



STRATEGIES FOR IMPROVING FUNDING OF ETHICS AND VALUE EDUCATION IN SECONDARY SCHOOLS IN ANAMBRA STATE



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Abstract

The main purpose of this study is to identify strategies for improving the funding of ethics and value education in secondary schools in Anambra State. Two research questions guided the study and one hypothesis was tested at 0.05 level of significance. The descriptive survey research design. The population of the study comprised 267 public secondary school principals in Anambra State. The entire population of the study was used without sampling. Data was collected through a self structured questionnaire which was validated by three experts in education. After validation, a pilot test was conducted involving 20 public secondary school principals in Enugu State. Test of reliability was done using Cronbach Alpha which reported reliability coefficients of 0.88 and 0.89 for Clusters, 1 and 2 respectively with an overall reliability coefficient of 0.89. Mean, standard deviation and one sample t-test were used to analyse data for the study. Findings revealed that funding for ethics and value education in secondary schools in Anambra State is inadequate. Furthermore, findings revealed that strategies like increased government budgetary allocation, community involvement, alumni contributions, and stakeholder partnerships would improve funding of ethics and value education in secondary schools in Anambra State. Statistical analysis confirmed a significant relationship between the adoption of these funding strategies and the improvement of ethics and value education in the schools. The study recommends that policymakers, educational administrators, and community stakeholders collaborate to establish diversified and sustainable funding models to address current financial challenges and foster moral development among students.

Keywords: Ethics, Value Education, Funding, Strategies, Secondary Schools

Introduction

Secondary education in Nigeria occupies a pivotal position in the nation's educational system, functioning as a crucial transitional phase between primary and tertiary education. According to the National Policy on Education, secondary education is designed to consolidate the foundational knowledge gained at the primary level while preparing learners for higher academic pursuits and participation in the labor market (Onyekwelu, 2024). Onyekwelu (2024) stated that the core objectives of secondary education include expanding access to quality education for all primary school graduates, regardless of socioeconomic background, and diversifying the curriculum to accommodate various talents, interests, and future aspirations of students. This diversification allows students to find paths that align with their personal strengths and career goals.



Furthermore, secondary education in Nigeria is strategically positioned to equip learners with the intellectual and practical skills needed to thrive in an increasingly scientific and technologically driven world. It also aims to foster cultural consciousness by promoting Nigerian cultural heritage while simultaneously opening students' minds to global cultural values (Unachukwu & Amaonye, 2021). Equally significant is its role in shaping responsible citizens who think independently, respect others, value the dignity of labor, and internalize national ethics. By instilling these values, the education system aspires to foster national unity and lifelong self-improvement, thus producing well-rounded individuals who are prepared to contribute meaningfully to society (Amaefula et al., 2024). In this context, secondary education serves not just as an academic stage but as a powerful vehicle for promoting ethics and moral values. In Nigeria's diverse and multi-ethnic society, moral education is vital for fostering social cohesion and peaceful coexistence. Through formal instruction and school culture, students are introduced to core societal values such as honesty, discipline, tolerance, patriotism, and respect for human rights. Ethics and values education encourages learners to critically assess societal norms, make morally sound decisions, and contribute to the betterment of their communities (Ogunduntan, 2021). Specifically, in Anambra State, the value-based objectives of secondary education are recognized as critical for youth development. Empirical studies have shown that moral and values education positively shapes students' behavior and attitudes toward leadership, civic responsibility, and sustainable living (Unachukwu & Amaonye, 2021).

