

School Administrators Roles in Managing Cultural Diversity for National Consciousness in Federal Government Colleges in Rivers State

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Abstract

The study investigated school administrators' roles in managing cultural diversity for national consciousness in Federal Government Colleges in Rivers State. The study was guided by three objectives from which three research questions and hypotheses were drawn. The descriptive survey design was used for this study. The population of the study comprised. The population of the study was 2,361 staff comprising of 269 teachers and 2092 senior secondary students of the three Federal Government Colleges in Rivers State. A sample size of 342 was determined using the Taro Yamane formula. The instrument for data collection in this study was a researcher-designed questionnaire titled 'School Administrators' Roles in Managing Cultural Diversity in Students for National Consciousness Questionnaire (SARMCDNCQ). The test yielded reliability coefficients of 0.81, 0.85 and 0.88 with the average reliability coefficient of 0.85. The research questions were answered using mean and standard deviation statistics, while the null hypotheses were tested using z-test statistical tool at 0.05 level of significance. The findings of the study revealed among others that to a high extent promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in federal government colleges in Rivers State. The study concluded that school administrators' roles, including promoting inclusive policies, fostering language inclusivity and incorporating national symbols, enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State. It was recommended among others that School administrators should develop and enforce comprehensive inclusive policies that address discrimination and promote equity in access to educational opportunities, ensuring a harmonious learning environment for students from diverse cultural backgrounds.

Keywords: *Cultural Diversity, National Consciousness, Inclusive Policies, Language Inclusivity and Diversity Management*

INTRODUCTION

Federal Government Colleges, often referred to as "Unity Schools" in Nigeria, are secondary schools established by the Federal Government with the purpose of providing quality secondary education to students from diverse cultural and socio-economic backgrounds. These institutions play a crucial role in Nigeria's educational system, particularly as they serve as a bridge between primary education and tertiary institutions. Their unique position allows them to integrate students from various regions, fostering national unity and cultural understanding among young people across the country (Achuonye, 2008). The structure and objectives of Federal Government

Colleges align with the broader goals of secondary education in Nigeria by providing students with a standardized curriculum and resources. These colleges aim to ensure that students receive a comprehensive education that prepares them for both academic and social responsibilities. As noted by the Federal Republic of Nigeria (FRN, 2008), secondary education is essential in producing individuals who can contribute meaningfully to society. Federal Government Colleges support this objective by offering educational programmes that develop the intellectual, social, and moral character of students, preparing them for higher education and beyond.

Additionally, the curriculum in these colleges is designed to mitigate educational wastage by ensuring that students who have completed primary education can progress to secondary and ultimately to tertiary levels. This continuity is essential, as it maximizes the resources invested in basic education and contributes to developing young people into responsible members of society. By emphasizing the importance of cultural diversity and national consciousness, Federal Government Colleges foster unity and shared national identity, which is particularly valuable in Nigeria's multi-ethnic and multicultural context (Achuonye, 2008).

School administrators are central to fostering an inclusive educational environment, particularly in managing cultural diversity in Federal Government Colleges in Rivers State. These school administrators which includes principals, vice-principals, and heads of departments, are responsible for setting policies, shaping school culture, and ensuring that students from various ethnic and cultural backgrounds feel respected and included Okafor, (2023). In their role, they design and implement programmes that promote cultural understanding, encourage respect for diversity, and enhance students' awareness of their roles within the broader Nigerian context. By incorporating cultural diversity initiatives into school activities. These school administrators not only create a harmonious learning environment but also cultivate students' sense of national consciousness, thereby helping students to appreciate both their unique identities and shared national values (Adewale, 2022).

School administrators in Federal Government Colleges in Rivers State play important roles in managing cultural diversity to cultivate a strong sense of national consciousness among students. Adebayo, (2023) posited that school administrators achieve this by promoting inclusive policies, organizing cultural awareness programmes, encouraging intercultural dialogue, promoting language inclusivity, hosting national unity day events, promoting equity in student leadership positions, incorporating national symbols in school activities, organizing debates on cultural tolerance and national unity.

