



TEACHER TRAINING PROGRAMME RE-ENGINEERING FOR VALUE CENTERED EDUCATION



Adams Omokaro Ekwevugbe (Ph.D)

adams-ekwevugbe@delsu.edu.ng

Department of Educational Management and Foundations
Delta State University, Abraka

Abstract

The paper examined teacher training programme re-engineering for value centered education. Three research questions which include the impact re-engineered teacher training programmes would have on value centered education and two hypotheses gave direction to the study. The study adopted the descriptive survey research design, The population was drawn from all Public Secondary Schools in Delta State. The sample for this study includes one hundred and eighty four principals, teachers and educators randomly selected from across the state. A self-structured questionnaire entitled “Teacher Training Programme Re-engineering for value centered education” (TTPREFVCE) was used to obtain the needed data. The study concludes that re-engineered teacher training programmes has a significant positive impact on value-centered education. The paper recommends amongst others that teacher training programmes should systematically incorporate dedicated modules focusing on ethical reasoning, social responsibility, and emotional intelligence to better prepare teachers for fostering value-centered education in classrooms.

Keywords: Teacher, Training programme, Re-engineering, value centered education

Introduction

Education is widely recognized as a pivotal instrument in shaping the intellectual, social, and moral fabric of society. Among its fundamental components, teacher training plays a critical role in preparing educators who can not only impart knowledge but also inculcate core human values in learners. The increasing complexity of contemporary societies demands that education transcends the mere transmission of cognitive skills to embrace value-centered learning, emphasizing ethics, empathy, and social responsibility (Lickona, 1991; Shulman, 2005 ; Omamogho, 2025).

Thus education serves as a cornerstone for individual development and societal progress, providing not only cognitive skills but also fostering critical thinking and ethical awareness. The integration of value education into teacher training is essential, as teachers are the primary agents through which such values are transmitted to students. According to Noddings (2005), education must focus on the holistic development of learners, including emotional and moral growth, which positions teachers as role models in cultivating these attributes. This holistic approach aligns with the growing consensus that education should prepare individuals for responsible citizenship in a globalized world.

The professional preparation of teachers is thus intricately linked to the broader educational goals of nurturing socially conscious and morally responsible individuals. Zeichner (2010) posits that teacher education programme must embed ethical reflection and social justice issues within their curricula to equip educators with the skills necessary to address diverse classroom realities. Effective teacher training programs incorporate experiential learning, critical pedagogy, and reflective practices that enable teachers to navigate the ethical dilemmas they encounter. Consequently, teachers become facilitators of value-centered learning, fostering environments where respect, fairness, and empathy are actively practiced.

The role of teacher training in value education also intersects with policy and curriculum design. UNESCO (2015) advocates for inclusive education policies that emphasize ethical competencies, urging teacher educators to align their training programs with these international frameworks. Embedding values such as equity, respect for human rights, and sustainability into teacher



training curricula ensures consistency between educational goals and classroom realities. Furthermore, partnerships between educational institutions, communities, and policymakers strengthen the impact of value education by fostering shared responsibility in nurturing ethical citizens.

The preparation of teachers to deliver value-centered education is vital in addressing the multifaceted demands of contemporary societies. Teacher training that emphasizes ethics, empathy, and social responsibility contributes significantly to the intellectual and moral development of learners. By fostering critical reflection and practical engagement with human values, educators become catalysts for positive social change. The scholarly consensus underscores the imperative of integrating value education within teacher preparation programs to equip future generations with the competencies necessary for ethical living and active citizenship (Lickona, 1991; Noddings, 2005; Zeichner, 2010; UNESCO, 2015 ; Akporehe & Ekwevugbe, 2025).

Teacher training programmes typically encompass both pre-service and in-service education, integrating theoretical coursework with practicum experiences in schools. As noted by Cochran-Smith & Lytle (1999), effective teacher preparation involves a blend of academic knowledge, pedagogical theory, and sustained engagement in classroom practice, fostering a deeper understanding of teaching as inquiry and reflective action. These programmes also emphasize the development of professional identity and ethical awareness, preparing educators to function as agents of social change within their communities.

Within the context of organizational change, re-engineering for value-centered education refers to the fundamental redesign of educational structures, curricula, and pedagogical strategies to embed ethical, moral, and social values as core learning outcomes. This process involves rethinking traditional education models to align teaching practices with holistic human development and societal well-being (Hammer & Champy, 1993).

