

PROFESSIONAL ETHICS, EXCELLENCE AND ACCOUNTABILITY IN CURRICULUM DEVELOPMENT AND IMPLEMENTATION

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ABSTRACT

This study examined Professional Ethics, Excellence and Accountability in Curriculum Development and Implementation in Rivers State University, Port Harcourt, Nigeria. Specifically, it focused on how honesty, fairness and integrity influence excellence and accountability in curriculum processes. A descriptive survey research design was adopted, and the population comprised 486 lecturers from the Faculty of Education who were directly involved in curriculum design, implementation and evaluation. A validated structured questionnaire served as the instrument for data collection, and its reliability was confirmed with a Cronbach Alpha coefficient of 0.82. Out of 486 copies distributed, 246 were retrieved, representing a 50.6% response rate. Data were analyzed using mean and standard deviation to answer the research questions, while hypotheses were tested using the independent t-test. Findings revealed that honesty, fairness and integrity significantly promote excellence and accountability in curriculum development and implementation. The study concluded that professional ethics anchored on honesty, fairness, and integrity are essential for maintaining transparency, fairness in evaluation, and consistency in curriculum delivery, thereby enhancing educational standards and institutional credibility. It was recommended that universities integrate ethics training and establish incentive systems that encourage lecturers to uphold honesty, fairness and integrity in all curriculum-related activities to sustain excellence and accountability.

Keywords: *Professional Ethics, Honesty, Fairness, Integrity, Excellence, Accountability, Curriculum Development, Curriculum Implementation*

Introduction

Professional ethics has been examined as a core determinant of curriculum fidelity and teacher practice. Studies in teacher education contexts highlight that when professional ethical norms such as honesty in assessment, respect for learners' rights and commitment to continuous improvement are emphasized in teacher preparation, the likelihood that curricula are implemented with integrity increases (Dzavo, Musaniwa, Maizere, Mutseekwa, & Nduwayo, 2025; Hess et al., 2024). Researchers argue that ethics is not merely an issue of individual morality but a professional formation shaped by pre-service preparation and in-service professional development, both of which influence how curricular aims are interpreted and enacted in classrooms (Osiesi, Moeng, & Blignaut, 2025).

Building on ethics, scholarship on teacher professional development in Africa emphasizes that ethical formation and competence development are interdependent. Large syntheses of African teacher professional development literature show that capacity building that ignores ethical dispositions produces technical competence but weakens accountability and public trust in curricular reforms (Mitchell et al., 2024). These reviews identify that professional development programs which combine pedagogical skill, content knowledge and a values or ethics component produce more consistent curriculum implementation than those focusing on technique alone.

Excellence in curriculum design has been framed in recent research as alignment between intended standards, enacted pedagogy and assessed outcomes. High-quality curriculum work therefore requires both clarity of content standards and support systems that enable teachers to teach to those standards (National Institute for Excellence in Teaching [NIET], 2020). Comparative reviews of large reforms such as Scotland's Curriculum for Excellence show that excellence is achieved when curricula are coherent, accompanied by clear guidance and when implementers receive ongoing, practice-focused support (OECD, 2021; NIET, 2020).

Evidence from implementation studies indicates that excellence in curriculum design alone is insufficient. The translation of ambitious curriculum documents into classroom learning depends on teacher understanding, materials and instructional coaching factors that must be tracked by accountability systems (NIET, 2020; Geletu, 2023). Implementation research thus links excellence and accountability tightly: monitoring systems that are formative, frequent, and supportive help sustain high-quality enactment rather than punitive compliance (OECD, 2021).

Accountability literature in education distinguishes procedural accountability (reporting and compliance) from professional accountability (peer review and reflective practice), with recent work urging a balanced model that emphasizes learning improvement over mere compliance (Geletu, 2023; Ogunode, 2024). Country case studies show that where accountability is narrowly audit-oriented, teachers resort to superficial compliance, whereas systems that combine

professional development with transparent metrics tend to sustain genuine curriculum change (NIET, 2020; Geletu, 2023). In low- and middle-income contexts, particularly in Nigeria, empirical studies point to structural barriers such as resource shortfalls, weak institutional oversight, and corruption that erode both excellence and accountability in curriculum implementation (Ogunode, 2024; Qulsum, 2024). These studies document how infrastructural deficits and misaligned incentives create gaps between curriculum policy and classroom realities; where funds and materials do not reach schools, even well-designed curricula fail to be enacted as intended (Education Sector Analysis, 2021). Methodological reviews of the field reveal important research gaps. Many studies rely on cross-sectional surveys and self-reports from teachers or administrators, producing descriptive but not causal evidence about how ethics and accountability influence outcomes (Mitchell et al., 2024; Hess et al., 2024). There is a consistent call for longitudinal, mixed-methods research that links changes in professional ethics and accountability mechanisms to measurable learning outcomes over time, triangulating self-reports with classroom observations and student assessment data.

