

Research Article

MANAGEMENT IMPERATIVES OF POST-BASIC EDUCATION THROUGH ETHICS AND VALUES EDUCATION REENGINEERING FOR SUSTAINABLE NATIONAL DEVELOPMENT. A NIGERIAN PERSPECTIVE.

^{1*}Dr. NWANGUMA, Timothy Kelechi ²Dr. Abigail, Ebom-Jebose

^{1&2}Department of Education Management, Rivers State University, Port Harcourt, Nigeria.

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Abstract

In the context of education, management is a necessary phenomenon that must exist to activate all responsible parties to function as expected, ensuring that the education process delivers the expected aims and objectives. That is why education management imperatives should encompass strategic planning, resource allocation, and operational oversight of educational institutions and systems. It should also involve developing and implementing policies, overseeing day-to-day activities, and ensuring the effective functioning of schools and colleges. Ultimately, education management seeks to create and maintain an effective learning environment that fosters teaching and learning, thereby enhancing student academic performance. Ensuring that the school curriculum aligns with societal ethics and values is also an imperative for education managers, and a key aspect of sustainable National Development. To this extent, it is essential to recognize that people's beliefs, customs, norms, and values form the fundamental basis for every educational enterprise and should be incorporated into what is taught and learned in schools. Educational activities should be structured in a manner that meets people's needs and also promotes better and sustained national and Global educational expectations and demands.

However, this paper is limited to focusing on ethics and value education reengineering as a management imperative in Post-basic Education to enhance sustainable National

Development. It is important to state that Post-basic education generally refers to schooling that occurs after the completion of compulsory basic education (also known as primary or lower secondary education). It encompasses a range of educational opportunities beyond the initial years of schooling, including secondary schools, technical schools, and vocational training programs. In Nigeria, for instance, post-basic education typically includes secondary school (Junior Secondary School and Senior Secondary School) and technical colleges. It is at this stage that students are fully introduced to various aspects of their societal ethics, values, norms, and customs, equipping them to be all-round individuals who can contribute meaningfully to sustainable National development that competes globally.

Keywords: Post-basic Education, Ethics and Values Education, Management Imperatives, Sustainable National Development.

Introduction

Nigeria's educational system is gradually becoming foreign-based through its orientations. English language speaking has taken the lead in all educational activities, vernacular languages have completely disappeared in the school system, and handicraft and other local skill acquisitions are in an oblivious state. It is important to state that the communication and inculcation of people's ethics and values from generation to generation are essential educational expectations in the post-basic education, but over time, this has suffered a great setback, arising from poor education funding, curriculum development, staff recruitment, school management and administration, policy implementation, and policy reforms, etc.

To make sustainable progress in the education industry, the government needs to recruit well-trained individuals who understand their roles as education managers to support the implementation of school policies and policy reforms. Inculcating the ethics and values of the people and society should be a major philosophy of education in Nigeria. Recently, it appears that education in Nigeria has rapidly departed from its original foundation, and could not drive this process to its logical conclusion, the teaching of local languages, people's culture, and traditions has been completely eroded from the school curriculum. The study of people's History in schools now is a nightmare. Vocational and entrepreneurship education, which could support individuals after schooling, has been treated with levity. Unemployment is ravaging the Nation, arising from these inactions. To put things in the right perspective, the education system in Nigeria requires managers and administrators who understand the

importance of developing a good curriculum that is people and society-oriented, based on the culture and traditions of the people, and establish policies that ensure adequate implementation of the curriculum. This, to a great extent, will change the narratives in our education systems.

Post Basic Education.

The Nigerian Basic Education was introduced in 1999, aiming to promote access to and equal education for all Nigerian children. It involves the pre-primary, primary, and junior secondary school education, covering the first nine years of schooling. At this stage of education, basic literacy, numeracy, and skills that support the individuals after schooling are gradually but firmly established in the minds of children between the ages of 13 and 15, preparing them for future learning. The Nigerian Universal Basic Education policy stipulates a free but compulsory education for all children within this age range. It is, however, structured to cover one year of pre-primary education, six years of primary school education, and three years of junior secondary school education.

