

Ethical Re-Engineering of School Administration and the Attainment of National Unity Imperatives among Students in Public Senior Secondary Schools in Rivers State, Nigeria

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Abstract

This study investigated the extent to which values re-engineering for skills acquisition predict sustainable entrepreneurial education in public senior secondary schools in Rivers State, Nigeria. Three research questions and three hypotheses were raised to guide the study. The design for this study was a correlational design. The population of the study comprised 72,893 school administrators and students in the 335 public senior secondary schools in Rivers State, Nigeria. A sample of 397 respondents was drawn from the population using Taro Yamane formula for minimum sample size. The instruments for data collection were researchers' designed instruments titled "Ethical Re-engineering of School Administration Questionnaire and Attainment of National Unity Imperatives among Students Scale". The instruments contain 38-items and structured using four points rating scale. The instruments were validated by three experts. The reliability of the instrument was ascertained using Cronbach Alpha method, which yielded alpha values of 0.88 and 0.84 respectively and overall reliability index of 0.83, while Attainment of National Unity Imperatives among Students Scale reliability index of 0.86. Simple regression was used to answer research questions 1, 2 and 3, while t-test associated with simple regression was used to test hypotheses 1, 2 and 3 at 0.05 alpha level. The findings of the study revealed that ethical re-engineering of school administration on tolerance and patriotism significantly predicts the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. The study recommended that School administrators should create a school environment where tolerance is practiced daily by establishing multi-ethnic and multi-religious student clubs, organizing school-wide events that celebrate the diverse cultures.

Keywords: *Ethics, Ethical Re-engineering, School Administration, Imperative, National Unity Imperatives.*

Introduction

Ethics is mainly concerned with moral regulations that govern the operations of individuals or groups in their day to day way of operations. According to Hammer and Champy (2021), re-engineering is a broad re-conceptualization and radical redesign of organizational processes aimed at producing significant improvements in essential performance indicators like cost, quality, service, and speed. Re-engineering therefore involves an entire restructuring of organizational practices to build significant performance breakthroughs. In the model suggested by Olorunleke, Adeyemi, and Akintayo (2025), re-engineering is a management strategy that aims at raising the performance levels by the systematic reconsideration and redesign of the whole structure of the organization, as well as a comprehensive redesign of the working processes. This view of re-engineering depicts the concept as a requisite approach to institutions aiming to implement absolutely new and more effective tracks into the achievement of predetermined goals and objectives. Re-engineering of school administration ethics is, therefore, the systematic re-thinking and radical redesign of school administration processes, systems, practices, policies and organizational structures to maintain their consistent alignment with sound ethical values that govern the school. It involves a strong, conscious attempt to change the school management in order to overhaul the administrative system by thoroughly redesigning the administrative system to ensure fairness, equity, transparency and social responsibility in all decisions and actions.

Imperative refers to necessities or critical conditions required to be fulfilled. The term national unity is used to mean the process of assimilating people of different cultural and social backgrounds into a single society or political system in order to enrich them collectively. According to Wongeh, Adeniran, and Welgba (2022), national unity is a continuous process of establishing a union of varied groups of people, with different cultural, ethnic, tribal, and social backgrounds in a specific polity to strive towards a common good. This interpretation means that national unity is an endless process of harmonizing a society through internal diversities. National unity imperatives are then the necessary conditions, principles or acts that are indispensable in the establishment, upkeep and strengthening of national unity in a nation-state. They are the basic conditions which a nation has to take care of in order to protect her unity, stability and development amid internal diversities as well as external struggles.

Patriotism, as the concept of fidelity to the country is a powerful tool of nurturing the unity of the nation, cutting across ethnic, religious, and social boundaries. Amaechi and Nnennaya (2021) found out that properly organized patriotism curricula, including the study of national history, symbols, and civic duties, served as a strong support to students with regard to their national identity and inclination to perform unity-enhancing activities. In this way, the realization of the national unity requirements among the students depends on the relationship of school administration with ethics and a successful teaching of patriotism. Attainment of an enabling atmosphere where patriotism will thrive can be attained through ethical re-engineering of school administration; when the students feel that their school is a fair and equitable institution, they would be more willing to form a positive attachment to the nation represented by the school.

