



ADMINISTRATORS' STRATEGIES IN MANAGING STUDENTS' UNETHICAL BEHAVIOURS FOR REORIENTING VALUES IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

¹ Dr. Epelle Victor Joseph

&

² Chukwukah Blessing Chioma

¹⁻² Department of Educational Management,
Faculty of Education,
Rivers State University, Nkpolu-Oroworukwo, Port Harcourt

Abstract

This study investigated administrators' strategies in managing students' unethical behaviours for reorienting values in public senior secondary schools in Rivers State. Three objectives, three research questions and three hypotheses guided the study. The study adopted descriptive survey research design. The population of the study was 6247 consisting of 335 principals and 5912 teachers from 335 public senior secondary schools in Rivers State. A sample size of 376 consisting of 126 principals and 250 teachers was determined using Taro Yamane's formula and stratified random sampling technique. The instrument for the study was a self-developed questionnaire titled "Administrators' Strategies in Managing Students' Unethical Behaviours for Reorienting Values Questionnaire" which was face and content validated by two experts in Measurement and Evaluation and the Department of Educational Management, Rivers State University respectively. Cronbach Alpha statistics was used to establish the reliability of the instrument which yielded reliability indexes of 0.86, 0.80 and 0.84. Mean and standard deviation were used to answer the research questions while z-test was used in testing the formulated null hypotheses at 0.05 level of significance. Findings of the study revealed that creating ethical awareness, engaging PTA in discipline and applying reward system as administrators' strategies in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State to a high extent. Based on the findings, it was recommended among others that school administrators should institutionalize structured ethical awareness programmes as part of the school's core activities to foster greater internalization of positive values among students.

Keywords: Students' Unethical Behaviours, Value Reorientation, Creating Ethical Awareness, Reward System, Administrators

Introduction

Education serves as a powerful tool for shaping the moral character of a nation's citizens. Nigeria's education system is organized into three levels: primary, secondary and tertiary education. Secondary education is a very important level of education in Nigeria. This form of education is one children receive after primary education and before tertiary education (Federal Republic of Nigeria in Epelle, Alabere & Bamson, 2023). The significance of secondary education is reflected in the general objectives outlined in the National Policy on Education (FRN, 2014) which include: providing holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificates with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; offering diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles of students; providing trained manpower in the applied science, technology and commerce at subprofessional grades; providing entrepreneurial, technical and vocational job-specific skills for



self-reliance, and for agricultural, industrial, commercial and economic development; developing and promoting Nigerian languages, art and culture in the context of world's cultural heritage; inspiring students with a desire for self-improvement and achievement of excellence; fostering patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and raising morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour. It can therefore be unequivocally stated that secondary education enables a nation to develop individuals who are morally upright and capable of independent and rational thinking.

The rise in students' unethical behaviours in public secondary schools across Nigeria, including Rivers State, has emerged as a significant concern for educators, parents and policymakers. These behaviours, ranging from truancy, examination malpractice, vandalism, cult-related activities, disrespect for authority, to the abuse of substances, undermine not only the moral fabric of the school environment but also pose a threat to national development (Okeke, 2021). Secondary schools, as institutions designed to mould character and impart knowledge, have increasingly witnessed a decline in students' value orientation, suggesting a systemic breakdown in moral instruction and discipline. This trend calls for deliberate and strategic administrative interventions aimed at managing such behaviours and realigning students' values with societal expectations (Amadi & Amadi, 2020). Effective management of students' unethical behaviour requires more than just punitive measures; it demands proactive and holistic strategies that include value reorientation, mentorship and reinforcement of positive behaviours. Scholars argue that without the conscious deployment of such strategies by school administrators, efforts to curb unethical behaviours may be superficial and unsustainable (Nwankwo & Chukwuma, 2020).

