



# **Management of Students' Union Government (SUG) in Universities for Social Integration of Students in Rivers State**

<sup>1</sup>Osuji, Catherine U. & <sup>2</sup>Fekarurhobo, Beatrice E.

**Department of Educational Management, Faculty of Education,  
Rivers State University, Port Harcourt, Rivers State, Nigeria  
Email: <sup>1</sup>[cathyosuji@gmail.com](mailto:cathyosuji@gmail.com), <sup>2</sup>[bettyfeka@gmail.com](mailto:bettyfeka@gmail.com)**

## **ABSTRACT**

This study examined the extent to which proper management of the Student Union Government (SUG) of Universities in Rivers State enhances social integration of students. Three research questions were posed and three hypotheses were formulated for the study. Descriptive survey design was adopted for the study. A total of 686 final-year students of Faculties of Education in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE), Port Harcourt formed the population of the study. A sample of 206 respondents, which represented 30% of the population was drawn using simple random sampling technique. The instrument used to collect data for the study was a structured questionnaire containing 15 items titled "Management Strategies of Students' Union Government in Universities for Achieving Social Integration (MSSUGASI)" designed in 5-point Likert format. Face and content validity of the instrument were established by experts in Educational Management and Measurement and Evaluation. Test-retest method was employed to test the reliability of the instrument. A Reliability Co-efficient of 0.87 was obtained using Pearson's Product Moment Correlation statistics. The research questions were answered using descriptive statistics of mean and standard deviation; while the hypotheses were tested using inferential statistics of Z- test at  $P \leq 0.05$  level of significance. Results from the study revealed that proper financial accountability, enhancement of welfare of students and involvement of other students in decision-making by SUG enhance social integration amongst students in universities. Therefore, it was recommended that the school authorities should encourage proper financial accountability, enhancement of welfare of the students by SUG and involvement of other students in decision-making by SUG for fostering of social integration and peaceful co- existence amongst student in the universities.

**Keywords:** Management, Students' Union Government, Universities, Social Integration.

## **INTRODUCTION**

The main aim of higher education in Nigeria is to give very sound and qualitative education, which will enable graduates to function globally. The National Policy on Education in Nigeria (FGN, 2014) defines higher education as post-secondary education comprising Universities, Polytechnics, and Colleges of Education, including such institutions as may be allied to them. Universities are the only organizations focused on dual core functions of research and teaching (Romainville, 1996). In Nigeria, universities are involved in the traditional functions of teaching, research and community service so as to develop manpower and disseminate necessary knowledge in the industry and other sectors. It is a place where third-level stage of education is acquired, which tries to equip students with new knowledge and skills to participate in nation building. It also serves as a platform for the training and production of personnel for national development. Although higher educational institutions in Nigeria are facing rapid social, technological and economic challenges, the system has a potential to act as agent of growth, development and transformation of a nation (Osuji, 2019).

In Nigeria Universities, Students' Union Government, which is an organization that caters for the interests of the students, abounds. The Students' Union Government (SUG) is an association of all students in Universities in Nigeria. Isah (1991) defined the Students' Union Government as an association of students in a particular recognized place of education, with stipulated rules and regulations to guide the *modus operandi* of the association primarily to project and defend their common interests in line with the society.

One major responsibility of the SUG is to ensure the social integration of students in their new academic environment. Social integration means the incorporation of newcomers into the social structure of the host society. Social integration promotes values and relationships that enable all people to participate in social, economic and political life on the bases of equality of rights, equity and dignity. Promoting social integration requires association with three different but interlinked processes that shape the extent to which people are able to live and work together on the basis of equality; they include the following:

1. Recognition of diverse social groups, culture and identity in order to promote respect, dignity and co-operation.
2. Representation of political voice in order to ensure that the interests of different groups are taken into account in decision-making and resource control.
3. Redistribution of social-economic resources between individuals and groups in order to prevent deep disparities and fragmentations on the bases of wealth and groups.

