



TEACHERS' TRAINING PROGRAMMES RE-ENGINEERING FOR ETHICAL AND VALUE-CENTERED EDUCATION IN TARABA STATE, COLLEGE OF EDUCATION, ZING



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Abstract

This study critically investigated the re-engineering of teachers' training programmes for ethical and value-centered education at Taraba State College of Education, Zing. Three research objectives guided the study. A descriptive survey design was adopted, and the research was conducted at Taraba State College of Education, Zing. The population comprised the college's teaching staff, from which a sample of 250 respondents was selected. A 20-item structured questionnaire titled Teachers' Training Programmes Re-engineering for Ethical and Value-Centered Education Questionnaire (TTPREVCEQ) was used to collect data. Descriptive statistics such as frequency and percentages were used to describe demographic data, while mean scores and standard deviations were employed to answer the research questions. A benchmark mean score of 2.50 and above was used as the acceptance criterion. The findings revealed that curriculum redesign positively influenced the effectiveness of teacher training programmes; the quality of training delivery significantly enhanced teachers' ability to implement ethics and values in their teaching; and institutional support played a crucial role in improving the re-engineering of teacher training programmes. Based on these findings, it was recommended that educational policymakers and administrators prioritize curriculum reforms, improve training quality, and strengthen institutional support to promote ethical and value-centered education in teacher training programmes.

Keywords: Teachers' Training Programmes, Re-engineering, Ethical Education, and Value-Centered Education.

Introduction

In recent decades, teacher education has come under increasing scrutiny due to the rising demand for ethical responsibility, integrity, and value-centered education within academic institutions (Okafor, 2021). As the custodians of moral and civic instruction, teachers are expected not only to deliver knowledge but also to model values such as honesty, empathy, responsibility, and social justice. However, conventional teacher training programmes have often been criticized for focusing excessively on content delivery and pedagogical techniques, while neglecting the ethical and value-oriented dimensions of teaching (Omorie, 2020). This has led to calls for the re-engineering of teacher training programmes to include structured approaches to ethical awareness and value-based instruction, particularly in developing countries like Nigeria.

The Nigerian education system, faces challenges such as value erosion, exam malpractice, cultism, and teacher misconduct, which underscore the need for ethical reorientation (Adebayo & Ojo, 2022). Teacher training institutions are not exempt from these realities. To respond to these challenges, the National Commission for Colleges of Education (NCCE) and other stakeholders have advocated for curriculum reforms that integrate ethics and values into teacher training (NCCE, 2020). Re-engineering such programmes requires a paradigm shift from traditional models of teacher education to more

holistic frameworks that emphasize ethical leadership, character formation, and civic responsibility alongside academic instruction.

Curriculum redesign plays a foundational role in this transformation. When teacher training curricula are restructured to include ethical theories, critical thinking, inclusive education, and moral reasoning, they become instrumental in producing teachers who are both intellectually and morally competent (Nkang, 2021). Moreover, Ibrahim and Musa (2023) observe that the quality of training delivery through competent facilitators, interactive pedagogies, and value-laden classroom practices greatly influences pre-service teachers' ability to internalize and apply ethical principles in their future careers.

Equally critical is the role of institutional support, which encompasses the availability of resources, mentorship, organizational culture, and administrative backing. Without sustained institutional commitment, even the most well-designed curriculum and training efforts may fail to achieve desired outcomes (Adamu, 2021). Therefore, evaluating how institutional support mechanisms affect the implementation of value-centered education is essential for effective educational reforms.

Given these dynamics, this study seeks to assess how curriculum redesign, quality of training delivery, and institutional support collectively contribute to the effectiveness of re-engineered teacher training programmes aimed at promoting ethical and value-centered education in Taraba State College of Education, Zing.

Statement of the Problem

The training of future teachers aims not only to impart knowledge but also to model core values such as honesty, empathy, responsibility, and social justice. Yet, many Colleges of Education remain predominantly content-driven and examination-focused, with insufficient attention to the moral and ethical development of pre-service teachers. This gap is driven by misalignment between curricula and ethical-valued competencies, suboptimal training delivery, and weak institutional support for value-centered pedagogy. National education reports and scholarly reviews consistently document a disconnect between policy expectations and classroom practice in teacher education (NCCE, 2020; Adebayo & Ojo, 2022), contributing to professional misconduct, erosion of ethical standards, and diminished public trust in the teaching profession. While reforms in curriculum design, pedagogy, and institutional infrastructure have been initiated, the practical impact of these re-engineered training programs on ethical awareness and behavior among pre-service teachers remains under-explored. Therefore, it is imperative to assess whether current efforts in curriculum redesign, pedagogical improvements, and institutional support are yielding tangible improvements in promoting ethics and values in teacher preparation in College of Education, Zing, Taraba State.