Measurement gaps also persist. The field lacks widely validated instruments that capture professional ethical dispositions, implementation excellence, and nuanced accountability processes simultaneously (Geletu, 2023). While some frameworks exist for accountability or curriculum quality in isolation, few tools integrate ethical orientation with indicators of curricular fidelity and instructional quality making it hard to test integrated models empirically (Dzavo et al., 2025). Policy and practice gaps emerge from these empirical and methodological shortcomings. Researchers note a dearth of policy-embedded experiments such as randomized or quasi-experimental trials of accountability designs paired with ethics-focused professional development that could demonstrate effective strategies for excellence in implementation (NIET, 2020; Mitchell et al., 2024). Overall, the literature converges on the need for validated multi-dimensional measurement tools, longitudinal and experimental designs linking ethics, excellence, and accountability to learning outcomes, and context-sensitive policy pilots, especially in African and Nigerian settings, to ensure that curricular reforms achieve classroom reality (Ogunode, 2024; Qulsum, 2024; Dzavo et al., 2025).

Concept of Professional Ethics

Professional ethics refers to the specialized moral principles, values, and norms that govern the behavior of individuals in a profession. It extends beyond general morality to include standards of conduct tailored to the responsibilities, obligations, and relationships intrinsic to that profession (Sethy, 2018). In the context of education, professional ethics implies that lecturers, curriculum designers, and educational administrators commit to values such as honesty, fairness, integrity, confidentiality, respect for learners and responsibility to society (Upadhyay & Saxena, 2020). These ethical commitments help ensure that decisions about curriculum content, assessment,

student support, and instructional strategies are made not merely on convenience or expediency, but with regard to justice, dignity, and the public good (Osiesi, Moeng & Blignaut, 2025).

Because educational professionals occupy roles that influence young minds and society's future, professional ethics also demand accountability to multiple stakeholders: students, parents, institutions and society. Their decisions in curriculum design or implementation affect equity, inclusion, and fairness in learning opportunities. Thus, professional ethics in curriculum work functions as a guardrail: it constrains self-interest, bias, or malpractice, and promotes integrity, transparency and trust in educational processes. Without such a normative foundation, curricula can be distorted by favoritism, corruption, or disregard for learners' rights, undermining educational quality and legitimacy.

Excellence and Accountability in Curriculum Development and Implementation

Excellence in curriculum development means designing curricula that are relevant, rigorous, coherent, and aligned with intended learning outcomes, societal needs and global benchmarks. A curriculum that aspires to excellence goes beyond minimal requirements: it integrates deep conceptual understanding, promotes critical thinking, scaffolds student progression and ensures that content, pedagogy and assessment are mutually reinforcing. Excellence also requires continuous improvement: periodic review, stakeholder feedback, pilot testing, and updating the curriculum to reflect changes in knowledge, technology and context. In practice, curriculum excellence is realized when teachers are well-prepared to translate design into practice, resources are available, and curriculum materials are accessible (NIET, 2020).

However, excellence in curriculum design is not enough if implementation is weak or inconsistent. The leap from design to actual classroom practice is mediated by factors such as teacher capacity, instructional supports, coaching and supervision. High-quality implementation requires that teachers understand and internalize the curriculum's rationale, have access to professional development, instructional coaching and feedback loops. Monitoring processes must detect where implementation deviates from design and provide corrective supports, not merely punitive oversight. In this light, excellence and accountability are inseparable: excellence sets the aspirational standard, and accountability ensures fidelity, adaptation and responsiveness in execution (Geletu, 2023).