From an organizational change perspective, re-engineering educational systems for value-centered outcomes demands a paradigm shift in how institutions conceptualize their mission, vision, and operational processes. Fullan (2007) emphasizes that sustainable educational change requires a deep alignment between institutional values and everyday practices, guided by shared moral purpose. This moral purpose goes beyond academic performance metrics to prioritize character formation, civic responsibility, and emotional intelligence. In this sense, re-engineering is not merely structural but transformational, requiring a cultural shift that permeates leadership, policy, and pedagogy.

Curricular redesign plays a central role in this transformation. Value-centered education requires reconfiguring curriculum content to include ethical reasoning, intercultural understanding, and global citizenship. As Noddings (2013) asserts, education must attend to the development of the whole person, which includes emotional and ethical growth alongside intellectual development. A re-engineered curriculum should thus integrate disciplines such as philosophy, ethics, and service learning across all levels of education. These elements must be assessed not just by content mastery, but by the demonstration of value-driven behaviors in real-world contexts.

Finally, professional development and teacher education are critical levers for embedding value-centered principles into classroom practice. Teachers are the primary agents of educational change, and their beliefs, skills, and dispositions greatly influence student outcomes. Cochran-Smith and Lytle (2009) highlight the importance of inquiry-based professional development that allows educators to examine their practice through the lens of equity, justice, and care. A re-engineered education system must therefore invest in sustained, reflective teacher learning that aligns with the moral and social imperatives of value-centered education.

From an educational policy perspective, re-engineering for value-centered education entails a comprehensive redefinition of educational goals, standards, and accountability frameworks to foreground ethical citizenship, social inclusion, and environmental sustainability. This approach challenges the dominance of high-stakes testing and performance metrics by promoting a more holistic vision of educational success, one that nurtures students' moral, civic, and emotional development (Noddings, 2005; Agadagba & Ekwevugbe 2025). In this context, policies must move beyond technical and economic imperatives to embrace the broader humanistic purposes of education, aligning institutional priorities with the cultivation of democratic and ethical dispositions in learners.

Consequently, the transformation of teacher education becomes imperative. Traditional teacher preparation programs have often been critiqued for their narrow emphasis on content delivery and classroom management techniques, offering limited engagement with the moral and ethical dimensions of teaching (Darling-Hammond, 2017; Nkedisu, et al, 2025). In light of emerging educational paradigms, there is a pressing need to re-engineer teacher education curricula to integrate value-based education as a foundational component. Such integration equips educators not only with pedagogical competence but also with the capacity to serve as moral agents and character mentors within their communities (Narvaez & Lapsley, 2009). By embedding ethical reasoning, social responsibility, and emotional intelligence into teacher preparation, educational systems can better prepare teachers to foster both academic excellence and holistic student development.

A key component of value-centered education is the role of the teacher as a moral agent and ethical role model. Teachers are not just conveyors of knowledge but also facilitators of moral development and personal growth. Campbell (2003) emphasizes that teacher's everyday decisions—how they interact with students, manage classroom conflicts, and model behavior—have a profound impact on students' ethical development. Therefore, teacher training programmes must equip educators with the capacity for ethical reflection, cultural sensitivity, and emotional intelligence to effectively carry out this role.

This study is anchored on two major theoretical underpinnings: *Transformational Learning Theory* and *Systems Theory*. Transformational Learning Theory provides insight into how teachers, as adult learners, can experience deep, structural shifts in thought and perspective through critical reflection, dialogue, and experiential learning. In the context of teacher training, this theory emphasizes the need for educators to internalize and embody value-centered practices rather than merely acquiring technical skills.

Statement of the Problem

As global societies face increasing social fragmentation, environmental crises, and ethical dilemmas, there is a growing recognition that education must be reoriented toward values that support human flourishing and collective well-being, widespread acknowledgment of the need for values-based education exists as current teacher preparation programs often fail to equip educators with the necessary tools, knowledge, and dispositions to promote ethical and civic learning. Darling-Hammond (2017), lamented that teacher education programmes tend to prioritize technical competency and academic content delivery while neglecting the development of reflective, morally grounded practitioners. This disconnect leaves many teachers unprepared to address the ethical complexities of their profession or to foster students' character development in meaningful ways. The absence of value-oriented frameworks in teacher training represents a critical gap in educational reform efforts. Moreover, emerging educational challenges—such as rising youth mental health concerns, social media influence, and increased cultural and ideological polarization—demand that teachers serve not only as content experts but also as ethical guides and emotionally responsive mentors. When educators are not adequately trained to integrate these dimensions into their practice, schools may inadvertently contribute to a value vacuum, where academic success is pursued at the expense of social and moral responsibility. Thus, re-engineering teacher education to explicitly incorporate value-centered content is not merely an enhancement but a necessity. Consequently, there is an urgent need to reassess and re-engineer teacher training programmes to align them with the objectives of value-centered education. This study therefore seeks to fill this gap by investigating the Teacher Training Programme Re-engineering for value centered education, with concerted efforts to provide insights into the factors driving teacher training Programme and re-engineering, the extent of its prevalence, and possible measures.