There are strong links between students' informal social interaction and their learning, since social network can be a source of social and academic support for studying (Homes, *et al.*, 2012). Students who feel more socially integrated are less likely to think about leaving University, since friends provide direct emotional support equivalent to that provided by family relations, as well as acting as buffer in stressful situations (Wilcox *et al.*, 2005). For this reason, it is necessary that the Students' Union Government and the management of the institutions give more attention to facilitating students' social integration into the university 'habitus' and help them to fit in (Lesse, 2010) and also to provide appropriate opportunities to develop social relationships with other students (Maunder *et al.*, 2012), thus enabling them to move from the margins of "belonging" to "achieving" full membership of university life (Palmer *et al.*, 2009). It should be noted that for the objective of social integration of students in the universities to be actualized, the SUG must adopt good management strategies.

Management is defined as the process of administering and controlling the affairs of the organization, irrespective of its nature, type, structure and size. Nwabueze and Asolike (2017) defined management as the systematic coordination of resources (human and material) for the achievement of organizational set goals and objectives. Henri Fayol (1916) in his view said that management means to forecast, plan, organize, command, coordinate and control activities of others. Proper management is responsible for achieving group goals, optimum utilization of resources, and establishment of sound organization and prosperity of society. Different experts have classified management functions to be planning, organizing, staffing, directing and controlling. Consequently, the SUG in pursuance of its goal of students' social integration and good leadership must adopt the following management styles: proper financial accountability, provision of welfare facilities and involvement of students in decision-making.

### **Management of the Students' Union Government**

Management of Students' Union is the process of administering and controlling the affairs of the students' union. Proper management of the SUG can be achieved by proper accountability for funds, enhancement of the welfare of students and involvement of other students that are not executive members in decision-making.

**Proper Accountability of Funds:** Accountability of funds means being able to explain how an association's revenues were utilized. Aderoumnuo (1990) stated that when funds are given out for the procurement of materials, care must be taken to see that the goods are purchased with the money allocated for them. Accountability is a key requirement in governance. Not only governmental institutions, but also

the private sector and civil societies must be accountable to their institutional shareholders. An institution is accountable to those who will be affected by its decisions or actions. Since the SUG gets most of its funding from the students, accountability by the SUG to the students and school management is necessary. Lin *et al* (2003) states that financial accountability is making sure that the funds have been spent as agreed on and according to appropriate rules and regulations. Harrison *et al* (2011) states that financial accounting is financial responsibility or operational transparency that requires demonstrating how donations to the organization have been used and how effective an organization is in achieving its goals. Koh and Woo (2008) stated that financial accountability is the financial honesty and avoidance of fraud that ensures that money is spent and recorded as agreed on and according to appropriate rules and that accurate reports are given to stakeholders in a timely manner. Preparing and circulating statements of reports to stakeholders make financial accountability or proper accountability for funds. Financial accounting gives an organization legitimacy and credibility, contributes to their reputation and adds to their sustainability.

**Enhancement of the Welfare of Students:** This includes everything the school community does to meet the personal, social and learning needs of students and also to enhance their wellbeing. SUG liaising with the school authority to reduce the accommodation fees and cost of feeding in the campus will make the students want to stay in school and continue with their academic programmes. Again, provision of basic amenities such as pipe-borne water, electricity supply, functional clinic, hostel facilities, etc will make life comfortable for the students in the campus and encourage them to stay. Listening to and granting the students' demands will help to ensure their social integration and make them shun unnecessary agitation and crises in the campus.

**Involvement of Students who are Non-Executive Members of SUG in Decision-Making Process:** Decision-making is the process of identifying and choosing among alternatives based on values and preferences. It is synonymous with management. Robert (1996) believes that control of a system is achieved through the use of feedback from the environment. Decision-making is an essential aspect of an organization (including the school system). It determines the daily operations or activities of an organization. Alani, *et al* (2010) highlighted the need to include students in school's decision-making process. Oke *et al* (2010) further argue that failure to involve students in decision-making in the schools can lead to difficulty in the planning and implementation of school goals, which can degenerate into inadequacies in respect of human, materials, financial and physical resources. Ajayi (1991) states that the importance of students' involvement in decision-making in universities cannot be overemphasized, owing to its spill-over effect on the overall academic achievement of students.