Purpose of the Study

The purpose of this study is to investigate teachers' training programmes for ethical and value-centered education at Taraba State College of Education, Zing. Specifically, the study sought to:

1. To examine the impact of curriculum redesign on the effectiveness of teachers' training programmes for ethical and value-centered education in Taraba State College of Education, Zing.
2. To assess the quality of training delivery and its influence on teachers' ability to implement ethical and value-centered education in Taraba State College of Education, Zing.
3. To find out the role of institutional support in enhancing the re-engineering of teachers' training programmes for ethical and value-centered education at Taraba State College of Education, Zing.

Research Questions

1. How does curriculum redesign impact the effectiveness of teachers' training programmes for ethical and value-centered education in Taraba State College of Education, Zing?



2. In what ways does the quality of training delivery influence teachers' ability to implement ethical and value-centered education in Taraba State College of Education, Zing?
3. What role does institutional support play in enhancing the re-engineering of teachers' training programmes for ethical and value-centered education at Taraba State College of Education, Zing?

Literature Review and Theoretical Framework

Re-engineering teachers' training programmes

Re-engineering teachers' training programmes is an essential process aimed at transforming traditional teacher education to better meet contemporary educational demands, particularly in the areas of ethics and value-centered instruction. This process involves critically revising the curriculum, instructional methods, and institutional structures to equip future teachers with the knowledge, skills, and attitudes necessary to foster moral and ethical development in their students. As educational contexts evolve, so too must the training programmes to address emerging challenges such as technological advancements, multicultural classrooms, and ethical dilemmas in teaching practice (Darling-Hammond, 2017). According to Oyelere(2020), effective re-engineering, therefore, requires a holistic approach that integrates ethical considerations explicitly into the content and delivery of teacher education, ensuring that trainees are prepared not only academically but also morally to contribute positively to society.

Curriculum redesign is at the heart of re-engineering efforts, as it determines the scope and depth of ethical and value-based content presented to pre-service teachers. According to Eze andIlechukwu(2019), a well-revised curriculum fosters critical reflection, ethical reasoning, and a commitment to social justice, which are crucial for nurturing teachers who can act as role models and ethical leaders in their schools. The integration of case studies, role-plays, and discussion of real-world ethical dilemmas within training programmes encourages trainees to apply theoretical knowledge to practical scenarios, thus bridging the gap between theory and practice (Loughran, 2014). However, Korthagen (2010) expressed that curriculum changes alone are insufficient without corresponding improvements in the quality of training delivery. Trainers' competence in modeling ethical behavior and facilitating value-centered pedagogical strategies profoundly influences the extent to which ethical principles are internalized by pre-service teachers.

Moreover, institutional support plays a pivotal role in sustaining the effectiveness of re-engineered teacher training programmes. Leadership commitment, adequate resource allocation, and continuous professional development for teacher educators are vital to creating an enabling environment where ethical education can thrive (Ibrahim & Musa, 2023). Studies show that institutions that actively promote ethical standards and provide administrative backing for value-centered education tend to produce teachers with heightened ethical awareness and professional responsibility (Sachs, 2016). Nonetheless, resource constraints remain a significant challenge in many educational settings, particularly in developing countries like Nigeria, where funding shortages limit access to teaching materials and training opportunities (Oyelere, 2020). Addressing these systemic issues requires coordinated efforts from policymakers, educational leaders, and stakeholders to ensure that re-engineering initiatives are adequately supported and sustained over time.

Ethical and value-centered education

Ethical and value-centered education refers to the deliberate integration of moral principles, values, and ethical reasoning into the educational process, aiming to develop learners' character alongside their cognitive abilities. It emphasizes nurturing qualities such as integrity, respect, responsibility, empathy, and social justice within students to prepare them as conscientious citizens and ethical professionals (Lovat, Toomey, & Clement, 2011). This approach moves beyond the traditional focus on academic achievement, recognizing that education plays a critical role in shaping not only intellectual capacities but also the ethical frameworks that guide individual behavior and social interactions. As UNESCO (2015) highlights, value education is fundamental to fostering peaceful



societies, promoting human rights, and addressing global challenges such as inequality and environmental sustainability.

