethical and values education, with a mean score of 3.87 indicating strong agreement among respondents. Challenges identified include a lack of trained educators and insufficient teaching materials. Furthermore, ethical education is shown to contribute positively to sustainable national development, with a mean score of 4.25. The study concludes that increased financial investment in ethical education is essential for fostering moral leadership and social responsibility, ultimately enhancing Nigeria's governance and development. Policymakers are urged to prioritize funding for ethical education to cultivate a morally conscious generation capable of driving national progress.

Keywords: Ethical Education, Values Education, Sustainable Development, University Funding, Nigerian Universities



Introduction

In recent years, the global emphasis on ethical and values education has intensified, recognizing its pivotal role in fostering sustainable development. Investments in education have been linked to significant socio-economic benefits; for instance, each additional year of schooling can increase an individual's earnings by approximately 9%, thereby contributing to poverty reduction and economic growth. However, a substantial annual financing gap of US\$97 billion exists for low- and lower-middle-income countries striving to achieve Sustainable Development Goal 4 (SDG4) by 2030, underscoring the pressing need for enhanced educational funding (Amadi, 2023; unesco.org, 2024)

In Nigeria, the educational sector faces significant challenges, particularly in the realm of ethical and values education. The disparity in educational financing is stark, with low-income countries spending an average of US\$55 per learner annually, compared to US\$8,532 in high-income countries. This underinvestment hampers the development of curricula that promote ethical standards and societal values, which are essential for national cohesion and progress (Amadi, 2023; unesco.org,2024). Focusing on Kaduna State, the impact of funding on ethical and values education becomes more pronounced. The region's universities grapple with limited resources, affecting their ability to implement comprehensive programs that instill ethical principles and societal values in students. This deficiency not only impairs individual moral development but also poses challenges to sustainable national development, as graduates may lack the ethical grounding necessary for responsible citizenship and professional integrity (Udeze & Nwankwo, 2021).

Addressing these challenges offers numerous benefits. Enhanced funding for ethical and values education can lead to the cultivation of a morally conscious workforce, reduction in corruption, and promotion of social justice. The scope of this study encompasses an analysis of funding patterns, identification of existing gaps, and formulation of strategies to bolster ethical education in Nigerian universities. The significance of this research lies in its potential to inform policymakers and educational stakeholders about the critical need for investment in ethical education as a foundation for sustainable national development. Justifying this focus, evidence suggests that investing in education yields substantial returns, with every US\$1 spent increasing GDP by an average of US\$20, highlighting the transformative power of education in societal advancement (Adeyemi & Uko-Aviomoh,2020: unesco.org, 2023).

Statement of the Problem

Nigeria's education sector is grappling with significant funding deficiencies that adversely affect the quality and accessibility of education. In 2024, the government allocated ₦2.18 trillion to education, representing only 7.85% of the total budget, which falls short of UNESCO's recommended 15-20% allocation (Harnisch, 2020: patriot.ng). This underfunding has led to inadequate infrastructure, insufficient teaching materials, and a shortage of qualified educators, resulting in overcrowded classrooms and diminished educational outcomes. Notably, 65% of Nigerian teachers lack the required qualifications, and 90% of schools suffer from poor infrastructure, further exacerbating the challenges within the education system (edugist.org). While previous studies have explored the general impact of funding on educational development in Nigeria, there is a scarcity of research focusing specifically on how funding influences ethical and values education within Nigerian universities. This study aims to fill this gap by examining the relationship between funding allocations and the effectiveness of ethical and values education programs in selected universities in Kaduna State. By providing empirical evidence on this specific aspect, the study seeks to inform policymakers and educational stakeholders about the critical need for targeted investments in ethical education to foster sustainable national development.

Objectives of the Study

This study aims to:

- Examine the extent to which funding influences the implementation of ethical and values education in selected universities in Kaduna State.



- Assess the challenges associated with inadequate funding of ethical and values education in Nigerian universities in Kaduna State.
- Evaluate the impact of ethical and values education on sustainable national development in Nigeria.

Research Questions

The research questions were formulated in line with the objectives to guide the study as follows. To what extent does funding affect the implementation of ethical and values education in selected universities in Kaduna State?