Research has indicated that students' involvement in decision-making has various benefits. A benefit of effective participation is that students will find it easier to accept decisions in which their representatives have had input as participants. They are also more likely to understand the motives for an otherwise objectionable policy and to appreciate that the motives were not malicious. Obondo (2000) observes that, if students are involved in making decisions about salient issues concerning their lives, they are likely to identify with the outcomes of such processes. Studies have shown that students' experiences of belonging to their school relate to their general wellbeing as well as to their levels of academic performance (Nichols, 2008; Roofey, 2013; Upudaya and Salmela-Aro, 2013). Studies have also shown that the primary factors for creating a sense of membership and connectedness to the school comprise students, their peers and teachers (Goodenow, 1993; Rowe and Stewart, 2011).

According to Tinto's model, students who persist in college and graduate successfully participate in the students' culture both within and outside the immediate context of the learning environment. Those who are at home and take part in extra-curricular activities in colleges feel connected with fellow students and teachers and are inclined to persist in their studies. Without social integration, it is more difficult to persist and ultimately to graduate. In standard global practices, a students' union is saddled with the responsibility of managing the affairs of the students and to represent their interests (Adlabu and Akinsolu, 2009).

### **Statement of the Problem**

It has been established that social integration is necessary for students in engendering peaceful co-existence among their peers and achieving goals while in school. According to Park & Burges (1969), social integration is a dynamic and structured process in which all members participate in dialogue to achieve and maintain peaceful social relations. Again, Tinto (1975) opined that social integration leads to positive goal commitment and institutional commitment by the students leading to decisions by students not to drop out. Social integration when not incorporated or inculcated into the students can be disastrous, as its disadvantages range from feelings of loneliness, exclusion, rejection and feeling uproot (Maslow, 1943). Also students who are not socially integrated resort to vices such as cultism, killing of fellow students, truancy, disruption of academic activities, etc. According to Bar & Rasor (1999), low persistence of students at colleges can be attributed to low levels of social integration.

In the quest to proffer solutions to this problem of low social integration of students, the researcher decided to embark on this study to investigate how the management of the Student Union Governments, which is a viable tool for actualization of students' social integration in the universities through adoption of proper accountability, enhancement of welfare of students and involvement of non-executive members of the SUG in decision-making, can be employed in actualizing the social integration of students in the universities in Rivers State.

### **Purpose of the Study**

The purpose of this study is to investigate how the management of the Students' Union Government in the universities in Rivers State can enhance social integration of students.

Specifically, the study is intended to determine the following:

1. How proper financial accountability by the management of Student Union Government enhances social integration of students in tertiary universities in Rivers State.
2. How enhancement of welfare of students by the management of Students' Union Government enhances social integration of students in universities in Rivers State.
3. How involvement of students who are non-executive members of SUG in decision-making by the management of Students' Union Government enhances social integration of students in Universities in Rivers State.

### **Research Questions**

The following research questions guided the study:

1. How does proper financial accountability by the management of Students' Union Government enhance social integration of students in universities in Rivers State?
2. How does the enhancement of welfare of the students by the management of Students' Union Government lead to social integration of students in universities in Rivers State?
3. How does involvement of students who are non-executive members of SUG in decision-making by the management of Students' Union Government enhance social integration of students in universities in Rivers State?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 significance level:

1. There is no significant difference in the mean responses of students from Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUOE) on how proper financial accountability by the management of Students' Union Government enhances social integration in universities in Rivers State.
2. There is no significant difference in the mean responses of students from RSU and students from IAUOE on how the improvement of welfare by the management of Students' Union Government enhances social integration in universities in Rivers State.
3. There is no significant difference in the mean responses of students from RSU and students from IAUOE on how involvement of students who are non-executive members of SUG in decision-making by the management of Students' Union Government enhances social integration in universities in Rivers State.

## **METHODOLOGY**

The research adopted a descriptive survey design. In a descriptive study, the researcher draws a sample from a large population and describes certain characteristics of the sample as they are at the time of the study (Nwankwo, 2016). The rationale for this method is based on the fact that data is collected from a representative sample upon which inferences and generalizations can be made on the entire population. The total population of the study was 686 final-year students of Rivers State University (RSU), Nkpolu-Oroworukwo (306) and Ignatius Ajuru University of Education (IAUOE), Port Harcourt (380). The sample size was 206 students, comprising 92 students from RSU and 114 students from IAUOE, being 30% of the respective total populations. The simple random sampling technique was employed.