Generally, basic education seeks to establish a solid foundation for lifelong learning, developing a sense of literacy, numeracy, and essential skills. It also intends to inculcate ethical, moral, and civic values in individuals.

To effectively actualize these objectives, the federal government of Nigeria has established a responsible commission known as the Universal Basic Education Commission (UBEC) to

coordinate the implementation of the Universal Basic Education (UBE) program activities with the state Universal Education Board to administer and disburse funds at the state level. Funds and their management processes are expected through the combined efforts of federal grants, state contributions, and other donor agencies. This program is a comprehensive education program structured to provide an educational foundation for all children, preparing them for future academic success and personal life development through Ethics and values Education and all other aspects of education that elicit learning and development.

Ethics and Values Education.

Values are the basic norms that describe the personal qualities required to guide our actions, the sort of person we want to be, the manner in which we treat ourselves and others, and our

interaction with the world around us. It is the general guidelines that make an individual behave acceptably in society. The purpose of an educational institution is not only to provide knowledge but also to create awareness in young people to acknowledge the importance of values and their corresponding relationship to the world in which they live. This is what makes human beings human. Ethics is the systematic approach to analyze and distinguish what is right and wrong, good and bad, and understand them as they relate to the well-being in a relationship. It is the moral philosophy to be practiced by persons or a group of people that sets the standards of what is right and wrong. Ethics in education is appraised as the human right to education. Therefore, in education, ethics and values have a very important and effective role. Ethics should be introduced in the education system so that it makes an individual a good human being. Nirupama and Donald James D'Souza (2021).

Ethics and values education is an educational advancement that anchors its tenets on developing good morals, character, and attitude through the teaching of fundamental moral principles that guide the behavior and decision-making of individual learners, helping to define for the learner what is right and wrong, distinguishing between acceptable and unacceptable conduct of a particular group, such as a profession or society. Ethics and values, as fundamental principles and beliefs that guide individual behavior and decision-making, act as a personal compass for determining what is important and desirable to the individual and society. It influences people's actions and goals, helping them to determine what is proper in society, such as honesty, integrity, respect, compassion, and accountability. Its emphasis is on developing individuals who understand the ethics, values, norms, and practices of their society, promoting positive character traits that empower them to make informed decisions and act ethically both in the educational environment and in society at large.

Generally, the function of ethics and value education includes, but is not limited to:

- Encouraging individuals to consider the moral implications of their actions and decisions.
- Teaching fundamental ethical concepts like honesty, respect, fairness, and compassion.
- Developing critical thinking, problem-solving, and reasoning skills necessary for ethical decision-making.

It also helps individuals make ethical decisions and be held accountable for their actions by understanding and applying moral principles to guide choices and actions, while acknowledging the consequences of those choices and actions.

It actively enhances the sensitivity and understanding of learners towards.

- The treatment of others with dignity and consideration.
 - Being truthful and trustworthy in all interactions.
 - Showing empathy and caring for others.
 - Demonstrating diligence and dedication in one's endeavors.
 - Being generous, thoughtful, and helpful to others.
 - Showing appreciation for what one has and for the efforts of others.
 - Being willing to share resources and information with others.
 - Working effectively with others to achieve common goals.
 - Being honest and consistent in one's principles.
 - Treating everyone equally and justly.
 - Acting in a way that is beneficial to society and the profession.
 - Providing equal access to opportunities for all
 - Maintaining the privacy of information.
 - Being willing to share information and be transparent
 - Respecting the rights and freedoms of others and creating a safe environment for healthy relationships.
- All the mentioned have made ethics and value education very imperative in child development and training. Managers of post-basic education in Nigeria should deem it necessary to enact policies that favor ethics and value education, and also monitor their implementations.

