




Predictive Relationship Between School Culture and Student Union Leadership Involvement in Security on Lecturers' Job Delivery

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<p>ARTICLE HISTORY Received [23 March 2026] Revised [10 April 2026] Accepted [14 May 2026]</p>	<p>ABSTRACT <i>The study Predictive relationship between school culture and student union leadership involvement in security on lecturers' job delivery adopted a quantitative research approach with a focus on correlational design. The population for the study comprises 738 respondents, comprising 688 lecturers from the faculty of education and 50 postgraduate student union leaders. Taro Yamane's mathematical estimation multi-stage sampling technique was used to determine the sample size of 292 respondents (272 lecturers and 20 union leaders). School Culture Questionnaire (SCQ), Student Union Leadership Questionnaire (SULQ) and Lecturers' Job Delivery Questionnaire (LJDQ) were used for data collection. SCQ, SULQ, and LJDQ were validated by three experts. Internal consistency of the questionnaire was determined using the Cronbach alpha statistic, which yielded an index of .83 for SCQ, .79 for SULQ and .77 for LJDQ. Data was analysed using PPMCC, and the f-ratio at a 0.05 level of significance. The findings show that school culture significantly to a high positive extent relate to lecturers' job delivery in public universities in the South East, Nigeria, and the relationship between school culture and lecturers' job delivery is statistically significant. In conclusion, both factors of school culture and students' union leadership involvement in the school security committee are essential predictors of lecturers' job delivery in public universities in the South-East, Nigeria. The study recommends that the National Universities Commission (NUC) should, through policy directives and supervision, develop positive school culture and shared values in Nigerian universities in order to promote teaching excellence, student engagement, and academic achievement for improved job delivery amongst lecturers.</i></p>
<p>KEYWORDS School Culture, Students' Union, Student Union Leadership, Lecturers' Job Delivery</p>	
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INTRODUCTION

University education represents a crucial phase of tertiary education, equipping individuals with in-depth knowledge in their chosen fields. It plays a vital role in preparing graduates to meet the demands of the job market. The core purpose of university education is to elevate its participants' understanding of productivity and enhance their problem-solving abilities, aligning with the fundamental values and objectives of the educational system (Balzer, 2020). However, Omodan (2024) pointed out, universities are expected to serve as the intellectual hub of society, generating and sharing ideas and knowledge across various domains. It's important to recognise that university education fosters both societal and personal growth through innovative concepts, ideas, and programs. At its heart, university education focuses on delivering an advanced curriculum that highlights the latest research trends, technological advancements, and essential resources needed to ensure high-quality and transformative teaching practices. Moreover, university education plays a significant role in driving economic vitality, sustainability, political cohesion, and social progress by producing skilled professionals capable of harnessing and utilising untapped natural resources. Similarly, Chen and Shih (2025) emphasised that university education serves as a means of cultural integration, helping individuals develop their potential to foster moral, social, economic, political, and technological growth within society. Additionally, Teixeira and Shin (2020) noted that whether public, private, or faith-based, universities are increasingly recognised as the educational institutions that cultivate a world-class workforce essential for effective productivity. Habley et al. (2012) argued that university education represents the pinnacle of academic achievement, offering academic, consulting, and remedial services to the broader community.