Ethics and values education encompasses intentional initiatives aimed at instilling moral principles, fostering critical thinking regarding right and wrong, and nurturing a commitment to societal well-being among students. This educational approach systematically imparts moral values and principles, guiding individuals to make sound ethics decisions. Eke (2019) defined ethics and values education as the process through which individuals internalize societal norms, uphold human dignity, and embrace social responsibility. Similarly, Matthew and Obiesili (2022) view it as a structured method to cultivate honesty, integrity, fairness, and empathy in learners. Ike and Onyia (2024) furthered conceptualized ethics and values education as an educational model designed to embed virtues like respect, discipline, and civic-mindedness into students' personal and professional lives. Ethics and values education is not confined to formal classroom instruction; it encompasses a broad spectrum of activities and interactions within educational settings. Robb emphasizes that values education can occur in any organization or institution and can be facilitated by individuals skilled in helping others articulate and internalize values that promote long-term well-being for themselves and others. Thornberg and Oğuz in Unachukwu and Amaonye (2022) further elaborated that values education includes all kinds of activities in schools where students learn or develop values and morality. This perspective acknowledges that values are not only taught explicitly but are also acquired implicitly through various school experiences.

Ethics and values education has been linked to reductions in classroom indiscipline and a stronger adherence to rules, fostering a generation of students more likely to act with integrity and responsibility (Unachukwu & Amaonye, 2021). The integration of such content into the curriculum is widely seen as a proactive response to growing concerns over moral decay and ethics decline in society. However, despite these objectives and interventions, there is a growing concern over the erosion of ethics standards among secondary school students in Anambra State. Reports and academic findings point to a troubling rise in antisocial and deviant behavior. Students increasingly exhibit acts of defiance against school authorities, engage in theft, destruction of property, bullying, deceit, and other forms of misconduct (Nnoyiba & Onyiloha, 2020). These behavioral issues reflect a disconnect between the values being taught and the realities students face outside the classroom. Perhaps more alarming is the growing incidence of digital crimes, particularly internet fraud, commonly referred to as "Yahoo Yahoo." Secondary school students are not only engaging in such activities but are often celebrated by their families for the material gains that come from them. Disturbing reports have emerged of parents jubilating over their teenage children's acquisition of luxury cars and expensive items with no legitimate source of income (Matthew & Obiesili, 2022). This celebration of ill-gotten wealth by parents undermines school efforts to promote ethics conduct and sends a dangerous message that dishonesty and corruption are acceptable paths to success. These realities point to a critical failure in

both societal and institutional value transmission. The normalization of unethics behavior, compounded by parental complicity, threatens the moral fabric of Anambra State and undermines the integrity of the secondary education system. Addressing this requires a reinvigorated focus on ethics and values education, reinforced by community engagement, parental responsibility, and institutional commitment. This has increased the calls by scholars like Unachukwu and Amaonye (2021) and Nnoyiba and Onyiloha (2020) for increased efforts in the funding of ethics and value education.

Educational funding encompasses the allocation and provision of financial resources necessary for the execution of projects and the attainment of objectives within educational institutions. Onuh and Eke (2024) defined funding as the process of making funds available to implement planned activities and programmes, ensuring the effective management and control of education in Nigeria. Nwangwa and Omotere in Amaefule et al. (2024) defined funding as the act of supplying financial resources for business operations, acquisitions, or investments. In the educational context, Amaefule et al. (2024) elaborated that funds constitute the monetary and material resources required to sustain institutional functions, including procurement of materials, payment of expenses, and maintenance activities. Furthermore, Oguiche and Mohammed (2017) asserted that adequate funding of education facilitates universal access, enabling individuals from diverse backgrounds to benefit from educational opportunities. Securing adequate funding for ethics and values education in Nigeria necessitates a comprehensive approach involving governmental commitment, private sector participation, and innovative accountability frameworks. The Nigerian government must prioritise education funding, aiming to meet or exceed the UNESCO benchmark of allocating at least 15–20% of the national budget to education. Currently, allocations remain below this standard, limiting resources for comprehensive ethics and values education initiatives (Malala Fund, 2024). Specific budget lines should be created within federal and state education budgets for ethics and values programmes, teacher training, and curriculum development. The Universal Basic Education Commission (UBEC) has initiated programmes aimed at moral regeneration and reorientation, including teacher training and the development of instructional materials focused on values education. Sustained funding through UBEC allocations is crucial for expanding these initiatives nationwide (UBEC, 2024). Financial support for master trainer workshops and cascading training models is necessary to ensure all educators are equipped to deliver value-based education effectively. Corporate philanthropy, as part of companies' Corporate Social Responsibility (CSR) efforts, is an emerging source of educational funding in Nigeria. Businesses can contribute to ethics and values education by financing infrastructure, sponsoring student clubs, and supporting inter-school competitions that promote integrity and good citizenship (Santas, 2022).