Value reorientation is the process of consciously reshaping or restructuring an individual's beliefs, attitudes and behaviours to align with socially and morally acceptable standards. According to Ukaegbu (2023), value reorientation implies a shift from deviant or unethical conduct to morally sound behaviours that contribute to personal development and national transformation. In the educational context, value reorientation involves deliberate efforts by school administrators, teachers and stakeholders to instil in students a renewed sense of integrity, civic responsibility, respect for others and commitment to societal norms. Value reorientation is not a spontaneous occurrence but a purposeful intervention that requires strategic planning, consistent modelling of ethical behaviours by authority figures and integration of moral education into the curriculum (Ilechukwu & Chukwu, 2022). While students are trained intellectually, they must also be guided morally to become responsible and productive members of society. As Olayemi and Ajibade (2021) note, the role of schools in this regard cannot be overemphasized, as they remain one of the most influential environments where young individuals can internalize ethical standards and values through formal instruction, mentorship and participation in civic and moral activities. In this light, the goal of value reorientation in schools is to address the root causes of students' unethical behaviours and foster a culture where moral integrity is celebrated and sustained.

Students' unethical behaviours refer to a range of actions and attitudes exhibited by students that violate established moral norms and school rules. These behaviours include acts such as truancy, cheating in examinations, disrespect for teachers and school authorities, vandalism, bullying, cultism, substance abuse and general misconduct within and outside the school premises. According to Ogbonnaya and Chukwudi (2022), such behaviours not only disrupt the learning environment but also impede the moral and academic development of students, ultimately affecting the overall quality of education. Liu, Zhang and Chen (2021), defined students' unethical behaviours as behaviours in academic context that contravene ethical principles, including dishonesty, disrespect, fraud, examination malpractice and actions causing harm to others or the learning process. Students' unethical behaviours encompass any conduct by students that breaches ethical standards, moral codes or institutional regulations, often driven by academic pressures, peer influence or lack of ethical awareness (Owusu & Boateng, 2022). As Ukaegbu (2023) assert, the rise in such behaviours among students is reflective of the weakening of societal moral standards and signals a deeper issue of moral decay in the society at large, where values such as honesty, respect, responsibility and discipline are increasingly



undermined. Unethical behaviour among students has been linked to several contributing factors, including poor parenting, peer influence, weak enforcement of disciplinary measures in schools, negative media influence and lack of proper role models in society (Ajayi & Ogunyemi, 2021). In schools where administrators and teachers are expected to model and enforce appropriate behaviours, students' unethical actions present a serious threat to the cultivation of a disciplined and value-driven school culture.

Administrators in public secondary schools, such as principals and vice principals, play a pivotal role in shaping school climate and students' conduct. Their leadership styles, disciplinary approaches, counselling mechanisms and stakeholder engagement strategies significantly determine the extent to which students conform to expected ethical standards. In a diverse society like Nigeria, where moral values are being eroded by socio-economic challenges, peer influence, poor parental upbringing and exposure to negative media content, school administrators have the responsibility to act as moral agents and institutional leaders who influence behaviour change through strategic management practices (Uche & Odigwe, 2022). Administrators are therefore expected to design and implement frameworks that not only manage deviant behaviours but also promote the reawakening of positive values in students. These practices may include creating ethical awareness, engaging the Parent-Teacher Association (PTA) in discipline and applying reward system.

Creating ethical awareness plays a crucial role in enhancing the reorientation of students' values in secondary schools. Ethical awareness involves the deliberate exposure of students to moral principles, societal expectations and appropriate behavioural norms that guide their actions. It includes teaching students the difference between right and wrong, promoting moral reflection and encouraging them to consider the consequences of their actions on others and the society at large. According to Adebayo and Ogundele (2021), ethical awareness programmes provide students with the intellectual and emotional tools to navigate moral dilemmas and make value-based decisions, which are essential for character development. When students are consistently exposed to ethical values through well-structured programs and school culture, they are more likely to internalize positive values such as honesty, respect, fairness, empathy and responsibility. These values form the foundation for moral reformation and behavioural change. Ipalibo-Wokoma (2019), noted that school principals are therefore expected to put in place ethical awareness programmes such as written code of conducts, discussion sessions, issuing statement of standards and regular briefing to enlighten students on how to behave appropriately in the school. Olayemi and Ogunwuyi (2022), argue that schools that implement ethical awareness campaigns, including peer-led discussions, moral debates and civic education, witness lower levels of indiscipline and greater student engagement in pro-social behaviours. Through awareness initiatives, students are not merely punished for misconduct; rather, they are educated on why such behaviours are wrong and how they contradict the values of a responsible citizen (Ezegwu & Ugochukwu, 2023).