The instrument for data collection was a self-structured questionnaire titled “Management Strategies of Students Union Government in universities for Social Integration of Students (MSSUGASI)” developed in two sections, A and B. Section A sought information on the demographic data of the respondents while Section B contained responses to the questionnaire items. The questionnaire instrument contained a total of 15 items and adopted the 5-point Likert scale of Strongly Agree (SA: 5 points), Agree (A: 4 points), Undecided (U: 3 points), Disagree (D: 2 points) and Strongly Disagree (SD: 1 point). The instrument was developed by the researcher. The instrument was validated by experts in Educational Management and Measurement and Evaluation.

The reliability of the instrument was obtained using test re-test method and the coefficient of the reliability of 0.84 was obtained using 15 respondents for a pilot testing. The Pearson Product Moment Correlation Coefficient (PPMCC) statistics tool was used to correlate the sets of scores. The computation yielded a correlation coefficient of 0.87. A total of 206 copies of the questionnaire were administered and all were retrieved and used for the study, which formed 100 percent of the sample size. The arithmetic means and standard deviation were used to analyze data of answers to the research questions and establish the homogeneity of the respondents’ means, while Z-test was used to test the hypotheses at 0.05 level of significance. A mean rating equal to or greater than 3.00 would be considered as Agree while a mean less than 3.00 would be considered Disagree. A hypothesis will be accepted if the calculated value of Z is less than the critical Z value of 1.96, while it will be rejected if the calculated value of Z is greater than critical value of 1.96 at significance level of 0.05.

## **RESULTS AND DISCUSSION**

### **Research Question 1**

*How has proper financial accountability by the management of Students’ Union Government enhances social integration of students in universities in Rivers State?*

In Table 1, it can be seen that the respondents agree to all the listed items with respective mean values for RSU students (4.36, 4.51, 4.34, 4.01 and 4.53) and IAUE students (4.57, 4.41, 4.25, 4.57 and 4.12) which are above the mean criterion of 3.00. The grand mean of 4.35 for RSU students and 4.40 for IAUOE, which are above the cut-off point of 3.00, implies that the students agreed that there was proper financial accountability amongst students in Universities in Rivers State. The standard deviation of the items ranged from 0.00 to 0.98, which implies that the opinions of the students were close in the sampled Universities.

**Table 1: Mean and Standard Deviations of Students of RSU and IAUE on how Financial Accountability by the Management of SUG Enhances Social Integration**

S/N	Item	RSU Students N = 92			IAUE Students N =114		
		$\bar{X}$	S.D	Remarks	$\bar{X}$	S.D	Remarks
1	The SUG executives in my university give proper account of funds given to them; this stimulates trust amongst students and their eventual integration.	4.36	0.84	Agree	4.57	0.98	Agree
2	Non-executive members are allowed to have access to financial reports of the Union, which encourages a sense of belonging amongst them.	4.51	1.03	Agree	4.41	0.78	Agree
3.	Proper accountability by the management of the SUG encourages trust and support by the students members, thereby leading to social integration.	4.34	1.19	Agree	4.25	0.63	Agree
4	Students are allowed to ask the SUG executives questions on how money given to them is spent. This makes them have a sense of belonging, which eventually leads to their social integration	4.01	0.62	Agree	4.57	0.81	Agree
5.	The SUG management of my University sends copies of its financial reports to every student monthly. This gives the students a sense of belonging, thereby enhancing social integration.	4.53	0.00	Agree	4.12	0.00	Agree
<b>Grand Mean/SD</b>		<b>4.35</b>	<b>0.74</b>	<b>Agree</b>	<b>4.40</b>	<b>0.64</b>	<b>Agree</b>

**Research Question 2**

*How has provision of welfare facilities for the students by the Students Union Government enhanced the social integration of students in Universities in Rivers State?*

In Table 2, it can be seen that the respondents agreed to all the listed items with respective mean values for RSU students (4.42, 4.24, 4.09, 3.97 and 4.38) and IAUE students (4.44, 4.70, 4.15, 4.28 and 4.27), which were above mean criterion of 3.00. Also, with a grand mean of 4.18 for RSU students and 4.37 for IAUE students, the respondents agreed on the provision of welfare by Management of the Students' Union Government as a way of enhancing the students' social integration. The standard deviation of the items for RSU ranged from 0.55 to 1.21, while that of IAUE ranged from 0.96 to 1.29, which implies that they were close in their opinions.