Accountability in curriculum development and implementation refers to the systems, institutions, and practices that hold curriculum designers, implementers and administrators responsible for outcomes, fidelity and ethical conduct. Accountability may take multiple forms: procedural (reporting, compliance audits), professional (peer review, reflective practice), and outcome-based (student learning metrics). The ideal accountability system is formative, transparent and supports improvement rather than merely policing. When accountability is poorly conceived or imposed

punitively, curriculum actors may engage in superficial compliance rather than genuine curriculum enactment. Studies suggest that accountability that is integrated with professional development and collaborative peer review helps sustain meaningful curriculum reform (Gore, 2023; Geletu, 2023). In sum, excellence provides the destination (high-quality curriculum) and accountability provides the navigation and course correction needed to reach it.

Professional ethics anchored on honesty, fairness, and integrity serve as the moral foundation for effective curriculum development and implementation. Lecturers, curriculum planners, and administrators are expected to uphold ethical standards by being transparent in curriculum design, objective in content selection, and sincere in delivery. When ethical values are maintained, the curriculum remains relevant, inclusive and reflective of societal needs and global academic standards. Consequently, students receive quality education and institutions maintain credibility and excellence in teaching and learning.

In reality, however, many universities struggle to maintain these ethical values in their curriculum processes. Instances of dishonesty such as plagiarism in course materials, unfairness in course allocation, and lack of integrity in evaluation practices have gradually weakened the quality of curriculum delivery. These unethical practices create gaps between intended curriculum goals and actual classroom practices. As a result, students often receive incomplete or poorly delivered instruction, leading to a mismatch between curriculum objectives and learning outcomes. Presently, the absence of strong ethical conduct among lecturers and curriculum implementers continues to threaten the credibility of educational programmes. Some lecturers prioritize personal interests over institutional goals, compromising fairness and integrity in curriculum-related decisions. Others may exhibit bias in grading, favoritism in supervision, or negligence in teaching responsibilities, thereby diminishing the true value of the curriculum. These unethical behaviors directly hinder the proper development and implementation of curricula, affecting the overall quality of education delivered to students.

Several factors contribute to this situation, including weak institutional policies on ethical conduct, poor monitoring mechanisms, lack of ethical training for lecturers and the absence of reward systems that promote honesty, fairness, and integrity. Limited accountability among curriculum planners and implementers has made unethical behavior go unchecked, further eroding confidence in the educational system and reducing the motivation to uphold professional standards in teaching and curriculum activities.

To address these challenges, universities should strengthen ethical frameworks guiding curriculum practices by integrating ethical education into staff development programmes, enforcing strict adherence to honesty, fairness and integrity in academic processes and ensuring transparency in curriculum planning and implementation. Regular ethical audits, peer reviews and institutional monitoring can further help uphold high moral standards. By fostering a culture of ethics,

universities can ensure effective curriculum development and implementation, thereby improving educational quality, accountability and institutional reputation.

Professional Ethics, Excellence and Accountability in Curriculum Development and Implementation in Rivers State University, Port Harcourt, Nigeria. Specifically, the study seeks to:

1. examine the extent to which honesty influences curriculum development and implementation in universities.
2. To determine the extent to which fairness influences curriculum development and implementation in universities.
3. To assess the extent to which integrity influences curriculum development and implementation in universities.

The following are the research questions in this study.

8. To what extent does honesty influence curriculum development and implementation in universities?
9. To what extent does fairness influence curriculum development and implementation in universities?
10. To what extent does integrity influence curriculum development and implementation in universities?

Three hypotheses were tested in this study as stated below;

5. There is no significant difference in the mean responses of male and female lecturers on the extent to which honesty influences curriculum development and implementation in universities.
6. There is no significant difference in the mean responses of male and female lecturers on the extent to which fairness influences curriculum development and implementation in universities.
7. There is no significant difference in the mean responses of male and female lecturers on the extent to which integrity influences curriculum development and implementation in universities.

Methodology

The study adopted a descriptive survey research design, which was considered appropriate because it allows the researcher to collect data from a specific population to describe and analyze their opinions, attitudes and practices regarding professional ethics, excellence and accountability in curriculum development and implementation. The area of the study was Rivers State University (RSU), located in Port Harcourt, Rivers State, Nigeria. This institution was chosen because it has a long-standing reputation for academic excellence and offers diverse programmes that undergo regular curriculum review and implementation. The population of the study consisted of 486 lecturers from the Faculty of Education at Rivers State University. These lecturers were considered most suitable for the study because they are directly involved in the design, implementation, and evaluation of curriculum content and their professional conduct largely determines the effectiveness of curriculum delivery. The entire population of 486 lecturers was used as the sample size. A purposive sampling technique was employed to select respondents based on their knowledge, experience and involvement in curriculum-related activities.