Ethical awareness enhances critical thinking and personal accountability among students (Olayemi & Ogunwuyi, 2022). It empowers them to question unethical norms and make decisions that are informed by empathy and justice. This empowerment is vital in a society where youths are often exposed to conflicting messages about success, morality and social behaviour. When schools create a consistent and supportive ethical learning environment, students are more likely to adopt values that promote societal cohesion and personal integrity. Ethical awareness, therefore, serves not only as a moral compass but also as a mechanism for identity formation and civic responsibility.

Another approach adopted by school administrators in managing students' unethical behaviour is engaging the Parent-Teacher Association (PTA) in discipline. The PTA serves as a vital link between the home and the school, representing a collaborative platform where parents and educators jointly address issues affecting students' moral and academic development. Engaging the PTA in matters of discipline provides a multi-dimensional approach to student behavioural management, reinforcing consistent values both at school and at home. According to Ede and Alu (2021), the collaborative role of the PTA ensures that disciplinary measures are holistic, culturally relevant and supported by the family, thereby promoting deeper internalization of moral values among students. As noted by Afolabi and Ijaiya (2022), PTA engagement in school discipline helps to bridge the communication gap



between teachers and parents, allowing for timely interventions in students' behavioural issues. Through regular meetings, behavioural reports and collaborative decision-making, parents are kept informed about their children's conduct and are encouraged to reinforce moral lessons at home. This consistent monitoring and reinforcement strengthen the students' value systems and foster a sense of accountability.

Nwachukwu and Chukwu (2020), assert that effective communication between parents and school authorities plays a critical role in correcting misconduct and shaping students' ethical consciousness. Research by Okonkwo and Ezeugwu (2023), highlights that when parents are consulted and involved in disciplinary matters, students perceive discipline not as an imposition by the school but as a collective standard upheld by both home and school, thus making them more likely to comply. When school administrators actively engage the PTA in designing and implementing disciplinary strategies, it fosters a shared responsibility for character formation. This partnership ensures that students are not exposed to conflicting moral expectations from home and school, a situation that often contributes to behavioural confusion and ethical inconsistencies. The reinforcement of school discipline by parents helps to solidify ethical teachings, making value reorientation efforts more sustainable. As evidenced in the work of Adeyemo and Obasi (2021), schools that leverage PTA involvement in moral training observe a positive transformation in students' disposition toward authority, discipline and communal values.

The application of a reward system in schools plays a significant role in enhancing the reorientation of students' values by reinforcing desirable behaviours and motivating students to adopt and internalize moral standards. A reward system refers to the structured use of incentives both tangible and intangible to recognize and promote positive behaviours such as honesty, punctuality, respect, responsibility and cooperation (Adeyemo & Obasi, 2021). In the school context, rewards can include verbal praise, certificates of merit, public recognition, leadership positions or material gifts, all of which serve to validate and encourage value-driven conduct among students. According to Omodan and Ige (2021), when schools consistently apply reward systems to celebrate ethical behaviours, students are more likely to repeat and internalize those behaviours, thereby fostering a shift from deviance to moral uprightness. The reward system not only reinforces what is considered appropriate behaviour but also helps redefine students' perceptions of success and recognition. In environments where unethical behaviours may sometimes seem to yield attention or peer approval, the reward system redirects focus toward behaviours that contribute positively to the school and society. As noted by Adeniran and Omotayo (2022), when students see their peers being acknowledged for honesty, humility or self-discipline, they become more motivated to emulate such virtues. This modelling effect enhances the collective value orientation of the student population and helps to build a culture of moral excellence.