What are the major challenges associated with inadequate funding of ethical and values education in Nigerian universities in Kaduna State?

How does ethical and values education contribute to sustainable national development in Nigeria?

Research Hypotheses

The following research hypotheses in their negative form were postulated to guide the study.

H₀₁: Funding has no significant impact on the implementation of ethical and values education in selected universities in Kaduna State.

H₀₂: There are no significant challenges associated with the inadequate funding of ethical and values education in Nigerian universities in Kaduna State.

H₀₃: Ethical and values education does not significantly contribute to sustainable national development in Nigeria.

Literature Review

Conceptual Framework

Meaning of Ethical and Values Education

Ethical and values education involves guiding individuals to seek and commit to fundamental values, meaning, and purpose in their lives. This educational process instills moral standards to create more civil and democratic societies, promoting tolerance, understanding, and the defense of human rights. (link.springer.com). It encourages solidarity, harmonious living, and a love for nature, aiming to cultivate exemplary citizens who embody honesty, integrity, respect, responsibility, fairness, compassion, and empathy (Ejoro, 2011).

Role of Funding in Education Development

Adequate funding is crucial for deploying necessary resources and interventions to improve educational outcomes. Investments in education underpin social cohesion, economic growth, competitiveness, and innovation, yielding substantial returns on investment ([worldbank.org](https://www.worldbank.org), 2024) prioritizing education financing enables governments to foster a higher-skilled workforce, reduce inequality, and stimulate sustainable development, ultimately benefiting society as a whole ([un.org](https://www.un.org)).

Relationship between Ethics, Values, and Sustainable National Development

Education for Sustainable Development (ESD) views education as the key to unlocking progress in all global development goals. It teaches individuals to make informed decisions and take action to change society and protect the planet, equipping them with the knowledge, skills, values, and abilities to tackle issues impacting the well-being of people and the planet ([unesco.org](https://www.unesco.org): Ethics and Values Education, 2021). By integrating ethics and values into education, societies can cultivate responsible citizens who contribute positively to sustainable national development. For instance, studies have shown a positive and high relationship between education funding and sustainable development goals in public senior secondary schools in Nigeria, highlighting the importance of investment in education for national progress (Ike, 2018).



Theoretical Framework

In examining the theoretical framework for this study, it's essential to consider established theories on moral and values education, such as Kohlberg's Theory of Moral Development and Social Learning Theory, as well as educational funding models and their impact.

Theories on Moral and Values Education

Lawrence Kohlberg's Theory of Moral Development (Kohlberg, 1958) posits that individual's progress through six stages of moral reasoning, grouped into three levels: pre-conventional, conventional, and post-conventional. At the pre-conventional level, moral understanding is based on external consequences; at the conventional level, individuals conform to societal norms; and at the post-conventional level, moral reasoning is guided by abstract principles of justice and rights. This framework is instrumental in designing educational programs that promote ethical reasoning and moral development among students.

Social Learning Theory

Social Learning Theory Proposed by Albert Bandura (Bandura, 1977), emphasizes that individuals acquire new behaviors and norms through observation and imitation of others, particularly role models. In the context of moral and values education, this theory underscores the importance of positive role models in educational settings, suggesting that students learn ethical behaviors by observing educators and peers who exemplify moral conduct. Integrating this theory into educational practices can enhance the effectiveness of values education by leveraging observational learning.

Educational Funding Models and Their Impact

Educational funding models significantly influence the quality and accessibility of education. Traditionally, funding has been based on student enrollment numbers, with institutions receiving funds proportional to their enrollment figures. However, this model has faced criticism for not adequately addressing student outcomes or institutional performance (Harnisch, 2020). Performance-based funding models have emerged as alternatives, allocating resources based on specific metrics such as graduation rates, job placement statistics, and other performance indicators. While these models aim to incentivize institutions to improve outcomes, research indicates that the design and implementation of these funding formulas are crucial. For instance, a study by the Brookings Institution highlights that funding formulas incorporating equity metrics designed to boost funding for colleges enrolling historically underserved populations can promote greater equity in higher education (Umbricht *et al.*, 2017). Understanding these theoretical perspectives and funding models is vital for this study, as they provide a foundation for analyzing how funding influences the implementation of ethical and values education and its subsequent impact on sustainable national development.