Nirupama and Donald James D'Souza 2021). Supported the above assertion when they opined that Education with Ethics and Values is important in every phase of life, and it is a fundamental process in human life.

That is to say that the role of education is not only to build knowledge, but it should also help in developing the powers of reasoning and judgment, and prepare one intellectually for a profession. Ethics teaches us how to distinguish between right and wrong, while value education helps shape an individual's personality. The presence of these three is needed in the

development of an individual and their contribution to society. To this extent, it is obvious that education without fundamental principles of ethics and values is empty and not worthy to be acknowledged as worthwhile in our society.

The youth of today are less socially influenced and highly individualistic. Values and ethics education should be able to shape the character, behavior, and attitude of our younger generation by making them know and pursue truth rather than self-interest.

A good education should inculcate strong ethics and values of the people in its students, making them have a better understanding of how to live, treat, and relate with others in society.

It is imperative for ethics and values to be inculcated in the students through the educational frameworks, as the students are part of society and tomorrow's nation builders. Ensuring this happens should be the core role of management and managers of post-basic education in Nigeria.

Management Imperatives in Post Basic Education in Nigeria.

Management is a key action taken to achieve a set goal, both as an organization and in a school setting.

It is essential to acknowledge that achieving sustainable national development through education, ethics, and value education in our current post-basic education in Nigeria should be radically redesigned and well-structured from scratch, directed towards achieving dramatic improvements in character development and improved decision-making that promotes social harmony. Consequently, individuals become more empathetic, responsible, and respectful citizens who can navigate complex situations with integrity, build strong relationships, and contribute positively to society, rather than making small, incremental changes to existing systems.

In doing this, management imperatives should focus on curriculum reform, teacher enhancement, resource allocation, and societal reorientation; it should also emphasize ethics and values alongside academics, improve teacher training, ensure effective resource management, and eliminate system corruption by administrators. However, some of these management imperatives are briefly highlighted in this paper.

- **Curriculum Reform.**

The Nigerian education curriculum should be revised to emphasize ethics and values like hand craft, integrity, and respect for the law alongside traditional academic subjects like History, civics, and the Nigerian people and culture. Ethical dilemmas and real-world examples should be integrated into various subjects to foster critical thinking and good decision-making skills. Curriculum content should reflect Nigeria's diverse cultures and promote understanding, tolerance, and respect for different perspectives of human life.

- **Teacher Enhancement.**

Teachers in Nigerian schools need additional training to professionally develop them for effective

and efficient application of the acquired skills to inculcate the societal ethics and values in pupils at schools. Teachers should know they are role models of ethical behavior and values. Improving teachers' working conditions and compensation can enhance their morale and commitment to achieve this goal.

- **Resource Allocation.**

School administrators should effectively manage school resources to ensure that institutional goals are met. Funds and resources should be allocated to support initiatives focused on ethics and values education. Parents, community members, and other stakeholders should be involved in the planning and implementation of value-based education programs.

- **Societal Reorientation.**

Managers and administrators of education should ensure that the societal mindset is shifted from materialism to a zealous quest to maintain good ethics and values within society. Education administrators and other stakeholders must actively fight to eliminate corruption in the system for sustainable national development to thrive. Leaders at all levels should model ethical behavior and promote accountability in the academic space and society at large.

- **Specific Strategies.**

Integrating discussions about ethical dilemmas, case studies, and real-life scenarios into various subjects, establishing clear ethical codes and guidelines for students, teachers, and

administrators, and encouraging students to participate in community service projects that address local needs and promote social responsibility.

Pairing of older students or experienced individuals with younger students to provide guidance and support in navigating ethical challenges should be encouraged by education administrators

- **Frequent Monitoring and Evaluation.**

Regular monitoring should be maintained to monitor the effectiveness of value-based education programs and make adjustments as needed. Gather data on student behavior and attitudes to identify areas for improvement. Engaging parents, community members, and other stakeholders in the evaluation process. By implementing these management imperatives, educational institutions have played a crucial role in fostering a more ethical and responsible citizenry that contributes to sustainable national development.