Applying a reward system supports equity and inclusiveness in character development. It provides all students, regardless of academic ability or social background, with the opportunity to be recognized for moral excellence. This inclusive recognition fosters a sense of belonging and reinforces the message that moral values are equally important as academic performance. As argued by Eme and Okocha (2023), students who might not consistently top the class academically can still attain recognition for demonstrating integrity, respect for rules and helping others. Such recognition builds self-worth, instils discipline and encourages sustained moral behaviour, contributing significantly to the school's goal of nurturing well-rounded individuals. A study by Ude and Chukwuma (2020), revealed that schools with structured reward policies recorded significant improvements in student conduct and moral reasoning compared to schools that relied solely on punishment. This suggests that reward systems are not merely supplementary tools but central mechanisms for promoting ethical consciousness and value reorientation among secondary school students.

Statement of the Problem

The increasing prevalence of students' unethical behaviours in public secondary schools in Rivers State has become a major challenge to school administration, educational development and moral formation. Acts such as truancy, cultism, vandalism, indecent dressing, examination malpractice, disobedience to school authority and disrespect for teachers have continued to undermine the school



system's capacity to inculcate sound moral values and foster academic excellence. Despite various efforts by the government, educators and stakeholders to promote discipline and moral conduct among students, the rate at which unethical behaviours occur suggests that existing measures may be inadequate or ineffective.

However, despite some of the unethical behaviours exhibited by students in the school, school authorities seem not to be doing much to respond to this situation. Chukwuma and Okafor (2021), noted that disciplinary actions are reactive rather than preventive, failing to address the root causes of deviance and lacking a value-reorientation focus. It has been observed that school administrators, who are central to shaping the culture and moral climate of schools, appear to be overwhelmed or ill-equipped to manage the increasing complexity of students' misconduct. This could be attributed to inadequacy in creating ethical awareness, engaging PTA in discipline and giving rewards to students who behave appropriately. This situation raises concern about the extent to which school administrators in Rivers State utilize effective strategies not only to control unethical behaviours but also to reorient students' values toward socially acceptable norms. Furthermore, the moral decay among students poses a threat to societal development, especially in a state like Rivers that is already grappling with youth restiveness and declining civic responsibility. The school, as a microcosm of society, is expected to function as an agent of moral transformation, but when administrators lack appropriate behavioural management strategies, the result is a further deterioration of ethical standards among youths. Therefore, the study seeks to investigate Administrators' Strategies in Managing Students' Unethical Behaviours for Reorienting Values in Public Senior Secondary Schools in Rivers State.

Purpose of the Study

The purpose of this study was to investigate administrators' strategies in managing students' unethical behaviours for reorienting values in public senior secondary schools in Rivers State. Specifically, the study seeks to:

1. determine the extent creating ethical awareness as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.
2. ascertain the extent engaging PTA in discipline as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.
3. examine the extent applying reward system as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.

Research Questions

1. To what extent does creating ethical awareness as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State?
2. To what extent does engaging PTA in discipline as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State?
3. To what extent does applying reward system as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State?

Hypotheses

- Ho₁ There is no significant difference in the mean ratings of principals and teachers on the extent creating ethical awareness as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.
- Ho₂ There is no significant difference in the mean ratings of principals and teachers on the extent engaging PTA in discipline as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.
- Ho₃ There is no significant difference in the mean ratings of principals and teachers on the extent applying reward system as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.