School culture often grapples with unique and sometimes oppressive factors within the school community, which can include artefacts, espoused values, and underlying assumptions. When we talk about artefacts, we're referring to those tangible objects or structures that give each department its distinct character within the university. For instance, most departments have their own uniforms that students are expected to wear during departmental courses, creating a sense of belonging to that culture. On the other hand, Ismail et al. (2022) suggest that espoused values encompass the norms, values, aspirations, goals, strategies, and principles that guide the behaviour of group members. The crux of the matter lies in the beliefs and values that shape the environment of the group. Meanwhile, the underlying assumptions, according to the authors, shed light on the significance and meanings of various objects, influence feelings and reactions, and offer guidance on how to act in different situations (Bolden, 2011). Moreover, school culture highlights the importance of shared values, principles, norms, ethics, behaviours, character, and customs established by the school management to shape and influence the behaviour of its members within the school environment (Deal & Peterson, 2016; Plaku & Leka, 2025). Additionally, Heenan et al. (2023) describe school culture as the way things are done throughout the educational process. From Heenan et al. (2023)'s perspective, school culture encompasses various factors that impact the school's image, such as dress codes (like departmental uniforms), dietary practices, norms, expectations, values, and much more. This suggests that school culture is dynamic and interactive, weaving together the entire university community. In a similar vein, Plaku and Leka (2025) described school culture as the shared set of norms, values, and beliefs that influence the attitudes, emotions, and behaviours of everyone in the school, administrators, teachers, and students alike. To put it another way, school culture reflects the distinctiveness of each school's practices aimed at enhancing its image and achieving transformative educational goals. Supporting this idea, Ismail et al. (2022) argued that school culture consists of the guiding principles, assumptions, and expectations that shape how a school functions. Student union leadership remain an issue of discourse in this study.

When we think about student union leadership, it's important to see it as a collective voice that truly represents the needs, desires, and well-being of students within the school environment, free from any outside influence or manipulation. This perspective positions student union leadership as a powerful advocate for students, ensuring their decisions reflect a shared agreement. You can really see this in action when there's a commitment to democracy, fairness, equity, and inclusiveness. It also calls for a leadership structure that emphasises capacity, critical thinking, and a problem-solving mindset to effectively navigate the evolving political landscape of the school. As highlighted by Oni (2015), the student union plays a crucial role in every tertiary institution, serving as a platform for students to tackle various social, political, and corporate issues while also acting as a bridge between the student body and university management. It's essential to recognise that student union leadership is a legitimate entity within tertiary institutions, operating with the university management's approval to manage student affairs in line with school rules and regulations. Mhenbee and Nguhunden (2019) point out that student union leaders proactively address anticipated challenges, ensuring they meet their goals and objectives. This union operates under a well-structured constitution that governs student activities on campus, with various governing bodies in place to oversee the actions of both leaders and students alike. Involvement in the school security committee by students' union leaders tends to aid a conducive environment that has the capacity to enhance lecturers' job performance.

Security is a complex idea that encompasses the assurance of various human needs while also preventing threats or disturbances that could affect individuals or the community as a whole. According to Mukhtar et al. (2017), security issues can span a wide range, including political, regional, international, national, state, community, and domestic security. Essentially, security is about feeling safe and protected from external harm and internal dangers, which calls for active involvement from the youth. In Nigeria, many tertiary institutions grapple with a host of security and environmental challenges that often hinder their social development. On the topic of environmental issues, Kamarck (2024) pointed out that one of the biggest hurdles for governments and policymakers in Africa is finding ways to create opportunities for over 200 million young people on the continent, enabling them to lead decent lives and contribute to their countries' economic growth. Unfortunately, high unemployment rates and a lack of youth engagement in community and societal activities, especially regarding security, have led to increased insecurity, manifesting in crimes like robbery, kidnapping, assassination, substance abuse, fraud, and other social vices that stifle development in many communities. Highlighting the importance of youth in society, Ibrahim (2018) emphasised that their role in effectively implementing security measures and social development initiatives in Nigeria is crucial and cannot be overstated.



Statement of the Problem. Security issues in universities have become a pressing concern for ensuring effective teaching and maintaining academic stability. In many Nigerian universities and other higher education institutions, problems like cultism, theft, vandalism, assault, and general insecurity on and around campuses have been disrupting the learning experience. Kennedy and Pek (2023) maintained that while higher institutions often depend on formal security measures, there's a growing awareness of how important student involvement, especially from Student Union leaders, is in keeping campuses safe. The concept of school culture, essentially the shared norms, values, beliefs, traditions, and practices that shape how people behave and interact in a school, plays a significant role in how engaged Student Union leaders are in security issues. Rahayu et al. (2024) contend that a positive school culture that fosters discipline, cooperation, trust, civic responsibility, and student engagement is likely to motivate these leaders to take on active roles in security monitoring, conflict resolution, and collaborating with school management to create safer environments. On the flip side, a negative or weak school culture marked by apathy, distrust, cultism, and poor relationships between students and management can hinder such involvement.

