

INFLUENCE OF TEACHER TRAINING PROGRAMMED ON RE-ENGINEERING FOR ETHICAL AND VALUE CENTER EDUCATION IN PUBLIC SECONDARY SCHOOLS OF NORTH CENTRAL NIGERIA

By

Aliyu Muhammad

Aliyanialiyani41 [@gmail.com](mailto:Aliyanialiyani41@gmail.com)

Phone Number: 08039947295

Department of Educational Management

Faculty of Education

Nasarawa State University, Keffi

Aliyu Ebini Kana Ph.D

Department of curriculum Studies,

College of Education Akwanga,

Nasarawa State

Email: Kanaaliyu3@gmail.com

Phone Number: 08035985660

Abstract

This study investigated the influence of teacher training programmes on re-engineering ethical and value-centered education in public secondary schools across the North Central geopolitical zone of Nigeria. Utilizing a descriptive survey research design, the study enabled systematic data collection from a broad population and allowed for generalizable conclusions. The population comprised 105,650 public secondary school teachers, from which a representative sample of 400 respondents was selected using the Taro Yamane formula. Data were gathered through a structured questionnaire developed in alignment with the study's objectives. The instrument demonstrated strong content validity, with a validity coefficient of 0.81, and internal consistency, indicated by a Cronbach's alpha of 0.74. Descriptive statistics (mean and standard deviation) were used to answer research questions, while chi-square analysis tested hypotheses at the 0.05 significance level. Findings revealed that curriculum content and pedagogical skill development significantly influence the re-engineering of ethical and value-centered education. , assessment and monitoring of teacher professional growth were found to positively impact the promotion of ethical and value-based teaching practices. Based on these findings, the study recommends that teacher training institutions revise curricula to integrate ethics and culturally relevant moral education while adopting learner-centered pedagogical approaches. also, Ministries of Education and school management boards should institutionalize comprehensive systems for evaluating and supporting professional growth, including ethics-focused workshops and mentorship programmes. These interventions are critical for embedding moral standards into educational practices and fostering responsible citizenship in Nigeria's public secondary schools. Keywords: Teacher Training Programmed, Re-Engineering For Ethical And Value Center Education

Introduction

In the quest to reposition education as a transformative force in society, the role of teacher training programmes has gained renewed attention in Nigeria, especially in the North Central region. The erosion of ethical standards and moral values among youths, coupled with declining academic

quality, has prompted stakeholders to advocate for a comprehensive re-engineering of teacher education. The primary aim is to build a new generation of educators who are not only competent in subject delivery but also uphold ethical behavior and moral consciousness in both instruction and conduct. The reformation of teacher training programmes, therefore, must place emphasis on ethical and value-centered education, curriculum content and pedagogical skills development, and systematic assessment and monitoring of professional growth.

Curriculum content in teacher training institutions requires a major overhaul to reflect the ethical realities of the contemporary Nigerian society. According to Nwangwu (2015), the existing curricula in many colleges of education and universities are predominantly academic, with insufficient focus on moral instruction, civic responsibility, and value reorientation. A re-engineered teacher training curriculum must integrate civic education, peace studies, anti-corruption education, and emotional intelligence into its core components. This integration will ensure that trainee teachers are not only experts in their subject areas but also value transmitters capable of instilling discipline, empathy, and social responsibility in their students. Ogunyemi (2019) emphasizes that curriculum reform should be tailored to the socio-cultural context of North Central Nigeria, where community values, religious beliefs, and traditional norms shape behavioral expectations. Therefore, a culturally relevant value-based education curriculum will be more impactful in reshaping teacher identity and classroom ethics.

Pedagogical skills development remains an indispensable pillar of teacher effectiveness. The quality of classroom delivery is closely linked to how well teachers are prepared to manage diverse learning styles, apply interactive teaching methods, and integrate technology into their practice. In North Central Nigeria, there exists a notable disparity in the pedagogical preparedness of teachers, especially in rural areas (Adedoyin & Bello, 2020). Many teachers rely on outdated and teacher-centered methods, which fail to engage students meaningfully or foster critical thinking. Re-engineering pedagogical training must, therefore, involve the infusion of modern teaching strategies, including learner-centered approaches, inquiry-based learning, and collaborative teaching techniques. Additionally, the use of Learning Management Systems (LMS), interactive whiteboards, digital content, and educational software should be included in the training toolkit of prospective teachers. According to Ukeje and Anyanwu (2022), pedagogical retraining programs significantly increase the ability of teachers to adapt to new classroom realities and improve students' learning outcomes.