Methodology

The research design used for the study was the descriptive survey research design. The population of the study was 6247 consisting of 335 principals and 5912 teachers from 335 public senior secondary schools in Rivers State. A sample size of 376 consisting of 126 principals and 250 teachers was determined using Taro Yamane's formula and derived using stratified random sampling technique. The instrument for the study was a self-developed questionnaire titled: "Administrators' Strategies in Managing Students' Unethical Behaviours for Reorienting Values Questionnaire (ASMSUBRVQ)" which was face and content validated by two experts in Measurement and Evaluation and the Department of Educational Management, Rivers State University respectively. The response scale was structured on a 4-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with values 4, 3, 2 and 1 respectively. Cronbach Alpha statistics was used to test for reliability and obtain reliability indexes of 0.86, 0.80 and 0.84. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50. Questionnaire items with ratings below 2.50 denoted 'Low Extent' while 2.50 and above signified 'High Extent'. The hypotheses were tested using z-test statistics at 0.05 level of significance. Analyzed data therefore with calculated z-value above the z-critical value of ± 1.96 was rejected and below was accepted.

Results

Research Question 1: To what extent does creating ethical awareness as an administrator's strategy in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State?

Table 1: Mean Ratings of Principals and Teachers on the extent Creating Ethical Awareness as an Administrator's Strategy in Managing Students' Unethical Behaviours Enhance Reorientation of Values in Public Senior Secondary Schools in Rivers State.

S/ N	Items	Principals N=126			Teachers N=250		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Organizing regular moral programmes for students help to address issues of misconduct and enhance core values	3.75	0.88	HE	3.70	0.84	HE
2	Making available guidelines on misconduct contribute to a reduction in cases of students' unethical behaviours which enhance value reorientation	3.41	1.16	HE	3.35	1.11	HE
3	Making written code of conducts available to keep students updated enable them behave in a disciplined manner	3.74	1.61	HE	3.68	1.48	HE
4	Including ethical topics during school assemblies or meetings with students	3.63	0.93	HE	3.57	0.90	HE



	promote core values such as honesty, respect and responsibility							
5	Issuing statement of standards enlighten students on the difference between right and wrong behaviours	3.77	0.85	HE	3.72	0.82	HE	
	Grand Mean/SD	3.66	1.09		3.60	1.03		

Table 1 for research question 1, revealed that all the items 1, 2, 3, 4 and 5 had mean values of 3.75, 3.41, 3.74, 3.63 and 3.77 with standard deviation 0.88, 1.16, 1.61, 0.93 and 0.85 for principals and 3.70, 3.35, 3.68, 3.57 and 3.72 with standard deviation 0.84, 1.11, 1.48, 0.90 and 0.82 for teachers. In summary with grand mean values of 3.66 and 3.60 which are above the criterion mean of 2.50, this indicated that creating ethical awareness as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State to a high extent.

Research Question 2: To what extent does engaging PTA in discipline as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State?

Table 2: Mean Ratings of Principals and Teachers on the extent Engaging PTA in Discipline as an Administrator’s Strategy in Managing Students’ Unethical Behaviours Enhance Reorientation of Values in Public Senior Secondary Schools in Rivers State.

S/N	Items	Principals N=126			Teachers N=250		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
6	Collaborating with PTA promote consistent values between home and school regarding issues of students’ misconduct which enhance value reorientation	3.69	0.89	HE	3.65	0.87	HE
7	Involvement of PTA in discipline increases students’ respect for school rules and authority which enhance value reorientation	3.20	1.33	HE	3.19	1.29	HE
8	Engaging the PTA help in educating parents on how to support moral and behavioural development at home which enhance value reorientation	3.02	0.68	HE	3.00	0.67	HE
9	PTA contribution in designing disciplinary policies in schools enhance value reorientation which enhance value reorientation	3.09	0.78	HE	3.07	0.78	HE
10	Engaging PTA in disciplinary matters help reduce students’ ethical behaviours in schools which enhance value reorientation	3.03	0.75	HE	3.00	0.74	HE
	Grand Mean/SD	3.21	0.89		3.18	0.87	