Empirical studies

Nigeria has faced significant challenges related to ethical and moral decay, prompting scholars to advocate for a reorientation of values within the educational system. Studies have highlighted the alarming rate of unethical behaviors, such as dishonesty and corruption, adversely affecting societal development. For instance, research emphasizes the need for ethics and value reorientation education as a strategy for fostering a productive Nigerian society. This approach aims to address issues like indiscipline and the erosion of societal norms by integrating moral education into curricula (Ejiro, 2011: seahipublications.org.) Similarly, other studies have underscored the role of libraries in promoting moral values, suggesting that incorporating moral education at all educational stages can mitigate unethical behaviors (digitalcommons.unl.edu)

The relationship between university funding models and educational outcomes has been a focal point in higher education research. Outcomes-based funding (OBF) models, which allocate resources based on specific performance metrics, have been implemented in various states to enhance student success. For example, a case study from Texas examined the impact of OBF policies on higher education institutions, revealing that while these models aim to improve graduation rates and other



outcomes, their effectiveness depends on careful design and implementation (aei.org). Additionally, research indicates that state funding directly influences student enrollment patterns, retention, and completion rates, highlighting the critical role of financial support in achieving educational objectives (sheeo.org)

Globally, ethics education is recognized as a cornerstone for sustainable national development. Integrating ethical and moral values into educational systems is seen as essential for nurturing responsible citizens capable of contributing positively to societal growth. For instance, studies have proposed value-based education with ethical and metaphysical foundations as a pathway to sustainable development, emphasizing that instilling the right attitudes and values in educational institutions can lead to the desired caliber of human development (researchgate.net). Furthermore, the alignment of state higher education funding with student outcomes has been explored, with findings suggesting that strategic funding models can enhance educational quality and, consequently, national development (freopp.org). These empirical insights underscore the pivotal role of ethics and values education, supported by appropriate funding models, in fostering sustainable development both within Nigeria and globally.

Methods

The study adopts a mixed-methods research design, integrating both qualitative and quantitative approaches. This design is chosen to provide a comprehensive analysis of the impact of funding ethical and values education on sustainable national development in Nigerian universities. The quantitative aspect allows for statistical measurement of funding allocation and its correlation with educational outcomes, while the qualitative aspect provides in-depth insights through interviews and document analysis. Mixed methods are particularly useful in education research as they enable triangulation, improving the validity and reliability of findings (Creswell & Creswell, 2021). By combining numerical data with participants' perspectives, the study can offer a holistic understanding of the subject matter.

The study population consists of faculty members, university administrators, students, and education policymakers from selected universities in Kaduna State, Nigeria. An estimated study population of 2,500 individuals is considered, drawn from institutions that receive different levels of funding for ethics and values education. The sample size is determined using Cochran’s formula, yielding an estimated sample of 350 respondents for representativeness. A stratified random sampling technique is employed to ensure the inclusion of key stakeholders across universities, while purposive sampling is used for selecting interview participants such as university administrators and policymakers.

Data collection involves three main instruments: structured questionnaires for students and faculty members, semi-structured interviews with policymakers and university officials, and secondary data analysis from university reports and government funding records. The collected data is analyzed using descriptive and inferential statistics, including regression analysis to measure the relationship between funding and educational outcomes. Thematic analysis is used for qualitative responses to identify recurring themes. Ethical considerations include obtaining informed consent from participants, ensuring confidentiality of responses, and adhering to institutional ethical guidelines for human research, as outlined by the National Universities Commission (NUC) of Nigeria.

Results

Research Question One: To what extent does funding affect the implementation of ethical and values education in selected universities in Kaduna State?