Research Questions

The following research questions helped to direct the study:

1. What impact would re-engineered teacher training programmes have on value centered education

2. To what extent do current teacher training programmes incorporate components of value-centered education, such as ethical reasoning, social responsibility, and emotional intelligence?
3. How do teacher educators and trainee teachers perceive their roles and preparedness in promoting value-centered education?

Research hypotheses

1. Re-engineered teacher training programmes have no significant impact on value-centered education.
2. There is **no significant difference** between teacher educators and trainee teachers in their perceptions of their roles in promoting value-centered education.

Research Method

The study was hinged on the descriptive survey research design

The population of this study is drawn from all Public Secondary Schools in Delta State.

The sample for this study includes one hundred and eighty four (184) principals, teachers and educators randomly selected from across the state.

The research instrument used for this study is a self-structured questionnaire entitled “Teacher Training Programme Re-engineering for value centered education” (TTPREFVCE), consisting of two sections A and B.

To ascertain the validity of the research instrument, the research instrument was submitted to two experts in measurement and evaluation from Delta State University, Abraka for examination to ensure that the instrument adequately captures the data intended for the study.

The test re-test technique for reliability of instrument was adopted, where the researcher administered it to thirty Principals, teachers and twelve teacher educators from public schools and teacher training institutions, in Edo State which was outside the scope of the study. The collated data was analyzed using the SPSS (Statistical Package for Social Sciences) software version 25, yielding a correlation coefficient of 0.78 indicating that the research instrument was reliable.

The data was analyzed using mean, frequencies and percentages while the hypotheses will be analyzed using t-test at a 0.05 level of significance.

Results

Research Question One

What impact would re-engineered teacher training programmes have on value centered education?

Table 1. Mean score of the variables on the impact would re-engineered teacher training programmes have on value centered education

S/No	Dependent Variables impact on value-centered education	N	SA	A	D	SD	Mean
1	Teachers demonstrate fairness and empathy in classroom interactions.	184	57	61	24	42	2.723
2	Students show improved respect for others' opinions and beliefs.	184	51	64	26	43	2.668
3	Teachers promote ethical behavior and integrity in classroom activities.	184	68	71	21	24	2.995
4	There is an increased integration of values into subject teaching.	184	40	57	43	44	2.505
5	Students exhibit enhanced sense of responsibility and citizenship.	184	29	59	48	48	2.375
	Independent Variables re-engineered teacher training programmes						



6	The training programme integrates modules on ethical and moral education.	184	64	69	20	31	2.902
7	The revised training includes real-life classroom simulations for value-based decision making.	184	72	88	10	14	3.185
8	Trainers emphasize the importance of personal values in teaching practice.	184	83	55	25	21	3.087
9	The programme promotes reflective practices for evaluating personal and professional values.	184	63	52	29	40	2.750
10	The re-engineered curriculum addresses diverse cultural and social value systems	184	61	30	58	35	2.636
Total Mean							2.783

Key: 0.1-1.25 = None At All, 1.26 – 2.4 = Below Average, 2.5 – 3.75 = Average, 3.76 – 4.00 = Above Average

Table 1 shows that all impact variable items regarding the re-engineered teacher training programmes have on value centered education had mean scores above the mean bench mark of 2.50 for both Dependent Variables and Independent Variables, implying that Teachers demonstrate fairness and empathy in classroom interactions, Students show improved respect for others' opinions and beliefs, Teachers promote ethical behavior and integrity in classroom activities, There is an increased integration of values into subject teaching, and Students exhibit enhanced sense of responsibility and citizenship were all perceived forms of the impact re-engineered teacher training programmes have on value centered education.

Research Question Two

To what extent do current teacher training programmes incorporate components of value-centered education, such as ethical reasoning, social responsibility, and emotional intelligence?