Strategic partnerships between the public and private sectors can mobilise additional resources and expertise for value education programmes. These funds can be directed towards ethics and values education projects, particularly those encouraging community monitoring and reporting of educational expenditures (MacArthur Foundation, 2024). Furthermore, civil society organisations play a pivotal role in advocating for, designing, and implementing values education programmes, often with backing from international donors. Transparent management and disbursement of funds are vital. Engaging communities, parents, teachers, and students in monitoring educational spending helps reduce corruption and ensures resources reach intended programmes. The Independent Corrupt Practices and Other Related Offences Commission (ICPC) has supported the establishment of Student Integrity Clubs and organised ethics-focused competitions, highlighting the importance of targeted, accountable funding streams (ICPC, 2024). Creating education trust funds or endowments specifically for ethics and values education can provide sustainable, long-term financing. Utilising technology and digital platforms for fundraising, donor engagement, and programme delivery can also enhance the reach and impact of values education initiatives. Innovative funding models, such as Education Bonds and Social Impact Bonds (SIBs), have been suggested as means to finance educational initiatives effectively (CSR Reporters, 2024).

Furthermore, studies have showed the importance of funding strategies in facilitating educational provision. Gogwim, et al. (2021) explored the role of community involvement and stakeholder engagement in funding sustainable university education in Nigeria. The authors argued that relying

solely on government funding is insufficient. They proposed alternative funding options such as contributions from alumni, partnerships with industries, and support from non-governmental organizations. The study highlighted the significance of a diversified funding model that includes various stakeholders to enhance the sustainability of university education. Ogbaga et al. (2024) focused on strategies to improve funding for science education in secondary schools in Abakaliki education zone. The study identified key funding sources such as contributions from alumni, Parent-Teacher Association (PTA) levies, and community support. The authors advocated for increased government attention and consistent policy implementation to address funding challenges and promote sustainable development in education. Ineye-Briggs (2022) conducted a synthetic literature review to identify global best practices in financing tertiary education and their applicability to Nigeria. The study suggested adopting market-based models, including the establishment of endowment funds and attracting donations from stakeholders, to address the chronic underfunding of tertiary institutions. The author emphasized the need for innovative and sustainable funding mechanisms aligned with global standards to enhance the quality and accessibility of higher education in Nigeria. However, these studies have not been conducted in secondary schools in Anambra State. It is against this background that the study identified strategies for improving the funding of ethics and value education in secondary schools in Anambra State

Statement of the Problem

Despite the clearly defined objectives of secondary education in Nigeria—particularly its role in promoting ethics, values, and national consciousness—there is growing concern that these goals are not being effectively realized, especially in Anambra State. While the curriculum is structured to instill moral values such as honesty, discipline, respect, and patriotism, emerging trends among secondary school students suggest a widening gap between educational intent and actual behavioral outcomes. Reports and research evidence point to a rise in moral decadence and ethics lapses among students in the state. Incidents of truancy, disrespect for school authorities, bullying, stealing, vandalism, and even engagement in cybercrime (commonly referred to as “Yahoo Yahoo”) have become increasingly common. More worrisome is the societal normalization of such behaviors, often enabled or even celebrated by parents and community members. Instances where parents publicly rejoice when their school-age children acquire expensive items without legitimate income not only encourage unethics practices but also erode the moral authority of schools. This disconnect raises serious questions about the effectiveness of moral and values education in Anambra State secondary schools. It also challenges the capacity of schools to fulfill their socialization role in a culturally diverse society like Nigeria. Although moral instruction exists in the curriculum, its impact appears limited by inconsistent implementation, lack of teacher training, societal contradictions, and weak enforcement of school rules. Given these realities, there is an urgent need to examine the current state of ethics and values among secondary school students in Anambra State and proffer strategies for improvement.