Table 2 for research question 2, revealed that all the items 6, 7, 8, 9 and 10 had mean values of 3.69, 3.20, 3.02, 3.09 and 3.03 with standard deviation 0.89, 1.33, 0.68, 0.78 and 0.75 for principals and 3.65, 3.19, 3.00, 3.07 and 3.00 with standard deviation 0.87, 1.29, 0.67, 0.78 and 0.74 for teachers. In summary with grand mean values of 3.21 and 3.18 which are above the criterion mean of 2.50, this indicated that engaging PTA in discipline as an administrator’s strategy in managing students’ unethical



behaviours enhance reorientation of values in public senior secondary schools in Rivers State to a high extent.

Research Question 3: To what extent does applying reward system as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State?

Table 3: Mean Ratings of Principals and Teachers on the extent Applying Reward System as an Administrator’s Strategy in Managing Students’ Unethical Behaviours Enhance Reorientation of Values in Public Senior Secondary Schools in Rivers State.

S/N	Items	Principals N=126			Teachers N=250		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
11	Applying reward help to reduce students’ engagement in unethical behaviours which enhance value reorientation	3.63	0.74	HE	3.67	0.78	HE
12	Rewarding positive behaviours encourage other students to act ethically which enhance value reorientation	3.36	0.70	HE	3.31	0.74	HE
13	Students look forward to behaving well because of the possibility of been rewarded which enhance value reorientation	3.04	0.55	HE	3.03	0.56	HE
14	Students feel motivated to uphold good values when they see others being rewarded for good behaviours	3.07	0.52	HE	3.06	0.55	HE
15	Rewarding students who behave ethically help to build a positive culture which enhance value reorientation	3.03	0.59	HE	3.03	0.63	HE
Grand Mean/SD		3.23	0.62		3.22	0.65	

Data in Table 3 for research question 3, revealed that all the items 11, 12, 13, 14 and 15 had mean values of 3.63, 3.36, 3.04, 3.07 and 3.03 with standard deviation 0.74, 0.70, 0.55, 0.52 and 0.59 for principals and 3.67, 3.31, 3.03, 3.06 and 3.03 with standard deviation 0.78, 0.74, 0.56, 0.55 and 0.63 for teachers respectively. In summary with grand mean values of 3.23 and 3.22 which are above the criterion mean of 2.50, this indicated that applying reward system as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State to a high extent.

Ho₁: There is no significant difference in the mean ratings of principals and teachers on the extent creating ethical awareness as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.



Table 4: z-test Analysis of Difference Between the Mean Ratings of Principals and Teachers on the extent Creating Ethical Awareness as an Administrator’s Strategy in Managing Students’ Unethical Behaviours Enhance Reorientation of Values in Public Senior Secondary Schools in Rivers State.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	126	3.66	1.09	374	0.05	0.50	± 1.96	Failed to Reject No Significant Difference
Teachers	250	3.60	1.03					

Table 4 shows a summary of mean, standard deviation and z-test of difference between the mean ratings of principals and teachers on the extent creating ethical awareness as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State. The z-calculated value was 0.50 while the z-critical value was ± 1.96 , using 374 degree of freedom at 0.05 level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This shows that there is no significant difference in the mean ratings of principals and teachers on the extent creating ethical awareness as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.

H0₂: There is no significant difference in the mean ratings of principals and teachers on the extent engaging PTA in discipline as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.

Table 5: z-test Analysis of Difference Between the Mean Ratings of Principals and Teachers on the extent Engaging PTA in Discipline as an Administrator’s Strategy in Managing Students’ Unethical Behaviours Enhance Reorientation of Values in Public Senior Secondary Schools in Rivers State.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	126	3.21	0.89	374	0.05	0.30	± 1.96	Failed to Reject No Significant Difference
Teachers	250	3.18	0.87					

Table 5 shows a summary of mean, standard deviation and z-test of difference between the mean ratings of principals and teachers on the extent engaging PTA in discipline as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State. The z-calculated value was 0.30 while the z-critical value was ± 1.96 , using 374 degree of freedom at 0.05 level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This shows that there is no significant difference in the mean ratings of principals and teachers on the extent engaging PTA in discipline as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.