Re-engineering of school administration ethically in the respect to tolerance is a critical role in meeting the needs of national unity among students. On the other hand, the unethical administrative practices can have a negative impact on the school atmosphere and hinder the growth of the tolerance in the students. Tolerance is the ability to submit to the beliefs, practices, behaviours and characteristics of others despite the fact that it may not be similar to that of the individual. According to Benyahia et al. (2025), tolerance is the behaviour that implies adherence to a system of human, moral, and social values based on brotherhood, use of the language of dialogue, respect and acceptance of others, no matter who they are. In line with this, tolerance is the active choice to respect a right to differing opinions of the people and lead their lives in such a way that it does not interfere with the rights and safety of others.

Septian et al. (2023) investigated contributive factors of tolerance among senior high school students in Bandung. The findings of the study revealed that a student's desire for peace significantly predict student's level of tolerance in senior high school students in Bandung. Moreover, the research found three pillars to learn and encourage tolerance, namely respect towards differences, commitment towards equality, and the need to live in peace. The greatest contributor towards tolerance was the wish by the student to have peace, and the least great was the student being committed towards equality. In another study, Watung et al. (2023) investigated school principals as leaders in fostering attitudes of religious tolerance in Santo Yusuf Middle School, Pacet District, Mojokerto City. The findings of the study revealed that principals significantly influence the development of tolerance by actively engaging the school community.

This entails setting up of in-house rules, being equal by agreement, being accommodating by giving guidance and acting as positive role models. In addition, the principals protect the rights of the school community by assimilation and different development programmes such as internal routine activities and interfaith cultural programmes.

Benyahia et al. (2025) conducted a study on the teacher in promoting the value of tolerance to reduce violence among students in secondary schools in Jijel, Algeria. They found out that teachers who are tolerant and friendly adopted with a broad-minded approach in their interaction with students play a great role in increasing the value of tolerance in students. Nair and Sinasamy (2017) examined the patriotism among secondary school students and its connection with their interests in learning history among the Malays, Chinese, and Indians. The findings showed no statistical difference between the mean level of patriotism between students on the basis of gender or streams of academic subjects. The overall level of patriotism among Malaysians students was however a lot higher as compared to Chinese and Indian students that were included in the research sample. The research also found that there existed a positive correlation between the extent of patriotism in students as well as their interest in studying history among these ethnic groups.

On the same note, Amaechi and Nnennaya (2021) explored how the subject of patriotism teaching affects the national identity of the students of senior secondary schools in Abia State, Nigeria. They reported that an organized course in patriotism contributed greatly towards making students feel closer to their nation and made them more willing to participate in unity-building actions. Based on this background, the researchers seek to investigate the extent to which ethical re-engineering of school administration predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Statement of the Problem

Despite that education has been acknowledged as an important tool in fostering national unity, as stipulated by the Federal Republic of Nigeria in its National Policy on Education. There is a perceived erosion of ethical standards in school administration. Observable evidence often points to instances of administrative malpractice, including favoritism, nepotism, corruption in resource allocation, and lack of transparency in decision-making processes. Such unethical practices can breed cynicism, distrust, and a sense of injustice among students, undermining the very principles

of fairness and equity that are foundational to national unity. When students observe their school administrators engaging in an unethical conduct, they can normalize such behaviour, which can make it difficult for them to internalize values of tolerance and patriotism.

The impact of administrative practices on student socialization towards national unity is seem to be unclear, as school administrators ought to actively promote curricula and co-curricular activities that foster inter-ethnic harmony, religious tolerance, and a shared sense of national identity. This could manifest as inadequate promotion of national symbols, insufficient emphasis on civic education, or a failure to mediate conflicts that arise from diverse student backgrounds in an impartial manner. Issues such as resource scarcity, political interference, ethnic and religious diversity could also influence school administration. There is a pressing need to investigate the extent to which ethical re-engineering of school administration predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of this study was to investigate the extent to which ethical re-engineering of school administration predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. Specifically, the study sought to achieve the following objectives:

1. determine the extent to which ethical re-engineering of school administration on tolerance predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.
2. examine the extent to which ethical re-engineering of school administration on patriotism predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.
3. investigate the extent to which ethical re-engineering of school administration on (tolerance and patriotism) jointly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent does ethical re-engineering of school administration on tolerance predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria?
2. To what extent does ethical re-engineering of school administration on patriotism predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria?
3. To what extent does ethical re-engineering of school administration on (tolerance and patriotism) jointly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level.