Table 2. Mean score of the variables on the extent in which current teacher training programmes incorporate components of value-centered education, such as ethical reasoning, social responsibility, and emotional intelligence

S/No	DEPENDENT VARIABLES	N	HE	AE	LE	NE	Mean
1	I feel well-prepared to handle ethical dilemmas in a classroom setting.	184	39	67	28	50	2.516
2	I actively promote social responsibility in my teaching practices.	184	36	73	23	52	2.505
3	I am confident in recognizing and managing emotional cues in students.	184	57	34	80	13	2.734
4	I consider ethical and emotional aspects when planning my lessons.	184	65	40	67	12	2.859
5	I reflect on the impact of my teaching practices on students' moral and emotional development.	184	69	59	30	26	3.411
INDEPENDENT VARIABLES							
6	The teacher training curriculum includes dedicated sessions on ethical reasoning and moral dilemmas.	184	54	71	36	23	2.848
7	Trainee teachers are exposed to community engagement projects that foster social responsibility.	184	59	74	39	12	2.978
8	The programme provides opportunities to develop emotional intelligence through reflective	184	64	54	31	35	2.799



	practice and peer feedback.						
9	Case studies involving ethical challenges in teaching are regularly discussed during training.	184	59	68	34	23	2.886
10	Instructors model value-centered teaching practices during the training sessions.	184	64	42	56	22	2.804
	Total Mean						2.834

Key: 0.1-1.25 = No Extent, 1.26 – 2.4 = Low Extent, 2.5 – 3.75 = Average Extent, 3.76 – 4.00 = High Extent

Table (2) shows the variable items regarding the extent in which current teacher training programmes incorporate components of value-centered education, such as ethical reasoning, social responsibility, and emotional intelligence with all variables both dependent and independent having a mean score above average mean score of 2.50 for all variable items, implying that to an average extent teachers are well-prepared to handle ethical dilemmas in a classroom setting, while actively promoting social responsibility in my teaching practices.

Research Question Three

How do teacher educators and trainee teachers perceive their roles and preparedness in promoting value-centered education?

Table 3. Mean score on how teacher educators and trainee teachers perceive their roles and preparedness in promoting value-centered education

S/No	DEPENDENT VARIABLES	N	SA	A	SD	D	Mean
1	I see value-centered education as a core responsibility of my teaching role.	184	63	74	21	26	2.946
2	I feel confident in promoting value-centered education in the classroom.	184	60	66	32	26	2.870
3	I understand my role in shaping students' moral and ethical development.	184	69	21	31	63	2.522
4	I am adequately prepared to address moral and ethical issues in my teaching.	184	80	68	15	21	3.125
5	I believe I can model values such as empathy, respect, and responsibility in my teaching practice.	184	88	50	18	28	3.076
	INDEPENDENT VARIABLES						
6	The training programme provides clear guidelines on how to integrate values into teaching.	184	60	25	67	32	2.614
7	I have received specific training on ethical reasoning, social responsibility, and emotional intelligence.	184	65	33	24	62	2.549
8	Workshops or activities on value-centered education are regularly included in the training.	184	58	80	25	21	2.951
9	Mentors and supervisors model value-based teaching practices.	184	87	51	8	38	3.016
10	There are opportunities for reflection on personal values and how they affect teaching.	184	69	71	24	20	3.027
	Total Mean						2.870

Key: 0.1-1.25 = Strongly Disagree, 1.26 – 2.4 = Disagree, 2.5 – 3.75 = Agree, 3.76 – 4.00 = Strongly Agree

Table (3) shows that all variable items regarding how teacher educators and trainee teachers perceive their roles and preparedness in promoting value-centered education with had mean scores above the mean bench mark of 2.50 for both Dependent Variables and Independent Variables, implying that teacher educators and trainee teachers see value-centered education as a core responsibility of my teaching role.

Research Hypotheses One

Ho1: Re-engineered teacher training programmes have no significant impact on value-centered education.

Table 4: t-test table on the significant impact Re-engineered teacher training programmes have on value-centered education.

Variables	N	Mean	SD	t-calc	t-crit	df	P	Decision
Re-engineered teacher training programmes	5	2.912	0.228	1.7688	1.734	8	0.1149	Reject Null
value-centered education.	5	2.653	0.235					

Table 4 highlights the t-test which was conducted to determine the impact Re-engineered teacher training programmes has on value-centered education. The results showed a calculated t-value of 1.7688, which is greater than the critical t-value of 1.734. This therefore implies that re-engineered teacher training programmes have a significant positive impact on value-centered education.

Research Hypotheses Two

Ho2: There is **no significant difference** between teacher educators and trainee teachers in their perceptions of their roles in promoting value-centered education.