Promoting inclusive policies by school administrators helps in establishing fostering a learning environment where students from diverse cultural backgrounds feel welcomed and respected. Inclusive policies ensure equal access to educational resources, extracurricular activities, and opportunities for all students, regardless of ethnicity, religion, or cultural heritage. By implementing policies that prevent discrimination and harassment, administrators create a foundation of fairness and justice that sets the tone for the entire school culture. These policies send a strong message that diversity is a valued asset, and everyone is responsible for respecting and celebrating each other's uniqueness. Inclusive policies also provide structures for handling grievances related to cultural differences, giving students confidence that their rights and identities are protected within the school environment (Adebayo, 2023).

Promoting language inclusivity helps identity and cultural expression, making it a powerful tool for promoting inclusivity. School administrators foster language inclusivity by recognizing and celebrating Nigeria's major languages in school activities. This may involve the use of multiple

languages in assemblies, newsletters, or announcements, as well as encouraging students to learn basic phrases in each other's languages. Promoting language inclusivity allows students to appreciate linguistic diversity, which can strengthen bonds between students from different cultural backgrounds. When students feel that their languages and cultural expressions are acknowledged, they experience a stronger sense of belonging. This approach not only celebrates diversity but also emphasizes that language is a unifying factor that enhances cross-cultural understanding, which is key to fostering national consciousness in diverse school settings (Yakubu, 2023).

Incorporating National Symbols in School Activities is a subtle but powerful way for administrators to instill national consciousness. By integrating these symbols into everyday school activities such as assemblies, sports events, and ceremonies, administrators reinforce a shared national identity. National symbols serve as constant reminders of students' collective heritage and the values they share as Nigerians. Through this practice, students develop a stronger connection to their country, understanding that their individual identities are part of a larger national identity. This regular exposure to national symbols promotes pride and respect for Nigeria, encouraging students to take ownership of their role in building a united and progressive nation. National symbols, therefore, become more than just visual elements; they serve as cultural anchors that remind students of their shared identity and collective aspirations (Adebisi, 2023). Through these varied approaches, school administrators in Federal Government Colleges in Rivers State create an educational environment that values inclusion, respect, and empathy. By fostering appreciation for cultural diversity and a strong sense of national consciousness, administrators prepare students to see diversity as a strength. This prepares them to contribute meaningfully to a cohesive and united Nigerian society, embodying the principles of national unity and tolerance as they mature into responsible citizens.

Several studies have been carried out on school administrators' roles in managing cultural diversity in students for national consciousness in Federal Government Colleges in Rivers State. Okoro (2019) investigated strategies school administrators use to promote cultural inclusivity in secondary schools in southeastern Nigeria. His findings emphasized the importance of policy implementation cultural events, and leadership diversity in building an inclusive environment for students from different cultural backgrounds. Although the study examined effective strategies, it focused largely on the theoretical aspects of inclusion policies and lacked empirical evidence on their impact on students' sense of national consciousness. Again, Yakubu (2021) study took a different approach by investigating the role of school administrators in fostering unity and social cohesion among students in northern Nigeria. The researcher highlighted that administrators often lack structured guidelines or policies for promoting cultural tolerance and unity, instead relying on informal approaches. The study also emphasized the challenges administrators face in incorporating national identity concepts into school curricula effectively, suggesting that formalizing these roles could improve outcomes.

Given these gaps, it is against this background that this study aims to ascertain how school administrators in Federal Government Colleges in Rivers State specifically address cultural diversity to foster national consciousness. By focusing on the unique boarding school environment, this study examines structured and sustainable strategies that administrators can implement to integrate national identity, bridging the gap.

Statement of the Problem

Federal Government Colleges, also known as Unity Schools in Nigeria, were established to foster a sense of national unity and cultural understanding among young people from diverse backgrounds. Ideally, these schools provide an inclusive and supportive environment where students from all regions feel respected, included, and engaged, fostering a shared national consciousness that contributes to societal harmony. However, it appears that managing cultural diversity in some Federal Government Colleges may not be achieving the intended levels of inclusion and national unity. Observations suggest that students from various ethnic, religious, and cultural backgrounds might not be fully integrated, potentially leading to division rather than unity. This situation raises concerns that the core goal of these colleges to serve as unifying institutions may be hindered. (Federal Republic of Nigeria, 2008). Despite efforts put in place by school administrators, reports of cultural misunderstandings and feelings of exclusion among students suggest that the problem remains. This persistence may mean that current practices are either not fully effective or not widely implemented, which could limit students' opportunities to develop mutual respect and an understanding of shared national identity.