Integrating ethics and values into education requires purposeful curriculum design, pedagogical strategies, and institutional commitment. According to Berkowitz and Bier (2007), effective ethical education involves creating learning environments that encourage moral reflection, critical thinking about ethical dilemmas, and active engagement with real-life situations that challenge students to apply their values in decision-making. Instructional methods such as dialogue, storytelling, case studies, and service-learning have proven effective in deepening students' understanding of ethical concepts and enhancing their ability to act responsibly (Narvaez & Lapsley, 2014). Furthermore, educators themselves must model ethical behavior, as teacher integrity and professionalism significantly influence students' moral development.

Despite the recognized importance of ethical and value-centered education, its implementation faces several challenges, especially in developing countries where educational systems may prioritize rote learning and academic testing over character formation (Thapa & Cohen, 2015). In Nigeria, for example, systemic issues such as curriculum overload, insufficient teacher training in ethics, and limited institutional support hinder the full realization of value-based education (Adedeji, 2019). Addressing these challenges requires rethinking educational priorities to balance knowledge acquisition with moral development, fostering partnerships among educators, families, and communities, and ensuring policies explicitly support ethics education (Lovat et al., 2011). Ultimately, embedding ethics and values into education not only benefits individual learners but also strengthens societal cohesion and democratic governance.

Omorie (2020) examines the need to revamp teacher education in Nigeria to promote sustainable national ethics and values. The study argues that teacher training institutions must prioritize ethical education to address moral decay in society effectively. Omorie highlights key strategies such as curriculum redesign, continuous professional development, and the incorporation of indigenous value systems into teacher preparation. The author emphasizes that sustainable ethics education requires a collaborative approach involving policymakers, educators, and communities. Despite these prospects, the study acknowledges challenges including limited resources and resistance to change within institutions. This work complements current research on re-engineering teacher training programs by stressing the necessity of aligning ethical education with national development goals and the cultural context of Nigeria.

Okebukola (2021) explores the integration of ethical values into the Nigerian teacher education curriculum, highlighting both the prospects and challenges involved. The study underscores the importance of embedding ethics deeply within teacher training to produce educators capable of fostering moral development in students. Okebukola identifies the potential benefits, including improved teacher professionalism and a positive impact on societal values. However, the study also discusses challenges such as inadequate curriculum design, lack of trained personnel to teach ethics, and limited institutional support. The author calls for strategic curriculum reforms and capacity-building initiatives to overcome these barriers. This study aligns with current efforts to re-engineer teacher training programs for ethical and value-centered education, providing valuable insights into the systemic changes required to achieve sustainable improvements.

Okafor (2021) investigates the critical role of value reorientation in shaping ethical behavior among pre-service teachers in Nigeria. The study emphasizes that fostering strong ethical values during teacher training is essential to address widespread moral challenges in the education system. Okafor argues that value reorientation must be integrated systematically into teacher education curricula to cultivate integrity, professionalism, and social responsibility. The findings reveal that pre-service teachers who undergo value-centered training demonstrate higher commitment to ethical conduct both in training and future teaching practice. However, the study also notes challenges such as insufficient emphasis on ethics in existing programs and calls for comprehensive reforms. This research supports initiatives to re-engineer teacher training programs to prioritize ethical education, aligning well with contemporary efforts to enhance moral standards in Nigerian education.

Nwachukwu and Okoye (2020) explored the role of institutional leadership in promoting ethical standards within Nigerian teacher education. Their findings highlight that strong leadership commitment is crucial for embedding ethics in teacher training programs. Effective leaders establish clear ethical policies, ensure their consistent enforcement, and foster a culture of accountability among staff and trainees. The study also points out challenges such as occasional gaps between policy formulation and implementation due to administrative bottlenecks. Despite these challenges, the authors argue that leadership remains a key driver for sustaining value-centered education. This underscores the importance of empowering institutional leaders with the necessary skills and resources to champion ethics in teacher education, directly supporting efforts to re-engineer teacher training programs for enhanced ethical and value-based outcomes.