**Table 2: Mean and Standard Deviation of Students of RSU and IAUE on how enhancement of Welfare of the Students by the Management of Students Union Government Leads to their Social Integration in Universities in Rivers State**

S/N	Item	RSU Students N = 92			IAUE Students N =114		
		$\bar{X}$	S.D	Remarks	$\bar{X}$	S.D	Remarks
1	The SUG ensures that the cost of living on the campus is favourable to the students, which enhances social integration.	4.42	1.21	Agree	4.44	0.97	Agree
2	The executive of the SUG provides support in form of tutorials for weak students and this in turn helps them have a sense of belonging.	4.24	0.81	Agree	4.70	1.18	Agree
3	The management of SUG organizes orientation activities for Freshers, which help in their social integration.	4.09	0.80	Agree	4.15	0.76	Agree
4	The students in my University have good relationships with their lecturers, which enhance social integration.	3.97	0.62	Agree	4.28	1.29	Agree
5	In my University, there are less reported cases of cult activities; this makes the students feel happy, leading to their social integration.	4.38	0.55	Agree	4.27	0.97	Agree
<b>Grand Mean/ SD</b>		<b>4.18</b>	<b>0.80</b>	<b>Agree</b>	<b>4.37</b>	<b>1.03</b>	<b>Agree</b>

### Research Question 3

In Table 3, it can be seen that the respondents agree to all the listed items with respective mean values for RSU students (4.32, 4.35, 4.38, 3.93 and 4.07) and IAUE students (3.97, 3.90, 4.48, 4.03 and 4.09), which are above the mean criterion of 3.00. Also, with a grand mean of 4.21 for RSU students and 4.09 for IAUE students, the respondents agreed that the involvement of other student members who are non-executive members of the SUG enhanced their social integration in universities. The standard deviation of the items for RSU ranged from 0.63 to 1.21, while that of IAUE ranged from 0.55 to 0.90, which implies that they were close in their opinions.

**Table 3: Mean and Standard Deviation of Students of RSU and IAUOE on How the Involvement of other Students who are Non-Executive Members of the Students' Union Government Enhanced their Social Integration in Universities**

S/ N	Item	RSU Students N = 92			IAUE Students N =114		
		$\bar{X}$	S.D	Remarks	$\bar{X}$	S.D	Remarks
1	In my University, the management of SUG allows Non-executive members to give their opinions on its administration, which enhances social integration.	4.32	1.21	Agree	3.97	0.79	Agree
2	The management of SUG is always happy when students contribute ideas to its administration thereby leading to social integration.	4.35	0.90	Agree	3.90	0.90	Agree
3	Non-executive members of SUG are allowed to take part in decision-making processes in the campus, thereby enhancing their social integration.	4.38	0.95	Agree	4.48	0.48	Agree
4	Non-executive members of the SUG have freedom to contribute in management meetings, thereby leading to social integration.	3.93	0.63	Agree	4.03	0.55	Agree
5	Non-executive members of SUG are free to say their observations without being afraid, which enhances their sense of belonging.	4.07	0.78	Agree	4.09	0.73	Agree
<b>Grand Mean/SD</b>		<b>4.21</b>	<b>0.79</b>	<b>Agree</b>	<b>4.09</b>	<b>0.69</b>	<b>Agree</b>

**Hypothesis 1**

There is no significant difference in the mean response of students from Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUOE) on how proper financial accountability by management of Students' Union Government enhances social integration of students in Universities in Rivers State.

The data in Table 4 indicate that the calculated z-value is 0.51 and the z-critical value is no significant difference in the mean response of students from RSU and IAUOE on financial accountability by the management of Students' Union Government enhancing students' integration in Universities in Rivers State.

**Table 4: Z-test Analysis of Responses of Students of RSU and IAUOE on the Financial Accountability Enhances Social Integration of Students in Universities in Rivers State**

Respondent	Number	Mean	S.D	Z-cal	Z-crit	Decision
RSU Students	92	4.35	0.74	0.51	1.96	Accepted
IAUE Students	114	4.4	0.64			

*Source: Research Data, 2019*

**Hypothesis 2**

There is no significant difference in the mean responses of students from RSU and students from IAUOE on how the improvement of welfare of students by the management of Students' Union Government enhances social integration in universities in Rivers State.