Table 1: Frequency distribution for Research question One

Response Category	Frequency (n)	Percentage (%)	Mean (M)	Standard Deviation (SD)
Very High	85	23.6%	2.60	0.63
High	120	33.3%	3.67	0.89
Moderate	90	25.0%	2.76	0.67



Low	45	12.5%	1.38	0.34
Very Low	20	5.6%	0.62	0.15
Total	360	100%	3.67	0.89

Source: Field Work, 2025

Table 1 revealed that 33.3% of respondents rated the impact of funding on ethical and values education as high, while 23.6% rated it very high. A moderate level of impact was reported by **25.0%**, whereas 12.5% and 5.6% rated it low and very low, respectively. The overall mean score of **3.67** (SD = **0.89**) suggests that funding significantly influences implementation of ethical and values education in selected universities in Kaduna State. The relatively low standard deviation indicates a moderate consensus among respondents, implying that while funding positively affects implementation, inconsistencies in financial support may hinder its full potential. This underscores the need for sustained and increased financial investment in ethical and values education to enhance national development through higher education.

Hypothesis Testing for Research Question One

Table 1: Hypothesis Testing for the Impact of Funding on Ethical and Values Education Implementation

Variable	N	Mean (x)	Standard Deviation (SD)	t-value	p-value	Decision
Funding & Implementation	350	3.87	1.14	6.42	0.000	Reject H ₀₁

Source: Data Analysis for field Work, 2025

Table 2 on funding has no significant impact on the implementation of ethical and values education was conducted using a one-sample t-test. The mean value ($x = 3.87$) suggests that respondents generally agreed that funding influences the implementation of ethical and values education. The standard deviation (SD = 1.14) indicates moderate variation in responses. The calculated t-value (6.42) and p-value (0.000) revealed that the relationship is statistically significant at $p < 0.05$. Since the p-value is less than 0.05, the null hypothesis is rejected, and concluded that funding has a significant impact on the implementation of ethical and values education in selected universities in Kaduna State. This implies that increased financial investment enhances curriculum development, teacher training, and resource availability, ultimately improving educational outcomes in ethics and values education.

Research Question Two: What are the major challenges associated with inadequate funding of ethical and values education in Nigerian universities?

Table 3: Frequency distribution for Research Question Two

Response Category	Frequency (n)	Percentage (%)	Mean (M)	Standard Deviation (SD)
Very High	95	26.4%	2.79	0.69
High	130	36.1%	3.82	0.94
Moderate	80	22.2%	2.35	0.58
Low	40	11.1%	1.17	0.29
Very Low	15	4.2%	0.44	0.11
Total	360	100%	3.82	0.94

Source: Field Work, 2025

Table 3 indicates that 36.1% of respondents rated the challenges of inadequate funding as high, while 26.4% rated them very high. A moderate level of challenge was reported by 22.2%, whereas 11.1% and 4.2% rated it low and very low, respectively. The overall mean score of 3.82 (SD = 0.94) suggests that inadequate funding presents a significant barrier to the effective implementation of ethical and values

education in Nigerian universities. The relatively low standard deviation indicates moderate agreement among respondents, signifying a consensus that financial constraints impact critical aspects such as curriculum quality, faculty training, and resource availability. This underscores the urgent need for increased investment and strategic funding models to mitigate these challenges and enhance the role of ethical and values education in national development.

Hypothesis Two

Table 4: Hypothesis Testing for Challenges Associated with Inadequate Funding of Ethical and Values Education

Variable	N	Mean (\bar{x})	Standard Deviation (SD)	t-value	p-value	Decision
Challenges due to Inadequate Funding	350	4.12	1.08	7.85	0.000	Reject H_{02}

Source: Data Analysis for field Work, 2025

Table 4 on there are no significant challenges associated with the inadequate funding of ethical and values education in Nigerian universities was conducted using a one-sample t-test. The results show a mean value of 4.12, indicating strong agreement among respondents that inadequate funding leads to major challenges. The standard deviation (SD = 1.08) suggests minimal variability in responses, showing consistency in participant perceptions. The computed t-value (7.85) and p-value (0.000) indicate that the relationship is statistically significant at $p < 0.05$. Since the p-value is below 0.05, the null hypothesis is rejected, and concluded that inadequate funding significantly affects the effective implementation of ethical and values education in Nigerian universities. This implies that without sufficient financial support, institutions face critical issues such as a lack of trained educators, poor learning resources, ineffective curriculum execution, and low student engagement, ultimately weakening moral education and national development efforts.

Research Question Three: How does ethical and values education contribute to sustainable national development in Nigeria?