The ongoing challenges in managing cultural diversity can affect students' academic performance, sense of belonging, and overall school experience. Furthermore, these issues can weaken the unifying role that Federal Government Colleges are meant to play in Nigeria's educational system. While previous studies have investigated diversity management broadly, limited research exists on specific strategies tailored to the boarding school environment of Federal Government Colleges. Therefore, this research aims to investigate the specific roles of school administrators in managing cultural diversity in Federal Government Colleges to enhance national consciousness among

Purpose of the Study

The purpose of this study was to investigate school administrators' roles in managing cultural diversity for national consciousness in Federal Government Colleges in Rivers State. Specifically, the study sought to:

1. Find out the extent to which promoting inclusive policies by school administrators enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State.
2. Investigate the extent to which promoting language inclusivity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State.
3. Examine the extent to which organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State?
2. To what extent does promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State?
3. To what extent does organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of teachers and students on the extent promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State.
2. There is no significant difference in the mean ratings of teachers and students on the extent promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State.
3. There is no significant difference in the mean ratings of teachers and students on the extent organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Conceptual Review

Promoting Inclusive Policies for National Consciousness

Promoting inclusive policies is a powerful approach to cultivating national consciousness, particularly in multicultural and diverse societies where unity and mutual respect are essential for social cohesion. Inclusive policies in education, employment, healthcare, and governance create an environment where individuals from various cultural, linguistic, and religious backgrounds feel valued and integrated into the national identity. National consciousness, or the awareness of a shared national identity, flourishes in environments that recognize and respect diversity, as such policies help to foster an environment of belonging, equality, and participation for all citizens (Okoro, 2023). Inclusive policies serve as a foundation that allows people from various walks of life to contribute to the national dialogue, encouraging the appreciation of diversity as an asset rather than a barrier to unity.

In educational settings, inclusive policies play a significant role in promoting national consciousness by teaching students about the value of diversity while fostering a shared national identity. When educational institutions adopt policies that ensure equal access to resources, culturally relevant curricula, and supportive learning environments, they help students develop a more comprehensive understanding of their place in the national framework (Nwankwo, 2022). For instance, inclusive policies might mandate a curriculum that includes histories, literatures, and contributions from all cultural groups within a nation, thereby allowing students from all backgrounds to see themselves reflected in their education. By providing opportunities for students to learn about the unique and shared experiences of their peers, schools can foster a sense of national pride rooted in diversity and collective identity.

Inclusive policies that promote language diversity are also crucial for building national consciousness. In multilingual countries, ensuring that individuals can access information, services, and educational materials in their native languages promotes equitable participation in society. For example, national policies that offer public documents, educational materials, and official communication in multiple languages help bridge linguistic divides and foster an inclusive national identity (Adewale, 2021). When individuals feel that their linguistic identity is respected and included, they are more likely to develop a strong connection to the nation as a whole, increasing their willingness to contribute to national goals and ideals. Language policies, therefore, help to promote inclusivity and reinforce the idea that every citizen, regardless of language, is a valued member of the national community.

Inclusive policies in the workforce are also essential for national consciousness, as they create workplaces that reflect the nation's cultural diversity and allow individuals from different backgrounds to thrive. Workplace inclusivity policies might include anti-discrimination regulations, equal employment opportunities, and initiatives that support the cultural expression of all employees. According to Ayoade (2022), a diverse and inclusive workforce strengthens the sense of national unity by fostering intergroup understanding and collaboration. Additionally, inclusive workplaces expose employees to different perspectives and cultural practices, enhancing mutual respect and contributing to a shared vision for the nation's future. These policies not only support individual rights but also promote a culture of inclusion that echoes the larger values of unity and respect, reinforcing the importance of national consciousness within professional and personal spheres.

Healthcare policies that are inclusive and culturally sensitive also contribute significantly to the development of national consciousness. When healthcare systems respect cultural practices, offer translation services, and adapt care models to address diverse needs, they demonstrate a commitment to serving all citizens equally. This inclusive approach ensures that healthcare services are accessible and appropriate for individuals from various cultural backgrounds, creating trust in national institutions (Eze, 2023). When citizens perceive that they are genuinely cared for and valued by their government, regardless of their background, they are more likely to develop a strong connection to the nation and feel a part of a cohesive, inclusive society. Inclusivity in healthcare, therefore, serves not only as a mechanism for improving public health but also as a means of fostering unity and national pride.