The data in Table 5 indicate that the calculated z-value is 1.49 and the z-critical value is 1.96 at 0.05 level of significant. Here, the z-calculated value of 1.49 is less than the z-critical value of 1.96; therefore, the null hypothesis which states that there is no significant difference in the mean response of students from RSU and IAUE on how improvement of welfare of the students b6y the management of Students' Union Government enhances students' integration in Universities in Rivers State is accepted. This means that students of RSU and IAUOE do not differ significantly in their mean response on how students' welfare facilities provided by the management of Student's Union Government enhance their social integration.

**Table 5: z-test Analysis of Responses of Students of RSU and IAUOE on how the Improvement of Welfare of Students by the Management of the Students' Union Government Enhances Social Integration of Students in Universities in Rivers State**

Respondent	Number	Mean	S.D	Z-cal	Z-crit	Decision
RSU Students	92	4.18	0.8	0.49	1.96	Accepted
IAUE Student	114	4.37	1.08			

*Source: Research Data, 2019*

**Hypothesis 3**

There is no significant difference in the mean response of students from Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUOE) on how involvement of non-executive student members by management of Students' Union Government in decision-making enhances social integration of students in Universities in Rivers State.

The data in Table 6 indicate that the calculated z-value is -1.15 and the z-critical value is critical value of 1.96; therefore, the null hypothesis which states that there is no significance difference in the mean response of students from RSU and IAUOE on how involvement of non-executive student members by the management of Students' Union Government in decision-making enhances students integration in Universities in Rivers State is accepted. This means that students of RSU and IAUOE do not differ significantly in their mean ratings on the involvement of non-executive student members' in decision-making by the management of Students' Union Government.

**Table 6: z-Test Analysis of Responses of Students of RSU and IAUOE on how the Involvement of Non-executive Student Members by the Students' Union Government in Decision-making Enhances Social Integration of Students in Universities in Rivers State**

Respondent	Number	Mean	S.D	Z-cal	Z-crit	Decision
RSU Students	92	4.21	0.79	-1.15	1.96	Accepted
IAUE Student	114	4.09	0.69			

*Source: Research Data, 2019*

### DISCUSSION OF FINDINGS

This study was carried out to determine how management of Students' Union Government of Universities enhances social integration of students in Rivers State.

*Research question 1* sought to determine how proper financial accountability by SUG in Universities in Rivers State enhances social integration of students. The findings revealed that the respondents agreed that proper financial accountability by SUG enhances social integration of students in Universities in Rivers State. This is in agreement with findings in a survey by Adelabu and Akinsolu (2009), which revealed that financial accountability by SUG in universities enhances openness to students and makes them gain their trust. The test of hypotheses also showed that there was no statistical difference in the mean responses of students from RSU and IAUOE on how proper financial accountability of SUG enhances social integration of students at 0.05 level of significance. This implies that proper financial accountability enhances social integration and peaceful co-existence amongst students in Universities.

*Research question 2* sought to determine how enhancement of students' welfare by SUG in Universities in Rivers State leads to social integration of students. The findings revealed that the respondents agreed that improvement of welfare of students by the management of SUG enhanced social integration of students in Universities in Rivers State. The test of hypotheses also showed that there was no statistical difference in the mean responses of students from RSU and IAUOE on how enhancement of students' welfare by the management of SUG leads to social integration of students at 0.05 level of significance. This implies that enhancement of welfare of students by the management of SUG leads to social integration and peaceful co-existence amongst students in Universities. This result agrees with Osuji(2019) that to promote and enhance national unity in higher institutions, a creative and empowering environment that takes care of the students' welfare and unleashes the positive energy and potentials that exist in students, which enables them to resolve conflicts non-violently, must be created by the leadership.

*Research question 3* sought to determine how the involvement of students that are non-executive student members of SUG in decision-making by SUG in Universities in Rivers State enhances social integration of students. The findings revealed that the respondents agreed that the involvement of non-executive student members in decision-making by SUG enhanced social integration of students in Universities in Rivers State. The test of hypotheses also showed that there was no statistical difference in the mean responses of students from RSU and IAUOE on the involvement of students who are non-executive members in decision-making by management of SUG enhancing social integration of students at 0.05 level of significance. This implies that involvement of students who are non-executive members in

decision-making by SUG enhances social integration and peaceful co-existence amongst students in universities. This is in line with the findings of Obondo (2000), which revealed that when students are involved in making decisions about salient issues concerning their lives, they are likely to identify with the outcomes of such processes.