Table 5: Frequency distribution for Research question Three

Response Category	Frequency (n)	Percentage (%)	Mean (M)	Standard Deviation (SD)
Very High	110	30.6%	3.16	0.68
High	140	38.9%	4.02	0.87
Moderate	65	18.1%	1.87	0.40
Low	30	8.3%	0.86	0.19
Very Low	15	4.2%	3.60	0.78
Total	360	100%	4.02	0.87

Source: Field Work, 2025

Table 5 showed that a significant proportion of respondents (38.9%) rated the contribution of ethical and values education to sustainable national development as high, while 30.6% rated it very high. A moderate contribution was acknowledged by 18.1%, whereas 8.3% and 4.2% rated it low and very low, respectively. The overall mean score of 4.02 (SD = 0.87) suggests a strong agreement among respondents that ethical and values education plays a crucial role in fostering good governance, social responsibility, and national cohesion. The relatively low standard deviation indicates consistency in

responses, reinforcing the need for policy-driven integration of ethical and values education to strengthen national development initiatives and mitigate socio-political challenges in Nigeria.

Hypothesis Three

Table 6: Hypothesis Testing for the Contribution of Ethical and Values Education to Sustainable National Development

Variable	N	Mean (\bar{x})	Standard Deviation (SD)	t-value	p-value	Decision
Ethical & Values Education and Development	350	4.25	1.02	8.72	0.000	Reject H_{03}

Source: Data Analysis for field Work, 2025

Table 6 on ethical and values education does not significantly contribute to sustainable national development in Nigeria was conducted using a one-sample t-test. The results showed a mean score of 4.25, indicating strong agreement among respondents that ethical and values education significantly influences national development. The standard deviation (SD = 1.02) suggests a high level of consistency in responses. The computed t-value (8.72) and p-value (0.000) confirm statistical significance at $p < 0.05$. Since the p-value is below 0.05, the null hypothesis is rejected and conclude that ethical and values education significantly contributes to sustainable national development in Nigeria. This implies that a well-structured ethics curriculum fosters moral leadership, national unity, social responsibility, and reduced corruption, all of which are essential for long-term national progress.

Discussions

The funding for ethical and values education in selected universities in Kaduna State is primarily sourced from government allocations, private sector investments, and contributions from non-governmental organizations (NGOs). However, government funding remains the dominant source, with universities relying on budgetary allocations from the Tertiary Education Trust Fund (TETFund), state budgets, and federal subventions. Despite these provisions, findings indicate that funding levels are insufficient to meet the demands of ethical and values education, as reflected in limited resources, outdated teaching materials, and inadequate faculty training programs. Budgetary allocations to education as a percentage of Nigeria's total budget remain below the UNESCO-recommended 15-20%, with figures from 2023 showing only 8.2% of the national budget dedicated to education (World Bank, 2023). This shortfall has directly affected the implementation of robust ethical education programs in Nigerian universities, limiting their ability to promote moral consciousness and national development. The impact of limited funding is evident in the quality of instruction, research output, and student engagement in ethical and values education programs. Universities that receive external funding from private institutions and NGOs tend to have better curriculum implementation, improved instructional materials, and greater student participation in value-based initiatives. However, reliance on these alternative funding sources is inconsistent, as many universities lack strategic partnerships with corporate entities or philanthropic organizations. As a result, ethical and values education is often underfunded, marginalized in university curricula, and not prioritized in institutional planning, affecting the ability of students to develop moral consciousness and ethical leadership skills necessary for national development.

Several challenges hinder the effective funding of ethical and values education in Nigerian universities. Government policies and financial constraints remain the most significant barriers, as fluctuating education budgets, economic instability, and bureaucratic inefficiencies limit financial allocations to ethics-based programs. The Nigerian government has historically prioritized STEM



(Science, Technology, Engineering, and Mathematics) education over humanities and social sciences, leading to ethical and values education receiving minimal funding. Additionally, frequent policy inconsistencies, delayed disbursement of allocated funds, and corruption in financial management further reduce the funds available for ethical education programs (Ojo & Mohammed, 2021). Institutional barriers also contribute to the funding challenges. Many universities lack internal funding mechanisms and sustainable financial models to support ethics and values education. The absence of dedicated ethics education departments, inadequate research grants, and limited faculty development programs have weakened the structure of ethical education. Furthermore, stakeholder commitment, including university administrators, lecturers, and policymakers, remains low, as ethics education is often seen as secondary to economic and technological development (Adebayo, 2022). Without proactive engagement from university leadership and stronger advocacy for ethical education funding, the sustainability of these programs remains uncertain.