Moreover, inclusive governance policies, such as fair representation in political structures, enhance national consciousness by ensuring that all groups have a voice in the decision-making processes that affect their lives. When political systems are inclusive and representative of the nation's diversity, citizens from all backgrounds feel that they are active participants in shaping their country's future. Policies that promote representation and prevent marginalization in governance build trust in national institutions and reinforce the notion that all citizens have a stake in the country's progress. This shared sense of responsibility, according to Njoku (2023), is critical for fostering national consciousness, as citizens recognize that their diverse perspectives contribute to a unified national agenda. Additionally, policies that address social inclusion, such as anti-discrimination laws and affirmative action programmes, reinforce the idea that national identity is strengthened by diversity. Anti-discrimination policies serve to protect minority groups and promote equal opportunities, thereby breaking down barriers that might prevent individuals from fully participating in national life. By safeguarding the rights of all citizens, inclusive policies send a powerful message that every individual, regardless of their background, is integral to the nation's identity. For instance, in countries with affirmative action policies aimed at increasing educational or employment opportunities for marginalized groups, individuals from diverse backgrounds are better able to achieve their potential and contribute to national progress. These policies not only reduce inequality but also promote a sense of unity that is essential for national consciousness (Okonkwo, 2024).

The benefits of inclusive policies for national consciousness extend beyond practical integration; they also play a symbolic role in reinforcing a shared identity. When a nation visibly prioritizes inclusivity, it conveys a message that diversity is celebrated rather than merely tolerated. This celebration of diversity strengthens the ties between different cultural groups and fosters mutual respect. According to Adedayo (2022), symbols of inclusion, such as national celebrations that

honor multiple cultural traditions or public monuments that reflect diverse histories, serve as reminders of the shared values that unite a country. These symbols play an important role in shaping the collective memory and identity of the nation, reminding citizens of the common ground they share despite their differences. Promoting inclusive policies is a foundational strategy for fostering national consciousness, as it creates an environment in which individuals from diverse backgrounds feel respected, valued, and included. Whether in education, employment, healthcare, or governance, inclusive policies ensure that all citizens have the opportunity to contribute to and benefit from national life. Such policies not only facilitate equitable access to resources and opportunities but also reinforce a sense of shared identity that is essential for unity. By valuing and incorporating diversity into the national framework, inclusive policies promote a form of national consciousness that is grounded in respect, equity, and collective responsibility, ensuring that all citizens see themselves as part of a unified, inclusive society.

Organizing Debates on Cultural Tolerance and National Unity

Organizing debates on cultural tolerance and national unity within schools offers a meaningful way to engage students in critical thinking, respectful dialogue, and the exploration of diverse perspectives. These debates not only build students' public speaking and analytical skills but also foster a deep understanding of the importance of embracing cultural diversity for a harmonious society. Given the diversity in many educational settings, debates on these topics help students appreciate the value of different cultures and encourage them to think constructively about their role in fostering national unity. One of the first steps in organizing debates on cultural tolerance and national unity is selecting topics that allow students to explore real-world issues around cultural differences, coexistence, and the impact of unity on societal progress. Examples of debate topics could include: "Does cultural diversity strengthen or weaken national unity?" or "Should schools do more to promote cultural understanding among students?" These topics challenge students to consider the benefits of inclusivity and the ways in which a unified yet diverse society can work together towards shared goals (Eze, 2022). Through structured argumentation, students are encouraged to research, reflect, and build logical cases around these issues, leading to greater awareness and understanding of cultural dynamics.

To promote balanced and respectful discussions, it is essential to create a safe and open environment for all participants. Debate organizers should set clear guidelines on respectful communication, emphasize the importance of listening, and encourage students to value each other's perspectives. Moderators can play a key role in guiding debates, ensuring that students remain focused on the topic and maintain a respectful tone. Such an environment fosters not only intellectual development but also empathy, as students learn to see issues from viewpoints that may differ from their own (Okonkwo, 2023). This mutual respect is central to cultural tolerance, as it helps students move beyond stereotypes and preconceived notions to appreciate the richness of other cultures. Debates on cultural tolerance and national unity should encourage students to draw on historical and contemporary examples to support their arguments. This approach helps students link abstract concepts to real-world events, making the issues more relatable and tangible. For instance, students might reference historical movements that have promoted unity in diverse societies or current events where cultural tolerance has been crucial in preventing conflicts. By discussing such examples, students gain insight into how societies have navigated cultural diversity successfully and the ways in which intolerance can harm national cohesion. These

insights equip students with a nuanced understanding of cultural tolerance and unity and the role they play in national stability and prosperity.