Table 5: t-test table on the significant difference between teacher educators and trainee teachers in their perceptions of their roles in promoting value-centered education

Variables	N	Mean	SD	t-calc	t-crit	df	P	Decision
teacher educators in their perceptions of their roles in promoting value-centered education	5	2.908	0.238	0.5191	1.734	8	0.6177	Accept null
trainee teachers in their perceptions of their roles in promoting value-centered education	5	2.831	0.231					

Table 5 shows a calculated t-value of 0.5191 that falls below the critical threshold of 1.734. implying that the null hypothesis be accepted meaning that there is no significant difference between teacher educators and trainee teachers in their perceptions of their roles in promoting value-centered education.

Discussion of Results

The study shows that teachers demonstrate fairness and empathy in classroom interactions, Students show improved respect for others' opinions and beliefs, while promoting ethical behavior and integrity in classroom activities, as there is an increased integration of values into subject teaching.

The study also reveals that to an average extent teachers are well-prepared to handle ethical dilemmas in a classroom setting, while actively promoting social responsibility in my teaching practices, also being confident in recognizing and managing emotional cues in students, and consider ethical and emotional aspects when planning lessons, while reflecting on the impact of teaching practices on students' moral and emotional development.

The study also highlighted that educators and trainee teachers see value-centered education as a core responsibility of teaching roles, while feeling confident in promoting value-centered education in the classroom.

The study also shows that re-engineered teacher training programmes have a significant positive impact on value-centered education, while also maintaining that there is no significant difference between teacher educators and trainee teachers in their perceptions of their roles in promoting value-centered education.

Conclusion

The study concludes that re-engineered teacher training programmes have a significant positive impact on value-centered education, while also maintaining that there is no significant difference between teacher educators and trainee teachers in their perceptions of their roles in promoting value-centered education.

Recommendations

The paper recommends the following based on the findings of the study;

1. **Integrate Comprehensive Value-Centered Modules:**
Teacher training programmes should systematically incorporate dedicated modules focusing on ethical reasoning, social responsibility, and emotional intelligence to better prepare teachers for fostering value-centered education in classrooms.
2. **Enhance Practical and Reflective Components:**
Training programmes need to include more practical, real-life scenarios and reflective practices that encourage trainee teachers to critically analyze and apply value-based teaching strategies effectively.
3. **Ongoing Professional Development and Support:**
Institutions should provide continuous professional development and mentoring for both teacher educators and trainees to sustain and deepen their competencies in promoting value-centered education beyond initial training.

References

- Agadagba, L.A & Ekwevugbe, A.O. (2025). Impact of Artificial Intelligence Technology on Digital Management of Educational Systems in Nigeria. *International Journal of Innovative Education Research*. 13(2), 250-262, 2025.
- Akporehe, D.A & Ekwevugbe, A.O. (2025). Working Conditions as a correlate of teachers' job satisfaction in Delta State, Nigeria. *Asian Research Journal of Arts & Social Sciences* 23(3), 83-91.
- Campbell, E. (2003). *The ethical teacher*. Open University Press.
- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24, 249–305.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309. <https://doi.org/10.1080/02619768.2017.1315399>
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Hammer, M., & Champy, J. (1993). *Reengineering the Corporation: A Manifesto for Business Revolution*. Harper Business.
- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Narvaez, D., & Lapsley, D. K. (2009). Moral identity, moral functioning, and the



- development of moral character. In D. Narvaez & D. K. Lapsley (Eds.), *Personality, identity, and character: Explorations in moral psychology* (pp. 140–165). Cambridge University Press.
- Nkedishu, V.C., Ekwevugbe, A.O. & Akpoguma, S.O.(2025). Environmental Maintenance and Scholastic Accomplishment. *International Research Journal of Multidisciplinary Scope*. 6(3), 227-239. 2025.
- Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education* (2nd ed.). Teachers College Press.
- Noddings, N. (2013). *Caring: A relational approach to ethics and moral education* (2nd ed.). University of California Press.
- Omamogho, L.O.(2025). Managing School-Community relations for quality education in public secondary schools in Delta State. *International Journal of Innovative Social Science education Research*. 13(3), 183-196.
- Shulman, L. S. (2005). Signature pedagogies in the professions. *Daedalus*, 134(3), 52-59.
- UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO Publishing.
- Zeichner, K., & Conklin, H. (2005). Teacher education programs. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education* (pp. 645–735). Lawrence Erlbaum.