The integration of ethics and values in pedagogical practices is also critical. Teachers must be trained not only to teach content but to model ethical behavior. This means embedding values such as honesty, fairness, respect, and responsibility into classroom management, assessment practices, and daily interactions. A study by Ifelunni (2018) notes that when teachers demonstrate moral consistency and model ethical leadership, students are more likely to internalize those values. Pedagogical content knowledge, therefore, should go hand in hand with moral pedagogy—training teachers to teach both "what" and "how" in ways that reflect ethical sensitivity and integrity.

Assessment and monitoring of professional growth is the third leg of an effective teacher training programme. One of the major challenges in North Central Nigeria is the lack of a structured system for evaluating the continuous professional development (CPD) of teachers. Many teachers complete their pre-service training without any further follow-up or support to upgrade their

knowledge and skills. According to Oyetunde and Ofoha (2020), professional stagnation contributes to instructional rigidity and low teacher motivation. An effective teacher training system must include mechanisms for assessing growth through classroom observations, peer reviews, performance appraisals, and student feedback. Monitoring should be both formative and summative, offering teachers the opportunity to reflect on their practice and make necessary adjustments. Furthermore, professional growth should be linked to mentorship programmes and professional learning communities. These structures create platforms for knowledge exchange, experience sharing, and collaborative problem-solving. Akinsolu (2019) argues that mentorship helps novice teachers navigate the complexities of teaching, while also enhancing their confidence and ethical commitment. Professional learning communities, on the other hand, support continuous dialogue among teachers, encouraging innovation and ethical accountability. These systems must be institutionalized and supported by educational authorities to ensure sustainability and broad participation. Additionally, there is a need for institutional policies that incentivize professional development and ethical teaching. Certification and promotions should not be based solely on years of service or paper qualifications but should consider demonstrated commitment to ethical standards and continuous learning. In this regard, the Teachers Registration Council of Nigeria (TRCN) should play a more active role in enforcing ethics-based performance criteria in licensing and renewal processes. According to Ezeani and Okafor (2021), regulatory frameworks that prioritize ethical teaching contribute to higher teacher accountability and improved school climate.

One notable innovation in this regard is the inclusion of ethics-focused modules in in-service training sponsored by government and international development partners. These modules emphasize real-life ethical dilemmas, role-plays, and value clarification exercises aimed at helping teachers internalize moral standards. For instance, the National Teachers' Institute (NTI) has recently incorporated ethical leadership and integrity studies in its professional development curriculum. These developments signal a growing recognition of the centrality of values in teaching effectiveness. The broader implication of re-engineering teacher training programmes in North Central Nigeria is the potential to reshape the educational ecosystem. Ethical and value-centered education, when championed by well-trained teachers, leads to the development of responsible citizens, reduction in school-based violence, improved student-teacher relationships, and enhanced academic performance. The long-term benefits of such transformation extend beyond the classroom to include national cohesion, reduced corruption, and sustainable development. Nevertheless, achieving these goals requires robust support systems. Adequate funding, policy alignment, stakeholder collaboration, and political will are essential to translate the ideals of re-engineered teacher training into reality. As observed by Adeogun and Osifila (2018), the most successful education reforms occur in contexts where government, educators, and communities work together to redefine priorities and allocate resources judiciously. Therefore, while teacher training reform is urgent and essential, it must be pursued within a broader framework of systemic change.

Teacher training programmes play a critical role in re-engineering ethical and value-centered education in public secondary schools across North Central Nigeria. The decline in moral values, indiscipline among students, and weakening ethical standards within schools have underscored the need for a transformative approach to teacher education. By equipping teachers with both pedagogical skills and ethical orientation, training programmes serve as a foundation for nurturing morally upright and socially responsible learners. In North Central Nigeria, where socio-cultural