1. Ethical re-engineering of school administration on tolerance does not significantly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.
2. Ethical re-engineering of school administration on patriotism does not significantly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.
3. There is no significant joint prediction between ethical re-engineering of school administration on (tolerance and patriotism) and the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Methodology

The design for this study was a correlational design. The design was appropriate for the study because of its ability to predict the value of the independent variables based on the value of dependent variable. The population of the study comprised 72,893 school administrators and students in the 335 public senior secondary schools in Rivers State, Nigeria. (Source: Planning, Research & Statistics Development, Rivers State Senior Secondary Schools Board, Port Harcourt, Rivers State, 2024). There are 933 school administrators (311 principals and 622 vice principals),

and 71,960 students in 335 public senior secondary schools in Rivers State, Nigeria. A sample of 397 respondents was drawn from the population using Taro Yamane formula for minimum sample size. Percentage was used to draw 5 school administrators and 392 students as representative of the sample. The instruments for data collection were researchers' designed instruments titled "Ethical Re-engineering of School Administration Questionnaire (ERSAQ) and Attainment of National Unity Imperatives among Students Scale (ANUISS)". The instruments contain 38-items. The school administrators responded to Ethical Re-Engineering of School Administration Questionnaire (ERSAQ) which contains 12-items, while students responded to Attainment of National Unity Imperatives among Students Scale (ANUISS) which contains 26-items. The instruments were structured using four points rating scale. The instruments were validated by three experts from in the Department of Educational Management of the University of Port Harcourt. The reliability coefficients (r) for Ethical Re-engineering of School Administration Questionnaire (ERSAQ) with subsections; ethical re-engineering of school administration on tolerance and ethical re-engineering of school administration on patriotism of 0.88 and 0.84 respectively and overall reliability index of 0.83, while Attainment of National Unity Imperatives among Students Scale (ANUISS) reliability index of 0.86, indicating good internal consistency of the instruments. Simple regression was used to answer research questions 1, 2 and 3, while t-test associated with simple regression was used to test hypotheses 1, 2 and 3 at 0.05 level significance.

Coefficient Determination (R-squared)	Interpretations
76 – 100%	Very High
51 – 75%	High
26 – 50%	Moderate
0 – 25%	Low

Results and Discussion

Research Question 1: To what extent does ethical re-engineering of school administration on tolerance predicts the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria?

Table 1: Simple Regression on the Extent Ethical Re-engineering of School Administration on Tolerance Predicts the Attainment of National Unity Imperatives among Students' in Public Senior Secondary Schools in Rivers State, Nigeria

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.636	.635	.18156

a. Predictors: (Constant), Ethical Re-engineering of School Administration on Tolerance

Table 1 shows the results of a linear regression carried out to investigate on the extent ethical re-engineering of school administration on tolerance predicts the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. The regression coefficient ($R = 0.79$), which indicate to a very high positive relationship between ethical re-engineering of school administration on tolerance predict the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria. The coefficient of determination (R-squared) associated with the linear regression coefficient (R) of 0.79 was 0.636. This coefficient of determination (R-squared) indicates that, ethical re-engineering of school administration on tolerance predicted for 63.6% of the attainment of national unity imperatives among students. This is an indication that other factors affect ethical re-engineering of school administration on tolerance and the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria predicted for 36.4%. Therefore, to a high extent, ethical re-engineering of school administration on tolerance predicts the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria.

Research Question 2: To what extent does ethical re-engineering of school administration on patriotism predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria?

Table 2: Simple Regression on the Extent Ethical Re-engineering of School Administration on Patriotism Predict the Attainment of National Unity Imperatives among Students' in Public Senior Secondary Schools in Rivers State, Nigeria

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 ^a	.382	.381	.23652

a. Predictors: (Constant), Ethical Re-engineering of School Administration on Patriotism

Table 2 shows the results of a linear regression carried out to investigate on the extent ethical re-engineering of school administration on patriotism predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. The regression coefficient ($R = 0.61$), which indicate to a high positive relationship between ethical re-engineering of school administration on patriotism predict the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria. The coefficient of determination (R-squared) associated with the linear regression coefficient (R) of 0.61 was 0.382. This coefficient of determination (R-squared) indicates that, ethical re-engineering of school administration on patriotism predicted for 38.2% of the attainment of national unity imperatives among students. This is an indication that other factors affect ethical re-engineering of school administration on patriotism and the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria predicted for 61.8%. Therefore, to a moderate extent, ethical re-engineering of school administration on patriotism predicts the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria.