The instrument for data collection was a structured questionnaire developed by the researcher after reviewing relevant literature on professional ethics, excellence and accountability in education. The instrument was divided into sections corresponding to the research variables and was designed using a four-point Likert scale. To ensure its validity, the instrument was reviewed by three experts two in Educational Measurement and Evaluation and one in Curriculum Studies who assessed the items for clarity, relevance and alignment with the study's objectives. Their feedback was incorporated into the final version. To establish the reliability of the instrument, a pilot test was conducted on ten lecturers from a department not included in the main study. The data obtained were analyzed using the Cronbach Alpha method, which yielded a coefficient value of 0.82, indicating that the instrument was reliable and internally consistent. Out of the 486 questionnaires distributed, 246 were correctly completed and retrieved, representing a return rate of 50.6%. The questionnaires were personally administered by the researcher with the assistance of two trained research assistants to ensure a high rate of return and accuracy of responses. Data collected were analyzed using mean and standard deviation to answer the research questions, determining the extent to which honesty, fairness and integrity influence excellence and accountability in curriculum development and implementation. The formulated hypotheses were tested using the independent t-test statistical method to examine whether there was a significant difference in the mean responses of male and female lecturers. This analytical approach provided both descriptive and inferential insights into the relationship between professional ethics and curriculum implementation practices in the university.

Results

Answers to Research Questions

Research Question 1: To what extent does honesty influence curriculum development and implementation in universities

Table 1: Mean Ratings of Respondents on the Extent honesty influence curriculum development and implementation in universities (N = 246)

S/N	Questionnaire Items	(Male) N= 124		(Female) N= 122		Average Mean $\frac{\chi^1 + \chi^2}{2}$		
	Questionnaire Items	\bar{X}_1	Std ₁	\bar{X}_2	Std ₂	Mean	Std	RMK
1	Lecturers' honesty in course planning contributes to the accuracy of curriculum content delivered to students	3.44	0.81	3.61	0.77	3.53	0.79	VHE
2	Honesty in assessment practices enhances the credibility of curriculum implementation	3.24	0.80	3.61	0.72	3.43	0.76	HE
3	Lecturers' sincerity in reporting student performance promotes the achievement of curriculum objectives	3.16	0.80	3.27	1.06	3.22	0.93	HE
4	Lecturers' honesty in following approved course outlines ensures curriculum fidelity.	3.63	0.82	2.67	0.93	3.15	0.88	HE
5	Openness in academic communication between lecturers and students	3.15	0.67	3.70	0.76	3.43	0.72	HE

	strengthens curriculum delivery									
6	Honesty in conducting examinations improves the integrity of curriculum outcomes.	3.23	0.81	3.44	0.86	3.34	0.84	HE		
7	Lecturers' honesty in evaluating instructional materials supports effective curriculum development.	3.15	0.99	3.32	0.84	3.24	0.92	HE		
Grand Mean/SD		3.29	0.81	3.37	0.85	3.33	0.83	VHE		

The analyzed data in Table 1 for research question one showed that five items were of a high extent, while 1 and 7 showed a very high extent by the lecturers. The confirmation was made with a grand mean of 3.29 and 3.37 respectively, and standard deviation of 0.81 and 0.85 as responses of the respondents on both male and female Lecturers are above the criterion mean score of 2.50. This shows that Lecturers' honesty in course planning contributes to the accuracy of curriculum content delivered to students. This is true since the grand mean value was above the benchmark of 2.50, meaning that most of the respondents were on the High extent range of the scale.

Research Question 2: To what extent does fairness influence curriculum development and implementation in universities?