Even though we often hear about how crucial the relationship is, there's surprisingly little empirical evidence on how school culture predicts Student Union leadership involvement in security, and how that, in turn, impacts lecturers' job performance. When we talk about lecturers' job delivery, we're looking at effective teaching, timely syllabus coverage, research, supervision, and student mentorship, all of which can take a hit if the campus environment feels unsafe or unstable. Insecurity can breed fear, lead to absenteeism, cause lectures to be cancelled, and ultimately lower lecturer morale and productivity. Yet, it's still unclear just how much the existing school culture can predict the level of Student Union leadership involvement in security, and what that means for lecturers' ability to do their jobs well. The absence of solid data on this predictive relationship leaves a significant gap in our understanding and hinders the development of policies aimed at enhancing campus security and academic effectiveness. This study explores the predictive relationship between school culture and Student Union leadership involvement in security, and how it affects lecturers' job delivery in higher education institutions.

The purpose of this study was to examine the predictive relationship between school culture and student union leadership involvement in school security on lecturers' job delivery at the Federal University in South East Nigeria. Specifically, the study sought to determine the extent to which school culture is related to lecturers' job delivery and to assess the extent to which student union leadership involvement in school security is associated with lecturers' job performance. The findings of this study are expected to provide empirical evidence regarding the contribution of organizational culture and student leadership participation in creating a conducive academic environment that enhances lecturers' effectiveness and overall institutional performance.

To achieve these objectives, the study was guided by two research questions: (1) To what extent does school culture relate to lecturers' job delivery? and (2) To what extent does student union leadership involvement in school security relate to lecturers' job delivery? In addition, two null hypotheses were formulated and tested at the 0.05 level of significance: (H_{01}) there is no significant relationship between school culture and lecturers' job delivery, and (H_{02}) there is no significant relationship between student union leadership involvement in school security and lecturers' job delivery. Testing these hypotheses enabled the researchers to determine whether the independent variables significantly predicted lecturers' job delivery in the study area.

RESEARCH METHOD

This study employed a quantitative method. A correlational survey design was adopted. The design will be used to ascertain school environment and students' union leadership participation as correlates of transformative instructional delivery in public universities in the South East, Nigeria. Ogedi (2021) observed that a correlational design is one aimed at determining the relationship between variables, which enables a researcher to ascertain the extent to which variation in one variable is associated with variation in another. The design will be considered appropriate for this study because a correlation design allows for the study of the independent variable over which the researcher cannot have any control. The population for the study comprises 738 respondents, comprising 688 lecturers from the faculty of education and 50 postgraduate student union leaders from the five federal universities in the South East, Nigeria. The sample size for the study was 272 lecturers and postgraduate student union leaders. A multi-stage sampling technique was used to determine the sample size. In the first stage, the researcher used Taro Yamane's mathematical estimation model to determine the sample size of 252 lecturers from the five federal universities in the South-East, Nigeria. The Taro Yamane mathematical estimation model is used when there are categorical variables available and is only applicable at a 95% confidence coefficient (Adam, 2020).

The formula is desirable to enhance the accuracy level in determining the chunk of a population to sample at a reasonable error margin. However, Oluigbo et al. (2024) contend that Taro Yamane's mathematical estimation model has been used for the determination of the correct sample size in qualitative and quantitative research. They further argue that the formula considers both the total population size and the level of significance. In the second stage, the purposive sampling technique was used by the researcher to select 4 union leaders from each university, giving a total of 20 postgraduate union leaders. School Culture Questionnaire (SCQ), Student Union Leadership Questionnaire (SULQ) and Lecturers Job Delivery Questionnaire (LJDQ) were used for data collection. SCQ, SULQ, and LJDQ were validated by three experts. Internal consistency of the questionnaire was determined using the Cronbach alpha statistic, which yielded an index of .83 for SCQ, .79 for SULQ and .77 for LJDQ. Three briefed research assistants helped in the administration and collection of the instruments. The data collected from the field will be analysed using Pearson's Moment Correlation Coefficient to answer the research question 1, while Scheffe's test was used to answer research question 2, which tests the predictive extent of the relationship. Linear Regression analysis (ANOVA) will be used to test the null hypotheses at a 0.05 level of significance. Decision rule for result acceptance; below index will be interpreted as: 0.00 No relationship, 0.01 as 0.20 very low relationship, 0.21-0.40 as low relationship, 0.41-0.60 as moderate relationship, 0.61-0.80 as high relationship, 0.81-0.99 as very high relationship, and 1.00 as perfect relationship. However, in taking a decision for the hypotheses of the study, the null hypotheses will be accepted if the F ratio is less than the f-critical. If the F-critical is higher than the F-ratio, the null hypotheses will be rejected and the alternative hypotheses accepted.