### **CONCLUSION**

Based on the findings and the tests of hypotheses, it may be concluded that students of Rivers State University (RSU), Nkpolu-Oroworokwo, Port Harcourt and Ignatius Ajuru University of Education (IAUOE), Rumuolumeni, Port Harcourt agree that there is the need for the proper financial accountability by the management of Students' Union Government. They also agree that there is need for enhancement of welfare of students for students by the management of Students' Union Government and the involvement of non-executive student members in its decision-making for achieving social integration of students in universities.

### **RECOMMENDATIONS**

Based on the findings, it is recommended that the Universities management through the Students Affairs Departments of the schools ensure that the management of the Students Union Government is properly checked, monitored and given the necessary assistance in order to enhance the smooth running of its administration and enhancement of the students' integration in universities This can be achieved by the following:

- i. Ensuring that the Students' Union Government is held accountable for their actions and the resources entrusted into their care.
- ii. Ensuring that non-executive student members of the SUG are allowed to freely contribute their quota in issues relating to students in the campus.
- iii. Government provision of funds for social amenities in the campuses such as functional clinics, pipe-borne water, good and accessible road networks, electricity/ alternative power (generator), low-cost hostels and cafeteria.

### **REFERENCES**

- Adelabu, M. & Akinsolu, A. (2009). Political education through the University: A survey of Nigerian University students. *African Journal of Political Science and International Relations*, 3(2), 046-053
- Aderoumnuo, P. (1990). Sources of Educational Financing in Nigeria: A Strategic Menu for the 21st Century. In: Oriafio, S. & Gbenedio, U. (Eds.) *Towards Education in Nigeria for the 21st Century* (pp. 129-145). Benin City: University of Benin Press.
- Ajayi, O.A. (1991). Leadership Style in Institutions of Higher Education: A Contingency Approach, *Management in Nigeria, A Journal of the Institute of Management*, 4(2), 11-22.
- Alada, J. (2011). It pushes for vibrant students' unionism, Ibadan: [www.ui-edu.ng](http://www.ui-edu.ng). Retrieved 28/10/19
- Alani, A., Isichei, F.M., Oni, A.A., & Adetoro, J.A. (2010). Student Involvement in Decision-Making and Principals' Effectiveness in Private Secondary Schools in Lagos State, Nigeria. *Journal of Educational Policy*, 7(2), 319-333.
- Asodike, J. D. & Nwabueze, A. I. (2017). Safety Management for Service Delivery in Rivers State Secondary Schools. *Global Journal of Human-Social Science: Arts & Humanities – Psychology*, 17(1), 1-6.
- Bar, J., & Rasor, R. (1999). Freshman persistence as measured by reaching academic achievement benchmarks. Paper presented at the Annual Conference of the Research and Planning Group for California Community Colleges, Lake Arrowhead, CA (ERIC Document Reproduction Service).
- Federal Government of Nigeria (FGN). (2014). National Policy on Education. Lagos: National Research Development Centre Press.