Schools can enhance these debates by inviting guest speakers, such as community leaders, cultural experts, or educators, who can share their experiences with cultural tolerance and unity in society. Hearing from people who actively work in fields that promote inclusivity and social cohesion can inspire students and add depth to the debate by exposing them to real-life applications of the topics they discuss. These speakers can provide firsthand accounts of the challenges and successes of fostering unity within diverse communities, offering students practical insights and encouraging them to think critically about ways to promote unity within their own school or community (Adewale, 2023). Such interactions can also highlight the importance of cultural tolerance as a fundamental aspect of citizenship and national pride. Incorporating debates on cultural tolerance and national unity as part of larger school activities, like cultural festivals or awareness weeks, can create a meaningful connection between the topics discussed and the cultural backgrounds represented within the student body. For example, a debate on the importance of respecting cultural practices could take place during a week dedicated to celebrating different cultures, where students are encouraged to share aspects of their own heritage, such as language, cuisine, and traditions. This immersive experience makes the debates more relevant and tangible, as students gain firsthand exposure to cultural practices different from their own, and it reinforces the idea that diversity is a strength that enriches the school community. Additionally, these debates can be an effective tool for encouraging critical discussions about policies and initiatives that promote national unity. Students can be tasked with researching policies in education, employment, and public services that support inclusivity and examining the ways these policies contribute to or challenge national unity. Through this process, students gain a better understanding of the role of government and institutions in fostering an inclusive society and how citizens can actively contribute to sustaining these efforts. This exercise also provides students with a sense of agency, as they learn how they can advocate for inclusivity and tolerance in their own communities.

Ultimately, organizing debates on cultural tolerance and national unity equips students with critical life skills that go beyond the debate setting. They learn to articulate their viewpoints clearly, to listen actively, and to understand and appreciate the perspectives of others, even when they disagree. These debates foster a sense of responsibility among students, as they realize their potential to act as ambassadors of tolerance and unity within their school and beyond. By engaging in these discussions, students learn that respecting cultural differences is not merely an individual choice but a collective responsibility that strengthens the social fabric of the nation.

Debates on cultural tolerance and national unity provide students with an invaluable opportunity to develop both intellectual and emotional skills that will serve them throughout their lives. By fostering respectful dialogue, encouraging empathy, and linking theoretical discussions to real-world examples, these debates help students appreciate cultural diversity and understand the importance of unity in a diverse society. These values contribute to a school culture that embraces inclusivity and respect, preparing students to become responsible and conscientious citizens in a multicultural world. Through these debates, students are better prepared to uphold the principles of tolerance, respect, and unity that are vital for a stable and prosperous society.

METHODOLOGY

This study adopted a descriptive survey design. The population of the study was 2,361 staff comprising of 269 teachers and 2092 senior secondary students of the three Federal Government

Colleges in Rivers State namely; Federal Government Girls' College (FGGC), Abuloma, and Federal Government College (FGC), Port Harcourt. A sample size of 342 was determined using the Taro Yamane's formula. The sampling technique employed in this study is stratified random sampling technique, which ensures representation from the different subgroups within the population. The proportion of teachers is approximately 11.44%, while the proportion of students is 88.56%. The instrument for data collection in this study was a researcher-designed questionnaire titled "School Administrators' Roles in Managing Cultural Diversity in Students for National Consciousness Questionnaire (SARMCDNCQ)". The instrument was divided into two sections; A and B. Section A was used to collect demographic data from the respondents while section B consisted of questionnaire items raised to answer the research questions and the instrument was structured using a 4-point rating scale of Very High Extent (VHE) =4 points, High Extent (HE)=3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point respectively. The research instrument was validated by the researcher's supervisor and two other experts' one in the field of Educational Management and the other in Measurement and Evaluation all from the Faculty of Education in Rivers State University. The completed copies of the questionnaire were analyzed for reliability using Cronbach Alpha method which yielded reliability coefficients of 0.81, 0.85, and 0.88 with an average reliability coefficient of 0.85 which showed the instruments were reliable. The researcher, with the help of two research assistants administered the research instruments to the respondents. They visited the two (2) Federal Government Colleges under study where they administered 342 copies of the research instrument to the selected respondents. Completed copies of the questionnaire were retrieved by the researcher and the trained assistants on the spot, while others were collected at a later day but within a period of three weeks. However, due to poor accessibility and availability on several visits to the respondents for collection, only 321 (94% rate) were retrieved and this proportion was used for the analyses. The research questions were answered using mean and standard deviation statistics while the null hypotheses were tested using the z-test statistical tool at 0.05 level of significance