Table 2: Mean Ratings of Respondents on the Extent does fairness influence curriculum development and implementation in universities (N = 246)

S/N	Questionnaire Items	(Male)		(Female)		Average Mean		
		N= 124		N= 122		$\frac{\chi^1 + \chi^2}{2}$		

1	Lecturers' fairness in allocating courses ensures equity in curriculum implementation	2.65	0.84	3.48	0.76	3.06	0.08	HE
2	Fair treatment of students in assessment promotes confidence in the curriculum.	2.42	1.01	3.20	0.80	2.81	0.91	HE
3	Fairness in classroom management improves students' participation in curriculum activities.	3.43	0.99	2.90	0.79	3.17	0.89	HE
4	Fairness in evaluating student performance encourages better learning outcomes.	3.46	1.04	3.34	0.92	3.4	0.98	HE
5	Fairness in handling academic misconduct upholds ethical standards in curriculum delivery.	3.19	1.17	2.90	0.90	3.05	1.04	HE
6	Unbiased selection of curriculum content ensures inclusiveness in curriculum development.	1.81	1.18	3.38	0.64	2.60	0.91	HE
7	Fairness in handling academic misconduct upholds ethical standards in curriculum delivery.	3.72	0.69	3.66	0.67	3.69	0.68	VHE
Grand Mean/SD		2.95	0.99	3.27	0.78	3.11	0.78	HE

The analyzed data in Table 2 for research question two showed that six items were of a high extent, while 1 is on a very high extent by the lecturers. The confirmation was made with a grand mean of 2.95 and 3.27 and standard deviation of 0.99 and 0.78 as responses of the respondents on both male and female Lecturers are above the criterion mean of 2.50. This shows that Fairness in evaluating student performance encourages better learning outcomes.

Research Question 3: To what extent does integrity influence curriculum development and implementation in universities?

Table 4.3: Mean Ratings of Respondents on the Extent integrity influence curriculum development and implementation in universities (N = 246)

S/N	Questionnaire Items	(Male) N= 124	(Female) N= 122	Average Mean $\frac{\chi^1 + \chi^2}{2}$				
	Questionnaire Items	\bar{X}_1	Std ₁	\bar{X}_2	Std ₂	Mean	Std	RMK
1	Lecturers' integrity in curriculum planning promotes trust and transparency in academic activities.	3.44	0.85	2.21	0.97	2.83	0.91	HE
2	Integrity in the use of instructional resources supports effective curriculum execution.	3.19	0.79	3.16	0.76	3.18	0.78	HE
3	Truthfulness in research and data presentation strengthens curriculum development.	2.14	0.96	3.00	0.99	2.57	0.98	HE
4	Lecturers' commitment to ethical standards improves the quality of curriculum implementation.	3.05	1.12	3.47	0.69	3.26	0.91	HE
5	Integrity in decision-making fosters accountability in curriculum-related activities.	3.18	1.19	2.80	1.08	2.99	1.14	HE
6	Respecting confidentiality in student assessment reflects professional integrity.	3.41	0.77	3.62	0.69	3.52	0.73	VHE
7	Integrity in collaborative work among lecturers enhances the effectiveness of curriculum review and improvement.	3.47	1.02	3.11	1.07	3.29	3.29	HE
	Grand Mean/SD	3.13	0.96	3.05	0.89	3.09	0.93	HE

The analyzed data in Table 3 for research question three showed that six items were of a high extent, while 1 item is on a very high extent by the lecturers. The confirmation was made with a grand mean score of 3.13 and 3.05 and standard deviation of 0.96 and 0.89 as responses of the respondents on both male and female Lecturers which is above the criterion mean of 2.50. This shows that Lecturers' integrity in curriculum planning promotes trust and transparency in academic activities.

Test of Hypotheses

H₀₁: There is no significant difference in the mean responses of male and female lecturers on the extent to which honesty influences curriculum development and implementation in universities.

Table 4: t-test Analysis on the Extent male and female lecturers on the extent to which honesty influences curriculum development and implementation in universities.

Respondents	N	x	Std	DF	t-cal	t-crit	LS	Decision
Male	124	3.29	0.81	244	0.08	±1.96	0.05	accepted
Female	122	3.37	0.85					

Table 4 above shows the result on the table 4.6 show that t-calculated value of 0.08 which was less than the t-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 244, Since the t-calculated (0.08) was less than the t-critical value of (±1.96). The null hypothesis was therefore accepted which states that there is no significant difference in the mean ratings of male and female lecturers on the extent to which honesty influences curriculum development and implementation in universities.

H₀₂: There is no significant difference in the mean responses of male and female lecturers on the extent to which fairness influences curriculum development and implementation in universities.

Table 5: t-test Analysis on the Extent male and female lecturers on the extent to which fairness influences curriculum development and implementation in universities..