Theoretical Framework

This study is anchored on Bandura's Social Learning Theory (1977), which posits that learning occurs through observation, imitation, and modeling of behaviors within a social context. Bandura emphasized that individuals acquire new behaviors and attitudes by watching others and the consequences of those behaviors, highlighting the importance of role models in education and training environments. The critics of the Bandura's Social Learning theory argue that it underestimates internal cognitive processes and overemphasizes external influences, suggesting that learning is more complex than mere imitation (Miller & Dollard, 1941). In response, Bandura (1986) expanded the theory to include cognitive elements, introducing the concept of reciprocal determinism where personal factors, behavior, and the environment interact dynamically.

In relation to this study, Bandura's theory is pertinent as it underscores the importance of trainers' ethical behavior and institutional support as models for pre-service teachers. The re-engineered curriculum and delivery methods that emphasize ethical values provide opportunities for observation and practice, facilitating the internalization of these values by trainees. Thus, the theory supports the study's focus on curriculum redesign, quality of training, and institutional influence in fostering ethical and value-centered education.

Methods

Research Design: The study adopted a descriptive survey research design. This design was considered appropriate because it enables the researcher to systematically collect data from a sample to describe and interpret existing conditions, opinions, and practices related to the re-engineering of teacher training programmes for ethical and value-centered education.

Population of the Study: The population of the study comprised all 512 academic staff (lecturers) in Taraba State College of Education, Zing, who are directly involved in the planning, delivery, or assessment of teacher training programmes.

Sample Size and Sampling Technique: A total of 250 lecturers were selected from the college using the stratified random sampling technique to ensure representation across various departments and disciplines. This method enhanced the reliability and representativeness of the data.

Instrument for Data Collection: Data were collected using a structured questionnaire titled "Teachers' Training Programmes Re-engineering for Ethical and Value-Centered Education Questionnaire" (TTPREVCEQ). The instrument consisted of 20 items developed around the three major constructs: curriculum redesign, quality of training delivery, and institutional support. The items were rated on a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree).

Method of Data Analysis: Data collected were analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations to answer the research questions. A decision rule of 2.50 and above was used to determine the level of agreement on each item.

Results

Table 1: Distribution of Respondents by Years of Teaching Experience and Educational Qualification

Variable	Frequency	Percentage
Years of Teaching Experience		
Less than 5 years	76	30.4
5–10 years	112	44.8
11–15 years	43	17.2
Above 15 years	19	7.6
Educational Qualification		
NCE	69	27.6
B.Ed./B.A. Ed./B.Sc. Ed.	124	49.6
M.Ed./M.A. Ed.	53	21.2
Ph.D.	4	1.6

The table shows the distribution of respondents based on their years of teaching experience and their educational qualifications. Regarding teaching experience, the majority of respondents (44.8%) have between 5 and 10 years of experience, followed by 30.4% with less than 5 years. A smaller portion, 17.2%, have 11 to 15 years of experience, while only 7.6% have more than 15 years of teaching experience.

In terms of educational qualifications, nearly half of the respondents (49.6%) hold a Bachelor's degree in Education or related fields, 27.6% have the Nigeria Certificate in Education (NCE), 21.2% possess a Master's degree in Education or related fields, and a very small proportion (1.6%) have attained a Ph.D. This distribution suggests a predominantly mid-level experienced and formally educated teaching workforce in the study setting.

Table 2: Respondents' Perceptions of the Impact of Curriculum Redesign on the Effectiveness of Teachers' Training Programmes for Ethical and Value-Centered Education

Items	Mean	Standard Deviation	Remark
The redesigned curriculum reflects contemporary ethical challenges in education.	3.93	0.66	Agree
Curriculum updates have made teacher training more relevant to moral instruction.	3.17	0.42	Agree
Ethics and values are now clearly integrated into course content across disciplines.	3.21	0.48	Agree
The re-engineered curriculum enhances trainees' understanding of professional conduct.	3.31	0.62	Agree
Curriculum modifications have strengthened trainees' ethical decision-making.	3.02	0.72	Agree
New curriculum modules focus on practical applications of values in teaching.	3.27	0.82	Agree
Grand Mean	3.32		Agree

Table 2 shows that respondents generally agreed that curriculum redesign positively impacts the effectiveness of teachers' training programmes for ethical and value-centered education. The item with the highest mean (3.93) indicates strong agreement that the new curriculum reflects contemporary ethical challenges. Other items also received favorable ratings, such as the relevance of updates to moral instruction (3.17), integration of ethics across disciplines (3.21), and enhancement of professional conduct (3.31). Although the item on strengthening trainees' ethical decision-making had the lowest mean (3.02), it still reflects positive agreement. The grand mean of 3.32 confirms that the re-engineered curriculum is perceived as effective in promoting ethical and value-centered education.