Purpose of the Study

The main purpose of this study is to identify strategies for improving the funding of ethics and value education in secondary schools in Anambra State. Specifically, the study sought:

1. To examine the adequacy of funding for ethics and value education in secondary schools in Anambra State.
2. To determine strategies that can be adopted to improve the funding of ethics and value education in secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the adequacy of funding for ethics and value education in secondary schools in Anambra State?
2. What strategies can be implemented to improve the funding of ethics and value education in secondary schools in Anambra State?

Hypothesis

1. **H₀₂:** There is no significant relationship between the implementation of proposed funding strategies and the improvement of ethics and value education in secondary schools in Anambra State.

Methods

The descriptive survey research design was adopted for the study. The study was conducted in Anambra State. The population of the study comprised 267 public secondary school principals in Anambra State. The entire population of the study was used without sampling. The researchers used a self-structured questionnaire to collect data for the study. The questionnaire is titled “Questionnaire on Strategies for Improving Funding of Ethics and Value Education in Secondary Schools (QSIFEVESS)” The instrument has two sections, A and B. Section A contains one item on the respondents gender. Section B contains 20 items in two clusters, 1 and 2. Cluster 1 contains 10 items on the adequacy of funding for ethics and value education in secondary schools in Anambra State. Cluster 2 contains 10 items on the strategies that can be adopted to improve the funding of ethics and value education in secondary schools in Anambra State. The instrument is structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

To ensure the content validity of the instrument, the instrument was carefully reviewed by three lecturers in the Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka who assessed it for clarity, relevance, and completeness. After validation, a pilot test was conducted involving 20 public secondary school principals in Enugu State. Test of reliability was done using Cronbach Alpha which reported reliability coefficients of 0.88 and 0.89 for Clusters, 1 and 2 respectively with an overall reliability coefficient of 0.89. The questionnaire was administered directly to respondents, with 212 out of 267 copies returned in good condition. Data was analysed using mean, standard deviation and t-test. Mean scores were used to answer the research questions while the standard deviation was used to check the homogeneity or non-homogeneity of the respondents opinions. A mean score of 2.50 or above indicated agreement, while a mean score below 2.50 indicated disagreement. The one-sample t-test was applied in this study to assess whether the mean ratings of public secondary school principals in Anambra State regarding strategies for funding ethics and value education significantly differed from a set benchmark. A benchmark mean of 2.50, representing the midpoint of the four-point Likert scale (Strongly Agree to Strongly Disagree), was adopted as the threshold for determining the extent of agreement on the funding strategies. Each null hypothesis was tested against this benchmark to evaluate whether there was a statistically significant deviation in respondents’ perceptions. The outcome of the test was based on comparing the calculated t-value with the critical t-value at a 0.05 level of significance. A calculated t-value greater than the critical value led to the rejection of the null hypothesis, indicating that the principals’ ratings significantly differed from the benchmark. Conversely, if the calculated t-value was less than or equal to the critical value, the null hypothesis was retained, implying no significant difference.

Results

Research Question 1

What are the adequacy of funding for ethics and value education in secondary schools in Anambra State?