The ethical process of application for data collection was in line with the Nigerian system. Respondents were fully informed about the purpose, scope, and procedures of the study. A clear and concise informed consent letter was provided, and participation only proceeds once voluntary, written consent is obtained from all individuals. All researchers ensured that the study would not cause any psychological, emotional, or reputational harm to respondents. In addition, respondents were informed in advance that their participation is entirely voluntary, and they may withdraw from the study at any time without any consequences. Lastly, the results of the study will be reported honestly, accurately, and without manipulation. Information privacy was ensured, and they were treated with utmost confidentiality.

RESULTS AND DISCUSSION

The researcher carried out data cleansing in order to determine the percentage of returned instruments and the percentage of instrument mortality using a simple percentage. Out of 272 copies of the questionnaire administered to the respondents, 259 copies were adequately filled and returned, giving 95.2% return rate, while 13 copies of the questionnaire were not returned from the field, giving 4.8% mortality rate. Therefore, the analyses of this study were based on the 259 copies of the questionnaire returned from the field.

Research Question One

To what extent does school culture relate to lecturers' job delivery?

Table 1: Correlation Matrix between school culture and lecturers' job delivery in public universities in South East, Nigeria

		SC	LJD
SC	Pearson Correlation	1	.781**
	Sig. (2-tailed)		.000
	N	259	259
	R ²	.610 (61.0%)	
LJD	Pearson Correlation	.781**	1
	Sig. (2-tailed)	.000	
	N	259	259

** Correlation is significant at the 0.01 level (2-tailed).

SC = school culture

LJD = Lecturers' Job Delivery

Table 1 indicates a correlation coefficient (r) of .781 which is positive and within the coefficient limit of $\pm 70 - 1.00$, indicating a strong, positive and very high extent relationship. This implies that school culture to a very great extent relates to lecturers' job delivery in public universities in South East, Nigeria. The coefficient of determination (R^2) of 0.610 indicates that 61.0% of the variance observed in lecturers' job delivery in public universities in South East, Nigeria was accounted for by school culture.

Hypothesis One

There is no significant relationship between school culture and lecturers' job delivery in public universities in South East, Nigeria

Table 2: Linear Regression Analysis of the Relationship between School Culture and Lecturers' Job Delivery in Public Universities in South East, Nigeria

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	99.144	1	99.144	402.116	.000 ^b
Residual	63.365	257	.247		
Total	162.510	258			

a. Dependent Variable: TID

b. Predictors: (Constant), SCC

Df = degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Table 2 showed a probability (P) value of 0.000, which is less than the alpha value of 0.05. Since the P-value is less than the 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between school culture and lecturers' job delivery in public universities in South East, Nigeria.

Research Question Two

To what extent does student union leadership involvement in school security relate to lecturers' job delivery?