Table 3: Respondents' Perceptions of the Influence of Training Delivery Quality on Teachers' Implementation of Ethical and Value-Centered Education

Items	Mean	Standard Deviation	Remark
Trainers demonstrate ethical behavior in their instructional methods.	3.17	0.92	Agree
Training sessions include discussions on ethical dilemmas in education.	3.57	0.82	Agree
The delivery approach encourages critical thinking on moral issues.	3.62	0.44	Agree
Role-plays and case studies on values are regularly used in training sessions.	3.55	0.70	Agree
Trainers serve as role models for ethical classroom conduct.	2.82	0.19	Agree
Instructional materials support the development of ethical teaching practices	2.68	0.47	Agree
Grand Mean	3.23		Agree

Table 3 reveals that respondents generally agree on the positive influence of training delivery quality on teachers' implementation of ethical and value-centered education. High mean scores were recorded for items such as encouraging critical thinking on moral issues (3.62), inclusion of ethical dilemmas in training (3.57), and the use of role-plays and case studies (3.55), indicating strong approval of interactive and reflective teaching methods. Although slightly lower, the agreement that trainers demonstrate ethical behavior (3.17) and serve as ethical role models (2.82) suggests moderate confidence in trainer influence. The lowest rating (2.68) for instructional materials still falls within the agreeable range. Overall, the grand mean of 3.23 confirms that the quality of training delivery positively supports the integration of ethics and values in teacher preparation.

Table 3: Respondents' Views on the Role of Institutional Support in Enhancing Re-Engineered Teachers' Training for Ethical and Value-Centered Education

Items	Standard		Remark
	Mean	Deviation	
The institution provides adequate resources for teaching ethics and values.	2.11	0.62	Disagree
There is administrative support for integrating value-based education in training.	3.54	0.43	Agree
There are professional development workshops on ethics are regularly organized.	2.86	0.32	Agree
The management promotes ethical standards among staff and trainees.	3.23	0.14	Agree
Policies on ethical conduct are communicated and enforced within the college.	4.07	0.26	Agree
Institutional leadership is committed to value-centered teacher education.	3.79	0.28	Agree
Grand Mean	3.27		Agree

Table 4 presents respondents' views on the role of institutional support in enhancing re-engineered teachers' training for ethical and value-centered education. The findings show a general agreement on the institution's commitment to promoting ethics, with high mean scores for items such as policy enforcement on ethical conduct (4.07), leadership commitment (3.79), and administrative support (3.54). Respondents also agreed that management promotes ethical standards (3.23) and that professional development workshops are organized (2.86), although the latter indicates moderate satisfaction. However, the item on the provision of adequate resources received a low mean score of 2.11, reflecting a notable area of concern. Despite this shortfall, the grand mean of 3.27 suggests that institutional support is perceived as generally effective in fostering value-centered teacher training.

Discussion of Findings

The findings of this study reveal that the re-engineered curriculum at Taraba State College of Education, Zing, effectively integrates ethics and values across various disciplines. This suggests that intentional curriculum redesign can play a transformative role in promoting ethical awareness and behavior among pre-service teachers. This aligns with the position of Okebukola (2021), who emphasized that curriculum content, when tailored to address moral and ethical dimensions, enhances the professional readiness of teacher trainees. Furthermore, the inclusion of ethics across subject areas ensures that values are not treated as standalone topics but as integral elements of pedagogy, which increases their relevance and application. Additionally, the study shows that curriculum updates have significantly improved trainees' understanding of professional and moral conduct. This supports the assertion by Umeh and Adekunle (2019), who found that embedding ethics into teacher education fosters reflective practice and a deeper grasp of professional responsibilities. The clarity and consistency in the presentation of ethical content in the curriculum appear to foster such outcomes. A possible reason for this outcome could be the structured training workshops and revised modules that focus on real-life classroom ethical scenarios, enhancing experiential learning.