Table 1: Respondents Mean Ratings on the Adequacy of Funding for Ethics and Value Education in Secondary Schools in Anambra State (N=212)

S/N	Item Statements	Mean	SD	Remarks
1	Government allocates sufficient funds for value-based education programmes.	2.18	0.76	Disagree
2	There is regular release of budgeted funds for ethics education in schools.	2.12	0.84	Disagree
3	Schools receive specific funding for organising ethics and integrity	2.25	0.71	Disagree

	clubs.			
4	Teachers are sponsored for training in ethics and value education.	2.08	0.79	Disagree
5	Donor agencies actively fund value-based education in secondary schools.	2.31	0.68	Disagree
6	Corporate bodies support ethics education through CSR initiatives.	2.16	0.72	Disagree
7	Principals can access grants for promoting value education in their schools.	2.20	0.74	Disagree
8	There is adequate provision of instructional materials on ethics education.	2.13	0.77	Disagree
9	Budgetary provisions are transparently used to support moral instruction.	2.09	0.81	Disagree
10	There is sustainable financial planning for value education at the school level.	2.14	0.75	Disagree
Cluster Mean		2.17		Disagree

Data in Table showed that the respondents disagree on items 1-10 with mean ratings ranging between 2.09 and 2.25. The standard deviation scores ranging between 0.68 and 0.84 indicate that the respondents' opinions were close. The cluster mean of 2.17 reveals that respondents disagreed with the adequacy of funding for ethics and value education in secondary schools in Anambra State.

Research Question

What strategies can be implemented to improve the funding of ethics and value education in secondary schools in Anambra State?

Table 2: Respondents Mean Ratings on the Strategies that Can Be Implemented To Improve Funding for Ethics and Value Education in Secondary Schools in Anambra State (N=212)

S/N	Item Statements	Mean	SD	Remarks
1	Government should increase budgetary allocation to ethics and value education.	3.42	0.61	Agree
2	Establishment of special intervention funds for value-based education.	3.35	0.65	Agree
3	Integration of ethics education into Universal Basic Education (UBE) funding.	3.28	0.69	Agree
4	Private sector involvement through CSR to support value education.	3.21	0.74	Agree
5	Encouraging international donors and NGOs to fund ethics education.	3.26	0.66	Agree
6	Community-based funding initiatives for school moral instruction.	3.05	0.71	Agree
7	Development of value education trust funds at state level.	3.18	0.68	Agree
8	Use of digital platforms to crowdsource funds for ethics programmes.	2.91	0.77	Agree
9	Training teachers in grant writing to access ethics education funding.	3.14	0.70	Agree
10	Establishment of transparency and monitoring bodies for ethics funding.	3.30	0.64	Agree
Cluster Mean		3.21		Agree

Data in Table showed that the respondents disagree on items 1-10 with mean ratings ranging between 2.91 and 3.42. The standard deviation scores ranging between 0.61 and 0.77 indicate that the respondents' opinions were close. The cluster mean of 3.21 indicates that respondents agreed with all listed strategies as viable means of improving the funding of ethics and value education in secondary schools in Anambra State.

Hypothesis 1

There is no significant relationship between the implementation of proposed funding strategies and the improvement of ethics and value education in secondary schools in Anambra State.

Table 3: One-Sample t-test Analysis of the Relationship Between the Implementation of Funding Strategies and Improvement of Ethics and Value Education (N = 212)

Variable	N	Mean	SD	Test Value	df	t-cal	p-value	Decision
Implementation of funding strategies and improvement of ethics education	212	3.21	0.58	2.50	211	17.82	0.000	Reject H_0

The result in Table 3 shows a calculated t-value of 17.82 with a p-value of 0.000, which is less than the significance level of 0.05. This leads to the rejection of the null hypothesis, indicating that there is a significant relationship between the implementation of proposed funding strategies and the improvement of ethics and value education in secondary schools in Anambra State.

