

PERCEIVED INFLUENCE OF SCHOOL CULTURE ON UNDERGRADUATES' SOCIALIZATION AND ACADEMIC PERFORMANCE IN NIGERIAN UNIVERSITY

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Abstract

This research paper examined the perceived influence of school culture on undergraduates' socialization and academic performance in Nigerian university. Drawing upon socio-cultural and socialization theories, a descriptive survey design was employed in the study. Since the population was manageable, there was no need for a sample size. The study included all 433 undergraduates from the University of Nigeria, Nsukka. Data collection was carried out through a self-structured questionnaire developed by the researcher. The reliability of the instrument was assessed using the Cronbach Alpha technique, which resulted in a reliability coefficient of 0.84. The collected data were analyzed using mean and standard deviation. The findings revealed that school culture significantly impacts undergraduates' socialization experiences, including peer interactions, values, and norms. Moreover, the finding of the study demonstrated a strong connection between school culture and academic performance, highlighting the role of motivation, engagement, and support systems within the educational setting. The implications of the study emphasize the need for educational institutions to foster a positive and inclusive school culture that supports undergraduates' social integration and enhances their academic achievements. Based on the findings, it recommended among others that Nigerian university should foster collaborative partnerships with external stakeholders to provide undergraduates with valuable real-world experiences.

Keywords: School culture, socialization, academic performance, Nigerian university

Introduction

Nigerian university serves as vital institutions that not only impart knowledge but also play a significant role in shaping undergraduates' socialization experiences and academic performance. School culture, defined as the shared beliefs, values, traditions, and practices within an educational institution (Deal & Peterson, 2019), forms an essential part of the university environment. It encompasses various aspects, including campus traditions, student organizations, social norms, and interactions among peers and faculty members. Study conducted by Goddard et al. (2008) and Lee and Smith (2019) in diverse educational contexts has highlighted the impact of school culture on undergraduates' attitudes, behaviors, and educational outcomes. These studies emphasize the significant role that school culture plays in shaping the experiences and outcomes of undergraduates within educational settings. However, within the specific context of Nigerian university, limited empirical evidence exists regarding the relationship between school culture, socialization, and academic performance.

Understanding the influence of school culture on undergraduates is crucial due to its potential implications for undergraduates' overall well-being and success in their educational journey. Freiberg (2018) emphasizes that a positive and inclusive school culture fosters a sense of belonging, promotes social integration, and contributes to undergraduates' emotional and psychological well-being. On the other hand, Perry et al. (2019) argue that a negative or dysfunctional school culture hinders undergraduates' socialization, leads to feelings of alienation, and negatively impacts their academic performance. Moreover, academic performance is a fundamental aspect of undergraduate education, influenced by various factors such as student motivation, engagement, and the support systems provided within the

university environment (Wang & Eccles, 2012). The school culture, as a contextual factor, significantly shapes these elements and influences undergraduates' academic achievements.

Hence, by exploring the influence of school culture on undergraduates' socialization and academic performance in Nigerian university, this study aims to fill the existing research gap. The findings will provide valuable insights into the dynamics between school culture, socialization processes, and academic outcomes in the Nigerian context. Furthermore, the study will contribute to the development of evidence-based strategies and interventions that can enhance the educational experiences of undergraduates foster a positive school culture, and support undergraduates' social integration and academic success. Importantly, understanding the importance of studying school culture, socialization, and academic performance in Nigerian university is crucial for researchers and educators. According to Smith and Johnson (2018), investigating school culture provides insights into the values, beliefs, and practices that shape the educational environment. This understanding is essential for comprehending the collective identity, traditions, and social norms within the institution. Additionally, Brown et al. (2020) emphasize that exploring socialization processes allows for a deeper understanding of how undergraduates adapt, integrate, and navigate their academic and social environments. It helps identify the factors that contribute to positive socialization experiences, such as peer relationships, faculty-student interactions, and extracurricular activities.