Respondents	N	x	Std	DF	t-cal	t-crit	LS	Decision
Male	124	2.95	0.99	244	0.21	±1.96	0.05	accepted
Female	122	3.27	0.78					

Table 7 above shows the result on the table show that t-calculated value of 0.21 which was less than the t-critical value of ± 1.96 at 0.05 level of significance and with a degree of freedom of 244. Since the t-calculated (0.21) was less than the t-critical value of (± 1.96). The null hypothesis was therefore accepted which states that there is no significant difference in the mean ratings of male and female lecturers on the extent to which fairness influences curriculum development and implementation in universities.

H₀₃: There is no significant difference in the mean responses of male and female lecturers on the extent to which integrity influences curriculum development and implementation in universities.

Table 6: t-test Analysis on the Extent male and female lecturers on the extent to which integrity influences curriculum development and implementation in universities.

Respondents	N	x	Std	DF	t-cal	t-crit	LS	Decision
Male	124	3.13	0.96	244	0.66	± 1.96	0.05	accepted
Female	122	3.05	0.89					

Table 6 above shows the result on the table show that t-calculated value of 0.66 which was less than the t-critical value of ± 1.96 at 0.05 level of significance and with a degree of freedom of 244. Since the t-calculated value (0.66) was less than the t-critical value of (± 1.96). The null hypothesis was therefore accepted which states that there is no significant difference in the mean ratings of male and female lecturers on the extent to which integrity influences curriculum development and implementation in universities.

Discussion of Findings

The findings of the study revealed that honesty significantly influences curriculum development and implementation in universities, as lecturers who demonstrate sincerity, transparency, and truthfulness in their instructional responsibilities contribute to higher curriculum quality and credibility. This finding is in agreement with the view of Upadhyay and Saxena (2020), who noted that honesty and moral integrity are essential components of professional ethics that enhance educational outcomes. Similarly, Osiesi, Moeng and Blignaut (2025) emphasized that lecturers' honesty in academic evaluation and communication ensures fairness, reduces bias and strengthens students' trust in institutional processes. These scholars affirm that when lecturers act with honesty, curriculum goals are effectively achieved and the integrity of instructional delivery is maintained.

The study also found that fairness plays a crucial role in promoting effective curriculum implementation, as equitable treatment of students and colleagues fosters inclusiveness and improves participation in learning activities. This finding is in line with the view of Geletu (2023), who asserted that fairness and objectivity among educators enhance students' engagement and ensure that all learners benefit equally from curriculum provisions. In the same vein, Gore (2023) highlighted that fairness in grading and instructional practices strengthens accountability and supports excellence in teaching. Therefore, fairness ensures that curriculum implementation remains transparent, student-centered, and consistent with institutional objectives.

Furthermore, the findings showed that integrity has a direct positive influence on both curriculum development and implementation, as it reinforces accountability and professional credibility among lecturers. This finding is in agreement with the view of Sethy (2018), who maintained that integrity is the cornerstone of professional ethics and is indispensable in ensuring responsible academic conduct. NIET (2020) also supported this view, stating that institutions that emphasize integrity among faculty members experience greater curriculum consistency and improved student learning outcomes. Based on these findings, it can be concluded that honesty, fairness, and integrity collectively serve as ethical pillars that uphold excellence and accountability in curriculum development and implementation within universities.

Conclusion

The study concluded that professional ethics particularly honesty, fairness, and integrity play a fundamental role in enhancing excellence and accountability in curriculum development and implementation in universities. When lecturers demonstrate honesty in curriculum planning, fairness in assessment and integrity in instructional delivery, the curriculum becomes more effective, transparent and aligned with institutional goals. The findings revealed that ethical conduct among lecturers promotes credibility, trust and improved academic standards, thereby strengthening the quality of higher education. Conversely, a lack of ethical commitment weakens accountability and hinders the consistent realization of curriculum objectives. Upholding these ethical principles is, therefore, indispensable for sustaining academic excellence and ensuring that curriculum implementation contributes meaningfully to national educational development.

Recommendations

1. Universities should institutionalize ethics training and sensitization programmes for lecturers to reinforce honesty, fairness and integrity in curriculum planning, assessment, and implementation processes.
2. Curriculum monitoring and evaluation committees should be strengthened to ensure accountability, transparency and compliance with ethical standards during curriculum development and instructional delivery.

3. University management should establish a reward and sanctions system that recognizes lecturers who uphold professional ethics and holds accountable those who compromise academic integrity, thereby promoting a culture of excellence and accountability in higher education.

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