Discussion

The finding of the study revealed that respondents disagreed with the adequacy of funding for ethics and value education in secondary schools in Anambra State. This indicates that the current financial resources allocated to ethics and values education are insufficient to meet the needs of effective implementation. The low mean ratings suggest that budgetary provisions, teacher training, curriculum development, and instructional materials specifically targeted at ethics education are not adequately supported. The inadequacy of funding undermines the ability of schools to effectively inculcate moral principles and values in students. This situation aligns with findings by Nnoyiba and Onyiloha (2020) who observed that schools in Anambra State face challenges in promoting ethics behaviour due to limited resources. Furthermore, Matthew and Obiesili (2022) emphasized that inadequate support for ethics education contributes to the increasing incidence of unethics behaviours among students. As noted by Unachukwu and Amaonye (2021), ethics and values education plays a vital role in reducing indiscipline and fostering integrity among students. However, insufficient funding restricts the capacity of schools to develop and sustain such programs. The lack of funding affects the training of teachers, provision of learning materials, and organisation of activities that reinforce ethics standards. Consequently, schools are less equipped to address the moral challenges faced by students. The study highlights the urgent need for increased financial commitment from government and stakeholders to strengthen ethics and values education in secondary schools. Without sufficient funding, efforts to instil responsible behaviour and social responsibility in students will remain ineffective. It is therefore imperative that education budgets at both state and federal levels allocate adequate resources to ethics and value education to ensure its meaningful implementation in Anambra State.

The finding of the study revealed that respondents agreed with all the listed strategies as viable means of improving the funding of ethics and value education in secondary schools in Anambra State. This agreement demonstrates a shared perception among educational stakeholders that sustainable ethics and values education depends largely on the implementation of well-structured funding strategies. The strategies—ranging from increased government budgetary allocations to community-based support and partnerships—reflect the necessity for a multifaceted approach to educational finance. This observation aligns with Gogwim et al. (2021), who underscored the importance of stakeholder engagement and community involvement in enhancing funding sustainability in the education sector. Their study affirmed that relying solely on government funding is no longer sufficient and advocated the inclusion of alumni, non-governmental organizations, and industry partnerships in the funding structure. Additionally, the agreement of respondents with strategies such as PTA contributions and community support echoes the findings of Ogbaga et al. (2024) who identified similar mechanisms as critical to addressing funding gaps in secondary school science education. These parallels suggest that the funding challenges affecting ethics and values education are not isolated but rather part of a broader systemic issue in Nigeria's education sector. Furthermore, the integration of innovative financing models proposed in the present study—such as education endowment funds and philanthropic donations—resonates with the recommendations of Ineye-Briggs (2022), who advocated market-based solutions and global best practices to address chronic underfunding in tertiary education. The result of the hypothesis test further revealed a significant relationship between the implementation

of the proposed funding strategies and the improvement of ethics and value education in secondary schools in Anambra State. This statistically significant result supports the notion that improved financing mechanisms can lead to more effective ethics instruction, improved curriculum implementation, and better student behavioural outcomes. It also validates the claim that diversified and well-managed funding strategies, when properly implemented, hold the potential to transform value-based education in Nigeria's school system.

Conclusion

Based on the findings of this study, the researcher concluded that the funding of ethics and value education in secondary schools in Anambra State is inadequate and poses a significant challenge to the effective transmission of moral values and ethics principles. However, the study also established that strategies like increased government support, community involvement, alumni contributions and stakeholder partnerships were widely endorsed by respondents as viable measures to improve funding of ethics and values education in secondary schools in Anambra State. Furthermore, the hypothesis test confirmed a significant relationship between the implementation of these strategies and the enhancement of ethics and values education. This highlights the importance of adopting a diversified and collaborative funding framework to ensure the sustainability and impact of ethics education in the school system. The study highlights the urgent need for educational stakeholders to adopt practical and inclusive funding strategies that promote ethics development among students and address the rising moral decline in society.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. The Ministry of Education and relevant government agencies should increase budgetary allocations dedicated to ethics and value education in secondary schools to ensure adequate resources for curriculum implementation and teacher training.
2. School administrators and principals should engage local communities, Parent Teacher Associations and alumni in fundraising initiatives to support ethics based programs and projects.
3. The government at all levels should establish policy frameworks that encourage partnerships with nongovernmental organizations, religious institutions and private sector stakeholders to provide grants and materials for ethics education.
4. The Post Primary Schools Services Commission (PPSSC) should design and implement innovative funding mechanisms such as education endowment funds and public private partnerships to enhance the financial sustainability of ethics and value education in secondary schools.

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