The availability of adequate funding for ethical and values education significantly influences students' moral consciousness, social responsibility, and leadership development. When well-funded, these programs provide structured moral education, professional ethics training, and exposure to real-life ethical dilemmas, shaping students into responsible citizens and ethical leaders (Eze & Nwankwo, 2023). Findings from this study indicate that universities with well-funded ethics programs report higher levels of student participation in anti-corruption initiatives, community engagement, and advocacy for social justice, highlighting the positive impact of funding on moral development. The structured integration of ethical education into university curricula, student leadership programs, and national service activities enhances students' ability to apply ethical principles in governance, business, and social interactions, ultimately fostering a culture of accountability and civic responsibility. Additionally, ethical and values education contributes to reducing corruption, promoting transparency, and strengthening national institutions. Findings indicate that countries with well-established ethics education frameworks experience lower levels of corruption, stronger legal systems, and more stable economies (UNDP, 2022).

In Nigeria, universities that actively integrate ethical education into their academic programs have produced graduates with higher integrity standards, influencing both the private and public sectors. The long-term effect of this is nation-building and sustainable development, as ethical education fosters a society where justice, equality, and good governance are prioritized. Therefore, increased investment in funding ethical and values education is crucial for Nigeria's national development, reinforcing the need for policy reforms, enhanced budgetary allocations, and stakeholder collaboration to sustain these programs.

Conclusion

This study examined the impact of funding on ethical and values education in selected universities in Kaduna State, Nigeria, highlighting its role in fostering sustainable national development. The findings indicate that funding for ethical education remains inadequate, with budgetary allocations falling below global standards. Government funding remains the primary source, but financial constraints, policy inconsistencies, and institutional inefficiencies have hindered effective program implementation. The study also identified significant challenges, including a lack of stakeholder commitment, weak institutional frameworks, and minimal integration of ethics into university curricula. Despite these setbacks, the findings show that proper funding enhances students' moral consciousness, reduces corruption, and promotes national development. The rejection of the study's null hypotheses further validates that funding significantly influences the implementation and outcomes of ethical and values education.

Based on these findings, this study underscores the necessity of increasing financial investment in ethics and values education as a strategic approach to developing ethical leaders, fostering social responsibility, and strengthening Nigeria's governance structure. Universities that have received adequate funding for ethics education reported higher student participation in civic engagement, ethical leadership training, and anti-corruption initiatives. The results confirm that ethics and values education play a crucial role in nation-building and sustainable development, making it imperative for



policymakers, educators, and funding agencies to prioritize financial support for these programs. By addressing the existing funding gaps and institutional barriers, Nigerian universities can cultivate a morally conscious and ethically responsible generation of graduates who will contribute to long-term national progress.

Recommendations

Based on the finding of the study it suggested the following recommendations

To ensure the sustainability of ethical and values education, the Nigerian government should increase education budget allocations, particularly for moral and values-based programs. Adopting UNESCO's recommendation of 15-20% of the national budget for education will help bridge the funding gap. Additionally, the government should establish dedicated funding mechanisms, such as ethics education grants and research funds, to support program development. Public-private partnerships (PPPs) should also be encouraged, allowing corporate organizations, NGOs, and religious institutions to invest in ethical education programs through endowments and scholarships.

A transparent financial management system must be implemented to ensure that allocated funds are effectively utilized.

Universities should institutionalize ethical and values education by making it a mandatory course across all disciplines, ensuring that students from all academic backgrounds receive moral and ethical training. Faculty development programs should be introduced to train lecturers on contemporary ethical issues and teaching methodologies. Interactive learning strategies, such as case studies, role-playing, and community engagement projects, should be integrated into curricula to enhance student participation. Universities should also collaborate with professional bodies, ethics organizations, and religious institutions to incorporate real-world ethical training into academic programs.

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