Sustainable National Development.

Sustainable national development is a strategy for improving the living standards of people in a nation without compromising the ability of future generations to meet their own needs. This action is directed towards achieving a balanced economic growth, social inclusion, and environmental protection of the society.

Recently, in our society, people are beginning to exhibit behaviors and attitudes that are capable of disrupting sustainable national development and public peace, such as engaging in different crimes, widespread fraud, and abuse of harmful substances. They even spread information that is not correct, engage in cyberbullying, and promote inappropriate content in the media. The abuse of harmful substances has taken the lead in our society, causing harm to individuals and society through different health issues, behaviors that have negative consequences, and other social problems, such as prostitution, lesbianism, and homosexuality, are openly practiced in our society today.

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Developmental projects, such as school buildings, health, and other public utility service centers, are constantly vandalized. The environment is completely devastated through crude oil pipeline vandalizations, bunkering, and illegal refinery activities happening openly in various communities in Nigeria; these actions cause heavy environmental oil spillages and

degradation in our society. These unethical behaviors and practices are against the values of our people; our norms, values, and practices are completely violated. Most Nigerian youths have departed from the traditional ways of our people and are almost wanting to decimate our cherished norms, values, and practices. These, if not checked, can destroy an entire generation of a society. Sustainable national development goals can't thrive without education managers and administrators understanding the current Nigerian circumstances

Having come this far, it is essential to consider actions that can be taken to restore our nation to a better standing to compete globally in achieving sustainable national development goals. To do this, a broader approach to nation-building that includes job creation, access to education and healthcare, responsible resource management, and robust institutions needs to be considered as major areas of focus.

To this, the United Nations, in its sustainable development goals initiative, has opined that a nation that is developing should be able to sustain and maintain a stable economy, society, and environmental balance, which means that the education of a Nation should produce individuals who understand the challenges and the needs of their society.

However, this can hardly occur if ethics and value education are not adequately re-engineered to change the recent narratives (harmful and unethical social) menace in today's Nigerian society.

The post-basic education of our nation, Nigeria, should focus on achieving economic growth that creates jobs and wealth while being inclusive, efficient in fostering innovation and resilient infrastructures, which aim at improving human welfare by meeting basic needs such as clean water, sanitation, health, and education for all citizens. It should also emphasize social inclusion and gender equality.

Government institutions should play a crucial role in creating and enforcing the policies that enable sustainable national development by protecting the economy, creating employment opportunities, protecting the environment and natural resources, combating climate change, and ensuring responsible consumption and production patterns.

Conclusion

Educational management in Nigerian post-basic education should be an essential tool for change in the post basic education system and should focus on efficient resources management, developing policies, planning and implementation of these policies to address challenges like infrastructure deficiency, funding, and teacher development, integrating educational technology, and creating a positive, inclusive and organizing educational initiatives that achieves sustainable teaching and learning environment for all students in line with national education objectives and institutional goals.

It should be able to build robust stakeholder engagement and partnerships with parents, the community, and policymakers to foster support in the decision-making process that supports a seamless reengineering and reorientation of ethics and value education in Nigeria post-basic education.

It is a fact that the attitude and behaviors of people affect sustainable national development positively or negatively; therefore, ethics and value education should focus on making sure individuals in the school can distinguish the good from the bad, acceptable, and unacceptable attitudes and behaviors, so that sustainable national development can thrive in our society and country at large.

Suggestions.

1. To make sustainable progress in the education industry in Nigeria, the government needs to recruit well-trained individuals who understand their roles as education managers.
2. Stringent policy reforms in the Nigerian education system should be made to support ethics and value education.
3. The study of the people's history and culture should be made compulsory in Nigeria's post-basic education.
4. Nigerian school curriculum should be people and society-oriented, based on the culture and tradition of the people.
5. The post-basic education in Nigeria should focus on achieving economic growth that creates jobs and wealth for young school leavers.

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