Results

Research Question 1: To what extent does promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State?

Table 1: Mean Ratings of Teachers and Students on the Extent Promoting Inclusive Policies by School Administrators Enhance National Consciousness in Federal Government Colleges in Rivers State.

S/N	Item	Teachers N=20			Students N=301			Decision
		\bar{X}	SD	Decision	\bar{X}	SD	Decision	
1	School administrators promote inclusive policies that ensure equal educational opportunities for all cultural groups	3.52	0.77	VHE	3.50	0.72	VHE	
2	School administrators create an environment that celebrates cultural diversity through inclusive policies	3.13	0.84	HE	2.96	0.97	HE	
3	Inclusive policies at your school encourage respect for cultural differences among students	3.26	0.63	HE	3.09	0.85	HE	
4	Inclusive policies in your school promote the recognition and appreciation of various cultural traditions	2.73	0.71	HE	2.83	0.69	HE	
5	My school administration implements policies that support the participation of all cultural groups in extracurricular activities	3.05	0.72	HE	3.20	0.73	HE	
6	Inclusive policies in your school have led to improved social cohesion among students from diverse cultural backgrounds	3.53	0.69	VHE	3.58	0.64	VHE	
Average Grand Mean/SD		3.20	0.73		3.19	0.77		

Data on Table 1 above in answer to research question 1, revealed that items 1-6 had mean scores 3.52 and 3.53 with standard deviation 0.77 and 0.69 for teachers and 3.50 and 3.58 with standard deviation 0.72 and 0.64 for students were rated very high extent, while items 2, 3, 4 and 5 had mean scores 3.13, 3.26, 2.73 and 3.05 with standard deviation 0.84, 0.63, 0.71 and 0.72 for teachers and 2.96, 3.09, 2.83 and 3.20 with standard deviation 0.97, 0.85, 0.69 and 0.73 for students were rated high extent. In summary with grand mean scores of 3.20 and 3.19 which are above the criterion mean of 2.50, indicated that to a high extent promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Research Question 2: To what extent does promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State?

Table 2: Mean Ratings of Teachers and Students on the Extent Promoting Language Inclusivity by School Administrators Enhance National Consciousness in Federal Government Colleges in Rivers State.

S/N	Item	Teachers N=20			Students N=301			Decision
		\bar{X}	SD	Decision	\bar{X}	SD		
7	The school promotes the use of multiple languages in the classroom to ensure inclusivity for all students	3.11	0.77	HE	3.09	0.76	HE	
8	Language inclusivity in your school helps students feel valued and understood regardless of their linguistic background	3.08	0.61	HE	2.93	0.51	HE	
9	The use of indigenous languages in school activities promotes cultural awareness among students	3.20	0.58	HE	3.15	0.65	HE	
10	Teachers in your school encourage the use of both English and indigenous languages in discussions	2.95	0.63	HE	2.96	0.69	HE	
11	Language diversity is incorporated into your school's curriculum to reflect the multicultural nature of Nigeria	3.13	0.79	HE	3.05	0.73	HE	
12	Language inclusivity policies in your school help reduce language barriers and foster mutual respect among students	2.73	0.78	HE	2.75	0.72	HE	
Grand Mean/SD		3.03	0.69		2.99	0.68		

Data in Table 2 above for research question 2, revealed that all the items 7, 8, 9, 10, 11 and 12 had mean scores 3.11, 3.08, 3.20, 2.95, 3.13 and 2.73 with standard deviation 0.77, 0.61, 0.58, 0.63, 0.79 and 0.78 for teachers and 3.09, 2.93, 3.15, 2.96, 3.05 and 2.75 with standard deviation 0.76, 0.51, 0.65, 0.69, 0.73 and 0.72 for students were rated high extent. In summary with grand mean scores of 3.03 and 2.99 which are above the criterion mean of 2.50, this indicated that to a high extent promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Research Question 3: To what extent does organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State?