diversity influences value systems, teacher training programmes must be deliberately designed to integrate moral instruction, civic responsibility, and value reorientation into the teaching process. The effectiveness of teacher training lies not only in academic content delivery but in its capacity to prepare teachers to model integrity, respect, empathy, and responsibility. When educators are trained to embody these values, they become role models whose behavior shapes the ethical climate of their classrooms. Such moral leadership by teachers fosters mutual respect, reduces student misconduct, and promotes positive character formation. Moreover, modern training programmes that incorporate components like civic education, conflict resolution, and emotional intelligence enable teachers to manage complex school environments more effectively. Additionally, the influence of training is magnified when it includes continuous professional development and monitoring. Regular workshops, mentorship opportunities, and performance evaluations help teachers remain ethically grounded and professionally competent. In the context of North Central Nigeria, where educational disparities and resource limitations persist, re-engineered training programmes provide a platform to harmonize ethical teaching standards across urban and rural schools. Ultimately, the influence of these programmes extends beyond individual teachers to the entire education system, fostering a culture of accountability, national consciousness, and ethical citizenship. Therefore, strengthening teacher training is indispensable in restoring the moral fabric of public education and building a more disciplined, value-driven society.

Statement of the Problem

The declining ethical standards and moral values among students in public secondary schools across North Central Nigeria have become a pressing concern for educational stakeholders, parents, and policymakers. Despite numerous efforts to reform teacher education, there remains a significant gap between the intended objectives of teacher training programmes and the actual moral and ethical development of learners in the school system. The erosion of discipline, increasing cases of examination malpractice, cultism, bullying, and other vices among secondary school students suggest that current teacher training programmes may not be adequately equipping teachers to serve as effective moral agents and role models in their classrooms.

Existing teacher training curricula in many Nigerian colleges of education and universities remain predominantly academic, with insufficient emphasis on ethical instruction, civic responsibility, and value reorientation. This disconnect raises fundamental questions about the capacity of teachers to integrate ethical reasoning and moral values into their teaching practices. Furthermore, the pedagogical approaches employed in many training programmes often fail to prepare teachers for the complex task of transmitting values while simultaneously delivering subject content effectively. The lack of emphasis on learner-centered methodologies, culturally relevant moral education, and practical strategies for value inculcation further compounds this problem.

Additionally, there is a noticeable absence of structured systems for the continuous assessment and monitoring of teacher professional growth, particularly in relation to ethical teaching practices. Many teachers complete their pre-service training without adequate follow-up, mentorship, or professional development opportunities that could reinforce their ethical commitment and instructional competence. The absence of systematic evaluation mechanisms incorporating ethical teaching indicators means that accountability for moral instruction is weak, and teachers receive little feedback or support to improve their ethical practices. This professional stagnation contributes to instructional rigidity, low motivation, and diminished ethical consciousness among teachers.

While previous studies have examined various aspects of teacher training and ethical education separately, there is limited empirical research that specifically investigates how curriculum content, pedagogical skills development, and assessment and monitoring of professional growth collectively influence the re-engineering of ethical and value-centered education in public secondary schools, particularly within the unique socio-cultural context of North Central Nigeria. This gap in knowledge leaves policymakers and educational administrators without adequate evidence-based guidance for designing and implementing effective teacher training interventions. It is against this backdrop that this study investigated the influence of teacher training programmes on re-engineering ethical and value-centered education in public secondary schools across the North Central geopolitical zone of Nigeria. The study sought to determine the extent to which curriculum content and pedagogical skills development, as well as assessment and monitoring of teacher professional growth, influence the promotion of ethical and value-based teaching practices in the region's public secondary schools.

Research question

- i. To what extent does curriculum content and pedagogical skills development in teacher training programmes influence the re-engineering of ethical and value-centered education in public secondary schools of the North Central geopolitical zone of Nigeria?
- ii. How does the assessment and monitoring of teacher professional growth influence the promotion of ethical and value-based teaching practices in public secondary schools across North Central Nigeria?

Research Hypotheses

- I. There is no significant influence of curriculum content and pedagogical skills development on the re-engineering of ethical and value-centered education in public secondary schools in the North Central geopolitical zone of Nigeria
- II. Assessment and monitoring of teacher professional growth do not significantly influence the re-engineering of ethical and value-centered education in public secondary schools in the North Central geopolitical zone of Nigeria