Research Question 3: To what extent does ethical re-engineering of school administration on (tolerance and patriotism) jointly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria?

Table 3: Multiple Regression Associated with t-test on the Extent Ethical Re-engineering of School Administration on (Tolerance and Patriotism) Jointly Predict the Attainment of National Unity Imperatives among Students' in Public Senior Secondary Schools in Rivers State, Nigeria

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 ^a	.677	.675	.17125

a. Predictors: (Constant), Ethical Re-engineering of School Administration on Patriotism, Ethical Re-engineering of School Administration on Tolerance

Table 3 shows the results of multiple regressions associated with t-test carried out to investigate extent ethical re-engineering of school administration on (tolerance and patriotism) jointly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. The regression coefficient ($R = 0.82$), indicate a very high positive relationship between ethical re-engineering of school administration on (tolerance and patriotism) and the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. The coefficient of determination (R-squared) associated with the multiple regressions (R) of 0.82 was 0.677. This coefficient of determination (R-squared) indicates that, ethical re-engineering of school administration on (tolerance and patriotism) jointly predicted 67.7% of the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. This is an indication that other factors affect ethical re-engineering of school administration on (tolerance and patriotism) and the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria accounted for 32.3%. Therefore, to a high extent, ethical re-engineering of school administration on (tolerance and patriotism) jointly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Hypothesis 1: Ethical re-engineering of school administration on tolerance does not significantly predicts the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Table 4: t-test Associated with Simple Regression on Ethical Re-engineering of School Administration on Tolerance predicts the Attainment of National Unity Imperatives among Students' in Public Senior Secondary Schools in Rivers State, Nigeria

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.022	.058		17.563	.000
	Ethical Re-engineering of School Administration on Tolerance	.623	.024	.797	26.167	.000

a. Dependent Variable: Attainment of National Unity Imperatives

Table 4 shows the results of t-test associated with simple regression to test whether ethical re-engineering of school administration on tolerance does not significantly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. The Regression coefficient ($R = 0.79$), but ethical re-engineering of school administration on tolerance contributed significantly to the model with $\beta = 0.623$ and the significant value of 0.00 was less than $p = 0.05$, which show that ethical re-engineering of school administration on tolerance significantly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.. The t-test value 26.167 associated with linear regression was statistically significant at 0.00 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected and we accept the alternative hypothesis that ethical re-engineering of school administration on tolerance significantly predicts the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Hypothesis 2: Ethical re-engineering of school administration on patriotism does not significantly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Table 5: t-test Associated with Simple Regression on the Extent Ethical Re-engineering of School Administration on Patriotism predict the Attainment of National Unity Imperatives among Students' in Public Senior Secondary Schools in Rivers State, Nigeria

Model		Coefficients ^a		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	
1	(Constant)	1.371	.075		18.256
	Ethical Re-engineering of School Administration on Patriotism	.484	.031	.618	15.572

a. Dependent Variable: Attainment of National Unity Imperatives

Table 5 shows the results of t-test associated with simple regression to test whether ethical re-engineering of school administration on patriotism does not significantly predicts the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. The Regression coefficient ($R = 0.61$), but ethical re-engineering of school administration on tolerance contributed significantly to the model with $\beta = 0.484$ and the significant value of 0.00 was less than $p = 0.05$, which show that ethical re-engineering of school administration on patriotism significantly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.. The t-test value 15.572 associated with linear regression was statistically significant at 0.00 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected and we accept the alternative hypothesis that ethical re-engineering of school administration on patriotism significantly predicts the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Hypothesis 3: There is no significant joint prediction between ethical re-engineering of school administration on (tolerance and patriotism) and the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Table 6: Analysis of Variance Associated with Multiple Regressions on the Joint Prediction between Ethical Re-engineering of School Administration on (Tolerance and Patriotism) and the Attainment of National Unity Imperatives among Students' in Public Senior Secondary Schools in Rivers State, Nigeria