Table 3: Correlation Matrix between Students' Union Leadership in school security committee and lecturers' job delivery in public universities in South East, Nigeria

		SULSC	LJD
SULSC	Pearson Correlation	1	.742**
	Sig. (2-tailed)		.000
	N	259	259
	R ²	.550	
LJD	Pearson Correlation	.742**	1
	Sig. (2-tailed)	.000	
	N	259	259

** Correlation is significant at the 0.01 level (2-tailed).

SULSC = Students' Union Leadership in Security Committee

LJD = Lecturers' Job Delivery

Table 3 indicates a correlation coefficient (r) of .742 which is positive and within the coefficient limit of $\pm 70 - 1.00$, indicating a strong, positive and very high extent of relationship. This implies that students' union leadership involvement in school security committees to a very great extent relates to lecturers' job delivery in public universities in South East, Nigeria. The coefficient of determination (R^2) of 0.550 indicates that 55.0% of the variance observed in lecturers' job delivery in public universities in South East, Nigeria was accounted for by students' union leadership involvement in school security committee.



Hypothesis Two

There is no significant relationship between students union leadership involvement in school security and lecturers job delivery.

Table 4: Linear Regression Analysis of the Relationship between Students' Union Leadership Involvement in school security committee and lecturers' job delivery in public universities in South East, Nigeria

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	89.391	1	89.391	314.196	.000 ^b
Residual	73.118	257	.285		
Total	162.510	258			

a. Dependent Variable: TID

b. Predictors: (Constant), PSC

Df = degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

Table 4 showed a probability (P) value of 0.000, which is less than the alpha value of 0.05. Since the P-value is less than the 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between students' union leadership involvement in school security committees and transformative instructional delivery in public universities in South East, Nigeria.

Discussion of the findings

The study's findings highlighted a strong connection between school culture and how effectively lecturers perform their jobs in public universities across the South East of Nigeria. It turns out that this relationship is not just a coincidence; it's statistically significant. Specifically, a positive school culture boosts students' learning values, helps them understand the policies related to instructional activities, and even enhances their behaviour in a good way. This supports Al-Amin's (2018) research, which showed that school culture plays a crucial role in shaping students' performance. Additionally, it aligns with Kaplan and Owings (2013), who noted that school culture significantly impacts learners' academic success. The study's results also showed that students' involvement in union leadership and participation in school security committees has a strong positive impact on how well lecturers perform their jobs in public universities across the South East of Nigeria. This relationship is statistically significant. Specifically, the findings indicate that when students engage in security committees, it plays a crucial role in crime control, foster peaceful coexistence, bring students together, and help tackle issues that hinder effective transformative teaching. This aligns with Khanyile and Mpuangnan (2024) on the role of school-based management committees in maintaining student discipline in three Nigerian schools. Alimba (2018) found that student involvement in security and safety committees greatly improves campus security, prevents crime, and creates a peaceful learning atmosphere in Nigerian schools. Additionally, the results support the work of Yusuf and Akanbi (2024), who explored student views on the competency of campus security personnel and their role in enhancing safety in Nigerian universities. Okpa et al. (2025) found that student participation in security committees is a key factor in reducing campus crime and boosting instructional effectiveness through better safety measures and student ownership of security initiatives. Furthermore, these findings are consistent with Shahabul et al. (2022), who studied student participation in university governance and discovered that student involvement in committees, including those focused on security, significantly improves student satisfaction, institutional safety, and sustainable teaching through collaborative decision-making.

CONCLUSION

The study concludes that both factors of school culture and students' union leadership involvement in the school security committee are essential predictors of lecturers' job delivery in public universities in the South-East, Nigeria. The integration of school values, norms, principles, ethics, rules, guidelines and policies with active student involvement in the university management creates a synergistic effect that significantly enhances lecturers' effectiveness, students' outcomes, and sustainable university education development in the region. Therefore, university administrators, policymakers, and education stakeholders should prioritise the improvement of school culture and values towards promoting a sense of belonging amongst students by ensuring participatory roles in the institutional governance to achieve quality and sustainable job delivery among lecturers.



Recommendations

Based on the findings of the study, the researchers recommended, amongst others, that;

1. National Universities Commission (NUC) should, through policy directives and supervision, develop positive school culture and shared values in Nigerian universities to promote teaching excellence, student engagement, and academic achievement for improved job delivery amongst lecturers.
2. University management should create the students' arm of security outfit (such as the "Man O' War") that can collaborate with the university's main security organisation to checkmate and curb the students-related security issues.

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