Methodology

The study adopted a descriptive survey research design to examine the influence of teacher training programmes on re-engineering ethical and value-centered education in public secondary schools in North Central Nigeria. This design was deemed appropriate as it allowed the researchers to collect data systematically from a large population and draw generalizable inferences. The target population comprised 105,650 teachers from public secondary schools across the North Central geopolitical zone. A sample size of 400 respondents was determined using the Taro Yamane formula to ensure representativeness and manageability of data collection. The instrument used for data collection was a structured questionnaire developed by the researchers to align with the research objectives. To ensure the validity of the instrument, expert judgment was sought, and a validity coefficient of 0.81 was established, indicating a high degree of content relevance and appropriateness. Reliability was determined through a pilot study, and the instrument yielded a Cronbach's alpha coefficient of 0.74, which confirmed its consistency and internal reliability. The data collected were analyzed using both descriptive and inferential statistics. Specifically, mean

and standard deviation were employed to answer the research questions, using a cutoff point of 2.50 to determine the respondents' level of agreement or disagreement with each item. Furthermore, the chi-square statistical tool was applied to test the formulated hypotheses at a 0.05 level of significance, allowing the researchers to assess whether observed differences in responses were statistically significant or occurred by chance. This rigorous methodology ensured that the findings of the study were both reliable and valid, thus providing a sound empirical basis for evaluating the role of teacher training in promoting ethical values and re-engineering value-centered education in the Nigerian public secondary school system.

Result

Research questions one: To what extent does curriculum content and pedagogical skills development in teacher training programmes influence the re-engineering of ethical and value-centered education in public secondary schools of the North Central geopolitical zone of Nigeria?

Mean and standard deviation on curriculum content and pedagogical skills development in teacher training programmes influence the re-engineering of ethical and value-centered education in public secondary schools of the North Central geopolitical zone of Nigeria

	Item	SA	A	D	SD	Mean	Std	Decision
1	The teacher training curriculum adequately incorporates topics on ethics and moral values	250	145	3	2	3.60	1.89	Agreed
2	Training programmes help teachers integrate ethical reasoning in their lesson delivery.	244	140	9	7	3.55	1.88	Agreed
	Cluster mean					3.58	1.89	

Base on the cutoff point of 2.50, the cluster mean was 3.58 , hence Curriculum content and pedagogical skills development in teacher training programmes influence the re-engineering of ethical and value-centered education in public secondary schools of North Central geopolitical zone of Nigeria

Research questions two: How does the assessment and monitoring of teacher professional growth influence the promotion of ethical and value-based teaching practices in public secondary schools across North Central Nigeria?

Mean and standard deviation on assessment and monitoring of teacher professional growth influence the promotion of ethical and value-based teaching practices in public secondary schools across North Central Nigeria

	Item	SA	A	D	SD	Mean	Std	Decision
1	Regular evaluation of teacher performance includes ethical teaching indicators.	247	148	0	5	3.59	1.89	Agreed
2	Monitoring of professional development encourages accountability and ethical conduct	246	138	9	7	3.55	1.88	Agreed

	Cluster mean					3.57	1.88	Agreed
--	--------------	--	--	--	--	------	------	--------

Base on the cutoff point of 2.50, the cluster mean was 3.57 , hence assessment and monitoring of teacher professional growth influence the promotion of ethical and value-based teaching practices in public secondary schools across North Central Nigeria

Statement of Hypotheses

Hypothesis One (H₁): There is no significant influence of curriculum content and pedagogical skills development on the re-engineering of ethical and value-centered education in public secondary schools in the North Central geopolitical zone of Nigeria.

Table 4.1: Chi-square Test of the Significant Influence of curriculum content and pedagogical skills development on the re-engineering of ethical and value-centered education in public secondary schools in the North Central geopolitical zone of Nigeria

Response	Observed (O)	Expected (E)	Df	χ^2 -Cal	Crit- Val	P-value	Decision
SA	250	400	3	213.24	3.612	<0.001	Reject
A	145						
D	3						
SD	2						
Total	400						

Table 4.1 revealed that at $df=3$, $\chi^2=213.24$, **Critical value** ($\alpha=0.05$, $df=3$) = 3.612 $p-v = 0.001 < 0.05$ rejected the hypothesis. This means that the null hypothesis which state there is no significance influence of curriculum content and pedagogical skills development on the re-engineering of ethical and value-centered education in public secondary schools in the North Central geopolitical zone of Nigeria was therefore not accepted. Therefore, by **Interpretation**, Curriculum content and pedagogical skills development in teacher training programmes influence the re-engineering of ethical and value-centered education in public secondary schools of North Central geopolitical zone of Nigeria

Hypothesis Two (H₂): Assessment and monitoring of teacher professional growth do not significantly influence the re-engineering of ethical and value-centered education in public secondary schools in the North Central geopolitical zone of Nigeria