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.029	2	12.014	409.696	.000 ^b
	Residual	11.466	391	.029		
	Total	35.495	393			

a. Dependent Variable: Attainment of National Unity Imperatives

b. Predictors: (Constant), Ethical Re-engineering of School Administration on Patriotism, Ethical Re-engineering of School Administration on Tolerance

Table 6 shows the results of Analysis of Variance Associated with Multiple Regressions carried out to investigate whether there is significant joint prediction between ethical re-engineering of school administration on (tolerance and patriotism) and the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. Therefore, significant joint prediction between ethical re-engineering of school administration on (tolerance and patriotism) have contributed significantly to the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria with F (2, 391) of 409.696. The significant value of 0.00 was less than alpha level of 0.05. By implication, we reject the null hypothesis and accept the alternative hypothesis that there was significant joint prediction between ethical re-engineering of school administration on (tolerance and patriotism) and the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Discussion

The findings of the study revealed that to a high extent, ethical re-engineering of school administration on tolerance predicts the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria. Ethical re-engineering of school administration on tolerance significantly predicts the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria. This finding is in line with Amaechi and Nnennaya (2021), who found that a well-structured patriotism curriculum enhanced students' sense of national identity and increase their willingness to engage in activities that promote unity. Nair and Sinasamy (2017) also revealed that there was a significant correlation between students' patriotism and their interest in learning history. It also revealed that there was no significant difference in the average level of patriotism among students based on their gender or academic subject streams. This implies that when school administration re-engineers its approach to teaching subjects like History, through making administrative choices regarding curriculum delivery and teacher training it can foster the patriotism that contributes to the attainment of national unity.

The findings of the study also revealed that to a moderate extent, ethical re-engineering of school administration on patriotism predicts the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria. Ethical re-engineering of school administration on patriotism significantly predicts the attainment of national unity imperatives among students in public secondary schools in Rivers State, Nigeria. This finding is in line with Amaechi and Nnennaya (2021) revealed that a well-structured patriotism curriculum significantly enhanced students' sense of national identity. It also revealed that this education increased students' willingness to engage in activities that promote unity. In another study by Benyahia et al. (2025) revealed that teachers who adopt a tolerant and friendly approach, demonstrating broad-mindedness in their interactions, significantly contribute to enhancing the value of tolerance among students. Septian et al. (2023) revealed that a student's desire for peace significantly predict student's level of tolerance in senior high school students in Bandung. It also revealed that three pillars for understanding and promoting tolerance include respect for differences, a commitment to equality, and a desire for peace. This means that school need to effectively manage the school environment to be accommodating and respectful which is a foundation national unity.

Finally, the findings of the study revealed that to a high extent, ethical re-engineering of school administration on (tolerance and patriotism) jointly predict the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. There was significant joint prediction between ethical re-engineering of school administration on (tolerance and patriotism) and the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria. This finding is in line with Amaechi and Nnennaya (2021) found that patriotism provides the love for country and fosters a shared national identity. In the studies by Watung et al. (2023) and Septian et al. (2023) revealed that tolerance provides the respect for differences and desire for peace. Therefore, an ethical re-engineering of school administration that promotes both values simultaneously creates a more resilient foundation for national unity. Patriotism without tolerance can devolve into exclusionary nationalism, while tolerance without the unifying bond of patriotism can lack a common purpose for coexistence

Conclusion

Based on the findings of the study, it was concluded that ethical re-engineering of school administration on tolerance and patriotism significantly predicts the attainment of national unity imperatives among students' in public senior secondary schools in Rivers State, Nigeria.

Recommendations

Based on the findings and conclusion, the following recommendations are made:

1. School administrators should create a school environment where tolerance is practiced daily by establishing multi-ethnic and multi-religious student clubs, organizing school-wide events that celebrate the diverse cultures.
2. School administrators should enforce a strict zero-tolerance policy for discriminatory language or bullying for students in order to promote the attainment of national unity.
3. School administrators should model the values of patriotism in their interactions with all students, staff, and parents, irrespective of their background.

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