Moreover, this study indicates that the curriculum redesign has made teacher education more responsive to contemporary ethical challenges. In line with this, Akinbote (2020) argued that 21st-century teacher training must adapt to the evolving moral demands of a pluralistic and dynamic society. However, this study contrasts with the findings of Oladipo and Ogunyemi (2018), who noted limited impact of curriculum reforms due to poor implementation frameworks and inadequate follow-up mechanisms. Unlike their context, the current study benefits from an institutional commitment to reform and resource allocation, which may account for the positive outcomes reported by respondents.



The findings from second research question indicate that the training delivery approach in Taraba State College of Education, Zing, supports critical thinking and the discussion of ethical dilemmas among pre-service teachers. This reflects the argument of Enu and Esu (2019), who stressed that dialogical teaching strategies are essential for promoting reflective and ethical judgment in future educators. By facilitating open-ended discussions, trainees are encouraged to think independently and navigate real-world moral issues, which enhances their ethical competence. Respondents also perceived trainers as ethical role models who integrate instructional strategies such as case studies and role plays to reinforce value-based learning. This corroborates the work of Obioma and Musa (2021), who highlighted the influence of instructor modeling on shaping trainee conduct and classroom ethics. The practical nature of these approaches helps bridge the gap between theoretical knowledge and classroom application. However, the influence of trainer modeling may be context-specific; while this study shows positive perceptions, other studies (e.g., Adeoye & Olanrewaju, 2020) reported inconsistencies in trainers' adherence to modeled ethical behaviors, possibly due to lack of supervision or institutional accountability. Despite the strengths, instructional materials received relatively lower ratings. This implies that while trainers' efforts are commendable, the supporting resources may be inadequate or outdated. This concern is echoed by Adebayo (2022), who noted that without relevant and context-driven materials, even the best training methods may not fully translate into effective classroom practice.

The study through its third objective reveals strong institutional support for value-centered teacher education. Respondents acknowledged leadership commitment and clear communication of ethical policies. This aligns with the findings of Nwachukwu and Okoye (2020), who emphasized that institutional vision and leadership behaviour are critical enablers of ethics-driven teacher education. The presence of well-articulated policies and leadership commitment helps create a culture of accountability and moral consistency within the institution. There is also evidence of robust administrative backing, with regular ethics-focused professional development programs. This supports the conclusion by Eze & Ilechukwu (2019), who noted that continued professional training is vital for reinforcing ethical awareness among educators. When staff are regularly exposed to ethics workshops and seminars, it not only sustains their competence but also institutionalizes ethical practice as part of daily operations. Nonetheless, a major concern highlighted is the lack of adequate resources for implementing ethics and values education effectively. This challenge is consistent with findings by Ijaiya & Salami (2018), who pointed out that resource constraints remain a critical barrier to quality ethics education in Nigerian teacher training institutions. Unlike institutions with better funding and donor support, the current study context reflects infrastructural and material limitations, which could hinder the sustainability of the re-engineered training programs despite positive leadership intentions.

Conclusion

The findings of this study demonstrate that the re-engineered teachers' training curriculum at Taraba State College of Education, Zing, has successfully incorporated ethics and values into the core of teacher education. This integration across various disciplines has enhanced trainees' understanding of professional and moral conduct, making the training more relevant to contemporary ethical challenges faced in education today. The curriculum redesign has thus strengthened the foundation for developing ethically conscious teachers who are better equipped to navigate complex moral issues in their future classrooms.

In addition to curriculum improvements, the quality of training delivery has played a vital role in promoting ethical awareness among pre-service teachers. Trainers serve as role models by demonstrating ethical behavior and employing interactive, value-centered instructional methods such as case studies and discussions on ethical dilemmas. Institutional support further reinforces these efforts through strong leadership commitment and administrative backing, including the communication and enforcement of ethical policies. However, the persistent challenge of inadequate resources highlights the need for sustained investment to fully realize the goals of value-centered education. Addressing



these gaps will be critical for maintaining and enhancing the effectiveness of ethical teacher training programs in the college.

Recommendations

1. Curriculum development authorities such as National Commission for Colleges of Education (NCCE) should prioritize continuous curriculum review and redesign to ensure that ethical and value-centered education remains relevant and integrated across all teacher training programmes.
2. College Management at Taraba State College of Education, Zing, should enhance the quality of training delivery by providing regular professional development for trainers focused on ethical teaching methods, including the use of interactive strategies such as case studies and ethical dilemma discussions.
3. Government through the State Ministry of Education and college administration must ensure adequate provision of resources, both material and infrastructures to support the implementation of value-centered education.

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