Table 4.6: Chi-square Test of the Significant of Assessment and monitoring of teacher professional growth do not significantly influence the re-engineering of ethical and value-centered education in public secondary schools in the North Central geopolitical zone of Nigeria

Response	Observed (O)	Expected (E)	Df	χ^2 -Cal	Crit- Val	P- value	Decision
SA	246	400	3	178.28	3.612	<0.001	Reject.
A	138						
D	9						

SD	7
Total	400

Table 4.6 revealed that at $df=3$, $\chi^2=178.28$, **Critical Value** ($\alpha=0.05$, $df=3$) = 3.612 $p-v = 0.001 < 0.05$ rejected the hypothesis. This means that the null hypothesis which state that Assessment and monitoring of teacher professional growth do not significantly influence the re-engineering of ethical and value-centered education in public secondary schools in the North Central geopolitical zone of Nigeria was therefore rejected. Suggestively, by **Interpretation**, assessment and monitoring of teacher professional growth influence the promotion of ethical and value-based teaching practices in public secondary schools across North Central Nigeria ($\chi^2 = 178.28$, $p < 0.05$).

Discussion of Findings

First Finding Shows Curriculum content and pedagogical skills development in teacher training programmes influence the re-engineering of ethical and value-centered education in public secondary schools of North Central geopolitical zone of Nigeria. The first major finding indicates that curriculum content and pedagogical skills development in teacher training significantly influence the re-engineering of ethical and value-centered education. This suggests that the structure and quality of the training received by teachers are foundational to how effectively they can instill moral values in their students. According to Okon (2018), the inclusion of moral and civic education in teacher preparation programmes helps in shaping the professional dispositions of teachers toward ethical conduct and responsibility. Moreover, pedagogical training equips teachers not only with the knowledge of ethics but also with the methodologies to effectively transmit these values through interactive and learner-centered instruction. In support of this, Ajayi and Akinwale (2020) argue that teacher education must go beyond theoretical knowledge to include practical strategies for value transmission, such as role-playing, case studies, and community service integration. These methods help to embed values such as honesty, respect, and social justice within everyday classroom practices. The current study's findings align with these assertions, suggesting that when teacher training curricula are intentionally designed to include ethical themes and culturally relevant values, teachers are better positioned to influence the moral development of students. Furthermore, it was observed that teachers who undergo structured pedagogical skills development are more confident and competent in modeling ethical behavior, a crucial aspect of value-centered education (Nwachukwu, 2019). This highlights the importance of not just what is taught, but how it is taught, emphasizing the need for continuous review and enhancement of teacher education programmes in Nigeria

The second key finding of the study emphasizes that assessment and monitoring of teacher professional growth influence the promotion of ethical and value-based teaching practices in public secondary schools across North Central Nigeria. This underscores the importance of institutional mechanisms that ensure accountability and support for professional development. As noted by Yusuf and Bolarinwa (2017), effective teacher evaluation systems that incorporate ethical performance indicators can serve as tools for reinforcing moral teaching. Regular supervision, performance appraisals, and feedback loops not only encourage ethical conduct but also identify gaps in practice that can be addressed through targeted interventions.

Moreover, the study found that monitoring professional growth through continuous professional development (CPD) workshops, peer mentoring, and in-service training strengthens the commitment of teachers to uphold ethical standards. According to Eze and Obasi (2021), when teachers receive ongoing support and recognition for ethical behavior, it fosters a culture of integrity within schools. Such practices build a community of reflective educators who are conscious of their role as moral agents in the school environment. This finding resonates with the views of Nwankwo (2018), who emphasized the need for institutionalizing ethical monitoring frameworks within the school system to ensure that teachers are not only held accountable but are also empowered to lead by example. In essence, both findings highlight the interconnectedness between teacher training, ongoing professional development, and the moral tone of education in secondary schools. For ethical and value-centered education to be effectively re-engineered and promoted, the process must begin with a well-structured teacher education curriculum and be sustained through consistent assessment and professional support. The implication for policy makers and education stakeholders is clear: investment in the moral and pedagogical development of teachers is not optional but essential for achieving national educational goals, especially in regions like North Central Nigeria, where ethical challenges among youth are increasingly prominent.