- Goodenow, C. (1993). Classroom-Belonging among early Adolescent Students: Relationship to Motivation and Achievement. *Journal of Early Adolescence*, 13(0), 21- 43.
- Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the School*, 30, 79-90.
- Harrison, W., Horngern, C., Thomas, E. & Suwardy, T. (2011), *Financial Accounting: International Financial Reporting Standards*. 8<sup>th</sup> ed.
- Hommel, J., Rienties, W., de Grave, G., Bos, L., Schuwirth, and Scherpbier, A. (2012). Visualizing the invisible: a network approach to reveal the informal social side of student learning. *Advances in Health Sciences Education*, 17(5), 743-&57.
- Isah, M. A. (1991). Responsible Student Unionism: A paper presented in the Matriculation Orientation of Kaduna State Polytechnic, 3<sup>rd</sup> May - 1<sup>st</sup> June, 1991.
- Katja, Upadyaya Katariina & Salmela-Aro. (2013). Engagement with Studies and Work: Trajectories from Post-Comprehensive School Education to Higher Education and Work.
- Koh, H. & Woo, E (2008). The Expectation Gap in Auditing. *Managerial Auditing Journal*, 13(3), 147-154.
- Lesse, M. (2010). Bridging the Gap: Supporting Students Transitions into Higher Education. *Journal of Further and Higher Education*, 34(2), 239-251.
- Lin, C., Ma, Y., Malatesta, P. & Xuan, Y. (2011). Ownership Structure and the Cost of Corporate Borrowing. *Journal of Financial Economics*, 100, 1-23.
- Lin, W., Hwang, J. & Becker, J. (2003), A Fuzzy neural network for assessing the risk of fraudulent financial reporting. *Managerial Auditing Journal*, 18(8), 657-665.
- Magagula, C. M. (2007). Conflict resolution and management: The role of African higher education institutions. Paper presented at a seminar celebrating the African University day at the University of Swaziland, Kwaluseni. 15<sup>th</sup> November, 2007.
- Maslow A.H. (1943). A theory of human motivation. *Psychological Review*, 50(40): 370-396.
- Mauder, R. E., Cunliffe, M., Galvin, J. & Rogers, J. (2013). Listening to Student Voices: Student Researchers Exploring Undergraduate Experiences of University Transition. *Higher Education*, 66(2), 139-152.
- Mauder, R.E., Eunliffe, M., Galvin, J., Mjali., S. & Rogers, J. (2013). Listening to students' voices: Student researchers exploring undergraduate experience of university transition, 66(August 2013), 139-152.
- Nichols, S. (2008). An explanation of students' belongingness beliefs in one middle school. *Journal of Experimental Education*, 76(2), 145-169.
- Nwabueze, A. I. (2017). Office Management in School System. In: Amaewhule, W.A., Abraham, N. M. & Ansodike, J. D. (Eds), *School Business Management: Theoretical and Practical Approach*, (pp.11-33). Port Harcourt: Pearl publishers International Limited
- Obondo, A. (2000). *Politics of Participatory Decision-Making in Campus Governance*. Kenya: of Education, University of Nairobi.
- Oke, G. G., Okunola., P. O., Oni, A. A. & Adetoro, J. A. (2010). Relationship between Vice-Chancellors' leadership behavior and work behavior of lecturers in Nigeria Universities: Implication for leadership training for Vice-Chancellors. *Journal of Higher Education in Africa*, 8(1), 123-139.
- Osuji, C. U. (2019). Refocussing Higher Education Leadership in Emerging Global Challenges: Implication for Peace and National Unity, *Academic Discourse: An International Journal*, 11(1), 22-32.
- Palmer, M., O'kane, P. & Owens, M. (2009). Betwixt spaces: Students accounts of turning point experiences in the First Year Transition. *Studies in Higher Education*, 34(1), 37-54.
- Park, R. E. & Burgess, E. (1969). *Introduction to the Science of Sociology*. Chicago, IL: University of Chicago Press.
- Robert. M. G. (1996). Toward a Knowledge-Based Theory of the Firm. *Strategic Management Journal*, (Winter Special Issue), (17), 109-122.

- Roofey, S. (2013). Inclusive and exclusive belonging: the impact on individual and community well being. *Educational and Child Psychology*, 30(1), 38-49.
- Rowe, F. & Stewart, D. (2011). Promoting connectedness through whole school approaches: key elements and pathways of influence. *Health Education*, 111(10), 49-65.
- Romainville, M. (1996). Teaching and Research at University: A difficult Pairing. *Higher Education Management*, 135-144.
- Severiens, S. E. & Wolff, R. (2008). A Comparison of Ethnic Minority and Majority Students: Social and Academic Integration, and Quality of Learning. *Studies in Higher Education*, 33(3), 253–266.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89- 125.
- Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Students' Attrition* (2<sup>nd</sup> ed.), Chicago: University of Chicago Press.
- Upadyaya, K. & Salmela, A. K. (2013). Development of school management in association with academic success and well being in varying social contexts: A review of empirical research. *European Psychologist*, 18(2), 136-137.
- Wilcox, P., Winn, S. & Fyvie–Gauld, M. (2005). It was nothing to do with the university, it was just the people: The role of social support in the first-year experience of higher education. *Studies in Higher Education*, 30(6), 707-722.