H0₃: There is no significant difference in the mean ratings of principals and teachers on the extent applying reward system as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.



Table 6: z-test Analysis of Difference Between the Mean Ratings of Principals and Teachers on the extent Applying Reward System as an Administrator’s Strategy in Managing Students’ Unethical Behaviours Enhance Reorientation of Values in Public Senior Secondary Schools in Rivers State.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	126	3.23	0.62	374	0.05	0.14	±1.96	Failed to Reject No Significant Difference
Teachers	250	3.22	0.65					

Table 6 shows a summary of mean, standard deviation and z-test of difference between the mean ratings of principals and teachers on the extent applying reward system as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State. The z-calculated value was 0.14 while the z-critical value was ±1.96, using 374 degree of freedom at 0.05 level of significance. Since the z-calculated was less than the z-critical, the null hypothesis was accepted. This shows that there is no significant difference in the mean ratings of principals and teachers on the extent applying reward system as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State.

Discussion of Findings

Findings on research question 1 on Table 1 revealed that creating ethical awareness as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State to a high extent with grand mean values of 3.66 and 3.60. Hypothesis 1 on Table 4 revealed that there was no significant difference in the mean ratings of principals and teachers on the extent creating ethical awareness as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State with z-calculated value of 0.50 which was less than the z-critical value of ±1.96. This finding is in agreement with Adebayo and Ogundele (2021), who noted that ethical awareness programmes provide students with the intellectual and emotional tools to navigate moral dilemmas and make value-based decisions, which are essential for character development.

Findings on research question 2 on Table 2 showed that engaging PTA in discipline as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State to a high extent with grand mean values of 3.21 and 3.18. Again, information on hypothesis 2 on Table 5 revealed that there was no significant difference in the mean ratings of principals and teachers on the extent engaging PTA in discipline as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State with z-calculated value of 0.30 which was less than the z-critical value of ±1.96. This finding is in line with Okonkwo and Ezeugwu (2023), who highlights that when parents are consulted and involved in disciplinary matters, students perceive discipline not as an imposition by the school but as a collective standard upheld by both home and school, thus making them more likely to comply.

Findings on research question 3 on Table 3 showed that applying reward system as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State to a high extent with grand mean values of 3.23 and 3.22. Again, information on hypothesis 3 on Table 6 revealed that there was no significant difference in the mean ratings of principals and teachers on the extent applying reward system as an administrator’s strategy in managing students’ unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State with z-calculated value of 0.14 which was less than the z-critical value of ±1.96. This finding corroborates with Omodan and Ige (2021), who asserted that when schools



consistently apply reward systems to celebrate ethical behaviours, students are more likely to repeat and internalize those behaviours, thereby fostering a shift from deviance to moral uprightness.

Conclusion

Based on the findings of the study, it can be concluded that creating ethical awareness, engaging PTA in discipline and applying reward system as an administrators' strategies in managing students' unethical behaviours enhance reorientation of values in public senior secondary schools in Rivers State to a high extent. Understanding the context-specific strategies employed by school administrators to reorient students' values is crucial for designing more effective policy interventions and improving the ethical climate of schools in the region.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School administrators should institutionalize structured ethical awareness programmes as part of the school's core activities to foster greater internalization of positive values among students.
2. Administrators should ensure that parents are actively involved in setting behavioural standards, addressing disciplinary issues and implementing value-driven policies to create consistency in the enforcement of moral expectations and reinforce the values taught within the school environment.
3. Public secondary schools should adopt comprehensive and transparent reward systems that promote and recognize positive student behavior such as honesty, punctuality, cooperation and decency so as to foster a shift from deviance to moral uprightness.

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