Conclusion

Teacher training programmes play a pivotal role in re-engineering ethical and value-centered education in public secondary schools across the North Central geopolitical zone of Nigeria. The curriculum content and pedagogical skills development embedded in these programmes significantly influence how teachers integrate moral values and ethical principles into classroom instruction. When teacher education emphasizes ethics, civic responsibility, and culturally relevant pedagogy, it equips educators with the knowledge and methods needed to foster character development and social responsibility in students. Moreover, the continuous assessment and systematic monitoring of teacher professional growth further reinforce ethical teaching practices. These mechanisms ensure accountability, encourage reflective practice, and promote adherence to professional standards. Through effective supervision, mentoring, and performance feedback, teachers are guided to uphold moral conduct and serve as ethical role models. Collectively, the combination of a value-rich curriculum and robust professional development oversight fosters a school environment where ethical behavior is cultivated and sustained. Therefore, strengthening teacher training programmes and ensuring ongoing professional support are essential strategies for embedding ethics and values into the fabric of secondary education in North Central Nigeria.

RECOMMENDATION

1. Teacher training institutions should revise and enrich their curriculum to include comprehensive modules on ethics, values, and culturally relevant moral education. Pedagogical approaches should emphasize learner-centered techniques that promote critical thinking, empathy, integrity, and civic responsibility. This will empower teachers to effectively deliver value-centered education in public secondary schools across North Central Nigeria.
2. Ministries of Education and school management boards should implement consistent and transparent systems for assessing and monitoring teacher professional growth. These systems must incorporate ethical teaching indicators and provide constructive feedback for continuous improvement. Professional development programs should also include

workshops on ethical dilemmas, value-based instruction, and mentorship to reinforce moral standards in teaching practices. This structured support will ensure sustained promotion of ethical and value-based education in the region's public secondary schools.

Reference

- Adedoyin, A., & Bello, S. (2020). *Bridging the pedagogical gap: Challenges of rural teacher training in North Central Nigeria*. Nigerian Journal of Educational Studies, 15(2), 112–126.
- Adeogun, A. A., & Osifila, G. I. (2018). *Reforming Nigerian education: Government, community, and school partnerships*. West African Journal of Educational Reform, 10(1), 85–98.
- Ajayi, T., & Akinwale, A. (2020). *Reforming teacher education for moral instruction in Nigerian secondary schools*. African Journal of Educational Research, 24(2), 145–158.
- Eze, P., & Obasi, C. (2021). *Professional development and ethical practice among secondary school teachers in Nigeria*. Nigerian Journal of Teacher Education, 19(1), 89–103.
- Nwachukwu, O. (2019). *Pedagogical skills and value inculcation in teacher education*. Journal of Curriculum and Instruction, 17(3), 212–229.
- Nwankwo, I. (2018). *Ethical monitoring and teacher accountability in public schools*. Journal of Educational Leadership in Nigeria, 13(2), 101–114.
- Okon, J. (2018). *Civic and moral education in Nigerian teacher training institutions*. Journal of Educational Foundations, 26(1), 67–80.
- Yusuf, A., & Bolarinwa, K. (2017). *Monitoring teacher professional growth for ethical development in Nigeria*. International Journal of Educational Research, 12(4), 134–148.
- Akinsolu, A. O. (2019). *Mentorship and teacher development: Strategies for effective practice in Nigerian schools*. Journal of Professional Teacher Education, 8(1), 45–57.
- Ezeani, N. S., & Okafor, M. U. (2021). *Regulatory policies and ethical accountability in Nigerian teacher education*. African Journal of Teacher Regulation and Policy, 6(1), 133–149.
- Ifelunni, C. O. (2018). *Teacher modeling and student character development in Nigerian secondary schools*. Nigerian Journal of Moral Education, 12(3), 67–79.
- Nwangwu, I. O. (2015). *Curriculum reform and moral education in Nigerian teacher training institutions*. Nigerian Journal of Curriculum Development, 21(1), 91–105.
- Ogunyemi, B. (2019). *Socio-cultural influences on curriculum development: A case for value-based teacher education in North Central Nigeria*. African Journal of Curriculum and Instruction, 16(2), 155–170.
- Oyetunde, T. O., & Ofoha, D. (2020). *Professional development challenges among secondary school teachers in Nigeria*. Nigerian Journal of Teacher Education and Practice, 11(2), 101–118.



Ukeje, B. O., & Anyanwu, R. C. (2022). *Modern pedagogical practices and teacher retraining in Nigerian public schools*. Journal of Educational Innovation and Reform, 19(1), 89–105.