Table 3: Mean Ratings of Teachers and Students on the Extent Organizing Debates on Cultural Tolerance and National Unity Enhance National Consciousness in Federal Government Colleges in Rivers State.

S/N	Item	Teachers N=20			Students N=301		Decision
		\bar{X}	SD	Decision	\bar{X}	SD	
13	Debates on cultural tolerance help students appreciate the importance of living harmoniously with diverse cultures	3.29	0.66	HE	3.28	0.68	HE
14	The school organizes debates on topics related to cultural tolerance and national unity	2.73	0.78	HE	2.80	0.65	HE
15	Debates on national unity encourage students to critically engage with issues related to national integration	2.88	0.73	HE	2.72	0.67	HE
16	These debates provide students with a platform to express their views on cultural diversity and national cohesion	3.10	0.82	HE	3.01	0.69	HE
17	Organizing debates on cultural tolerance has improved students' understanding of the importance of respect for cultural differences	2.98	0.71	HE	2.80	0.83	HE
18	The school actively supports student participation in debates aimed at promoting national unity and cultural tolerance	2.87	0.79	HE	2.98	0.77	HE
Grand Mean/SD		2.98	0.75		2.93	0.72	

Data in Table 3 above for research question 3, revealed that all the items 13, 14, 15, 16, 17 and 18 had mean scores 3.29, 2.73, 2.88, 3.10, 2.98 and 2.87 with standard deviation 0.66, 0.78, 0.73, 0.82, 0.71 and 0.79 for teachers and 3.28, 2.80, 2.72, 3.01, 2.80 and 2.98 with standard deviation 0.68, 0.65, 0.67, 0.69, 0.83 and 0.77 for students were rated high extent. In summary with grand mean scores of 2.98 and 2.93 which are above the criterion mean of 2.50, this indicated that to a high extent organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Testing of Hypotheses

H0₁: There is no significant difference in the mean ratings of teachers and students on the extent promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Table 4: z-test Analysis of Difference in the Mean Ratings of Teachers and Students on the Extent Promoting Inclusive Policies by School Administrators Enhance Cultural Diversity for National Consciousness in Federal Government Colleges in Rivers State.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-crit.	Decision
Teachers	20	3.20	0.73	319	0.05	0.14	± 1.96	Failed to Reject No Significant Difference
Students	301	3.19	0.77					

Source: Researcher's Field Study (2024)

Table 4 shows a summary of mean, standard deviation and z-test of difference in the mean ratings of teachers and students on the extent promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State. The z-calculated was 0.14 while the z-critical value was ± 1.96 , using 319 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 indicated that there is no significant difference in the mean ratings of teachers and students on the extent promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

H0₂: There is no significant difference in the mean ratings of teachers and students on the extent promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Table 5: z-test Analysis of Difference in the Mean Ratings of Teachers and Students on the Extent Promoting Language Inclusivity by School Administrators Enhance Cultural Diversity for National Consciousness in Federal Government Colleges in Rivers State.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-crit.	Decision
Teachers	20	3.03	0.69	319	0.05	0.67	± 1.96	Failed to Reject No Significant Difference
Students	301	2.99	0.68					

Source: Researcher's Field Study (2024)

Table 5 shows a summary of mean, standard deviation and z-test of difference in the mean ratings of teachers and students on the extent promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State. The z-calculated was 0.67 while the z-critical value was ± 1.96 , using 319 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 indicated that there is no significant difference in the mean ratings of teachers and students on the extent promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

H0₃: There is no significant difference in the mean ratings of teachers and students on the extent organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Table 6: z-test Analysis of Difference in the Mean Ratings of Teachers and Students on the Extent Organizing Debates on Cultural Tolerance and National Unity by School Administrators Enhance Cultural Diversity for National Consciousness in Federal Government Colleges in Rivers State.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-crit.	Decision
Teachers	20	2.98	0.75					
				319	0.05	0.71	± 1.96	Failed to Reject No Significant Difference
Students	301	2.93	0.72					

Source: Researcher's Field Study (2024)

Table 6 shows a summary of mean, standard deviation and z-test of difference in the mean ratings of teachers and students on the extent organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State. The z-calculated was 0.71 while the z-critical value was 1.96, using 319 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 indicated that there is no significant difference in the mean ratings of teachers and students on the extent organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State.