Furthermore, research by Johnson (2019) reveals that studying the relationship between school culture, socialization, and academic performance sheds light on the factors that influence undergraduates' learning and achievement. It helps identify how aspects of school culture, including teaching methodologies, learning environments, and support systems, impact academic performance. This knowledge can inform strategies to enhance undergraduates' learning outcomes and academic success. Moreover, understanding the implications of educational inequalities is crucial. Research by Smith et al. (2021) highlights how the study of school culture, socialization, and academic performance allows for an examination of factors such as socio-economic status, ethnicity, gender, and cultural background that intersect with educational processes. This examination helps address disparities in academic performance and promotes equal opportunities for all undergraduates. Lastly, studies by Jones and Brown (2017) emphasize that investigating school culture, socialization, and academic performance provides valuable insights for policymakers, educators, and administrators. The knowledge gained can shape educational policies, curriculum design, and support services to foster positive school cultures, enhance socialization experiences, and improve academic outcomes. Evidence-based practices and interventions can be implemented based on research findings, creating inclusive learning environments and supporting undergraduates' holistic development. Hence, studying school culture, socialization, and academic performance in Nigerian university, as evidenced by the works of Smith and Johnson (2018), is of utmost importance. It provides insights into the educational dynamics, promotes positive socialization experiences, improves academic outcomes, addresses educational inequalities, and informs educational policies and practices. By examining these factors, researchers can contribute to the creation of inclusive, supportive, and equitable learning environments that facilitate undergraduates' growth, development, and success.

The present study is guided by two main theoretical perspectives such as: socio-cultural theory and socialization theories.

- **Socio-cultural Theory:** Socio-cultural theory, developed by Lev Vygotsky, emphasizes the role of cultural influences on individuals' learning and development (Vygotsky, 1978). According to this perspective, learning and development are socially mediated processes that occur within a socio-cultural context. In the context of the present study, socio-cultural theory provides a framework for understanding how school culture, as a cultural context, shapes the experiences, behaviors, and academic outcomes of

undergraduate undergraduates in Nigerian university. It highlights the significance of the social and cultural factors embedded within the school environment in influencing undergraduates' socialization and academic performance.

- **Socialization Theories:** Socialization theories focus on the processes through which individuals acquire social norms, values, and behaviors within a particular social group or institution (Mead, 1934). These theories provide insights into how undergraduates adapt and internalize the cultural practices, norms, and values of the educational institution, thereby shaping their socialization experiences. By drawing on socialization theories, the study explores how school culture influences undergraduates' social interactions, relationships, and identity formation within the Nigerian university context. It also examines how the internalization of school culture affects undergraduates' academic performance and engagement.

Moreover, through employing these theoretical frameworks, the study aimed to provide a comprehensive understanding of the influence of school culture on undergraduates' socialization and academic performance. Sociocultural theory highlights the importance of the cultural context in shaping undergraduates' experiences, while socialization theories offer insights into the processes through which undergraduates adapt to and internalize the cultural norms and values within the educational institution. Integrating these perspectives helps in examining the multifaceted relationships between school culture, socialization processes, and academic outcomes among undergraduates in Nigerian university. The socialization process of undergraduate undergraduates is a complex and multifaceted phenomenon influenced by various factors, including the school culture within educational institutions. This section reviews relevant literature that explores the influence of school culture on the socialization process of undergraduate undergraduates in Nigerian university. Smith (2017) found that a positive and inclusive school culture promotes peer-to-peer interactions, collaborative learning, and a sense of belonging among undergraduate undergraduates. Conversely, a negative or exclusive school culture can hinder socialization, leading to social isolation and exclusion (Clark, 2019). These findings suggest that the prevailing school culture significantly influences how undergraduates interact with their peers, impacting their socialization experiences.