Discussion of Findings

Extent Promoting Inclusive Policies Enhance Cultural Diversity for National Consciousness
Findings on research question 1 on Table 1 revealed that to a high extent promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State with an average mean value of 3.18. The finding is in line with Nwankwo (2022) who stated that when educational institutions adopt policies that ensure equal access to resources, culturally relevant curricula, and supportive learning environments, they help students develop a more comprehensive understanding of their place in the national framework. Hypothesis 1 on Table 4 showed that there was no significant difference in the mean ratings of teachers and students on the extent promoting inclusive policies by school administrators enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State with z-calculated value of 0.14 which was less than z-critical value of 1.96. This finding corroborates with Ogundipe (2021), who investigated the effectiveness of inclusive school policies in promoting cultural diversity and improving academic performance in Nigerian secondary schools and found that inclusive policies, including multi-ethnic cultural events and inclusive curricula, led to improved academic performance and fostered better intergroup relations. Again, the findings aligns with Nwuke(2025) who investigated on Administrative strategies for managing social problems in public universities in Rivers State and found that inclusive and

transparent communication conflict resolution programmes are utilized to a high extent in managing social problems in public universities in Rivers State.

Extent Promoting Language Inclusivity by School Administrators for National Consciousness.

Findings on research question 2 on Table 2 revealed that to a high extent promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State with grand mean scores of 3.03 and 2.99. This finding is in consonance with Nwosu (2023), who buttressed that pairing new leaders with experienced mentors, such as senior students or faculty members, also provides a support system that can help them build confidence and overcome initial challenges. Hypothesis 2 on Table 4 showed that there was no significant difference in the mean ratings of teachers and students on the extent promoting language inclusivity enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State with z-calculated value of 0.67 which was less than z-critical value of 1.96. This finding is in consonance with Abdulkareem and Olanrewaju (2021), who investigated the role of school administrators in managing cultural diversity among students in Nigerian secondary schools, specifically focusing on Federal Government Colleges and found that effective management of cultural diversity by administrators significantly contributes to promoting national consciousness.

Extent Organizing Debates on Cultural Tolerance and National Unity Enhance Cultural Diversity for National Consciousness

Findings on research question 3 on Table 3 revealed that to a high extent organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State with grand mean scores of 2.98 and 2.93. This finding is in agreement with Eze (2022), who stated that peer mentoring also encourages empathy, as students learn to value and respect the perspectives and experiences of others. These programmes foster a sense of community, reduce feelings of isolation, and provide students with role models who embody the principles of inclusivity and respect for diversity. Hypothesis 3 on Table 6 showed that there was no significant difference in the mean ratings of teachers and students on the extent organizing debates on cultural tolerance and national unity enhances cultural diversity for national consciousness in Federal Government Colleges in Rivers State with z-calculated value of 0.71 which was less than z-critical value of 1.96. This finding is in line with Mohammed and Amina (2020), who explored the role of school leaders in promoting cultural diversity awareness among students in Nigerian secondary schools and found that national consciousness programmes, school-wide cultural awareness campaigns, and national history lessons positively influence students' attitudes towards national unity and respect for cultural differences.

Conclusion

It was concluded that school administrators' roles, viz: promoting inclusive policies, fostering language inclusivity, and incorporating national symbols, enhance cultural diversity for national consciousness in Federal Government Colleges in Rivers State. Additionally, the corresponding hypotheses revealed no significant difference between the opinions of teachers and students

regarding the influence of these administrative strategies on cultural diversity and national consciousness in Federal Government Colleges in Rivers State.

Recommendations

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

1. School administrators should develop and enforce comprehensive inclusive policies that address discrimination and promote equity in access to educational opportunities, ensuring a harmonious learning environment for students from diverse cultural backgrounds.
2. School administrators should promote the use of major Nigerian languages in school announcements, assemblies, and events while encouraging students to learn basic phrases in each other's languages to enhance cultural appreciation and unity.
3. School administrators should facilitate debates and discussions on themes like cultural tolerance and national unity to engage students in critical thinking and dialogue, fostering a deeper understanding of diversity's role in national consciousness.

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