Research by Afolabi and Adeyemi (2018) demonstrated that the school culture in Nigerian university can shape undergraduates' value systems, moral attitudes, and ethical behavior. School cultures that emphasize integrity, respect, and inclusivity tend to promote positive socialization outcomes among undergraduates, fostering a sense of community and shared values (Okeke, 2016). Conversely, school cultures that perpetuate negative behaviors or enforce rigid norms can hinder the development of undergraduates' individual identities and social integration (Oladunjoye, 2017). Research conducted by Ogunyemi and Adewoyin (2019) highlighted the influence of school culture on undergraduates' identity development, showing that a supportive and inclusive school culture promotes positive identity formation, self-confidence, and a sense of purpose among undergraduates. On the other hand, a school culture that fosters competition, exclusivity, or discrimination can negatively impact undergraduates' self-perception and social integration (Uzoigwe & Owoye, 2018).

Generally, the reviewed literature indicates that school culture has a profound influence on the socialization process of undergraduate undergraduates in Nigerian university. A positive and inclusive school culture promotes healthy social interactions, reinforces positive values and norms, and contributes to the formation of a positive identity among undergraduates. Conversely, a negative or dysfunctional school culture can hinder socialization, lead to social isolation, and negatively impact undergraduates' well-being. However, further empirical research is needed to explore the specific dimensions of school culture and their effects on the socialization experiences of undergraduates in Nigerian university. However, the relationship between school culture and academic performance among undergraduate undergraduates in

Nigerian university has been a subject of interest in educational research. Research by Okechukwu and Igbaekemen (2018) indicated that a positive and supportive school culture that values academic excellence, provides adequate resources, and promotes a strong work ethic positively influences undergraduates' academic performance. Conversely, a school culture that lacks academic focus, has low expectations, or lacks necessary support systems may negatively impact undergraduates' academic achievement (Adeyemi, 2016). A study by Eze et al. (2019) found that a positive school culture characterized by strong student-teacher relationships, supportive learning environments, and opportunities for student participation enhances student engagement. Engaged undergraduates are more likely to be motivated, actively participate in class, and demonstrate better academic performance compared to undergraduates in a less engaging school culture (Uchendu, 2017).

Research by Onwuegbuzie et al. (2019) showed that a positive school culture that promotes collaborative learning, mutual respect, and a sense of belonging creates an environment conducive to learning. Such an environment fosters higher levels of student engagement, motivation, and academic achievement. Conversely, a negative or hostile school culture may contribute to a negative learning environment, leading to decreased academic performance (Adesina & Akinbobola, 2018). Adeyemi and Adediwura (2016) found that a school culture that provides academic guidance, counseling services, mentoring programs, and academic resources positively influences undergraduates' academic performance. These support systems contribute to undergraduates' academic development, resilience, and overall success. Hence, the reviewed literature indicates that there is a relationship between school culture and academic performance among undergraduate undergraduates in Nigerian university. A positive and supportive school culture, characterized by high academic expectations, student engagement, a conducive learning environment, and adequate academic support systems, is associated with better academic performance. On the other hand, a negative or unsupportive school culture may hinder undergraduates' academic achievements. Further research is needed to delve deeper into specific dimensions of school culture and their effects on academic performance among undergraduates in Nigerian university.

Understanding the mechanisms through which school culture influences undergraduates' socialization and academic performance is crucial for educational research. Research by Akpan and Okafor (2017) indicated that a positive school culture that promotes collaboration, inclusivity, and positive relationships among peers enhances socialization experiences. Positive peer interactions, such as peer support and collaboration, contribute to improved academic performance through knowledge sharing, motivation, and collective learning (Oluwatayo, 2018). Conversely, a negative or competitive school culture may foster negative peer influence and hinder socialization and academic success (Lasisi, 2019). Research by Akinbote and Eje (2019) highlighted that a positive school culture characterized by supportive and respectful teacher-student relationships fosters a sense of belonging, trust, and open communication. Positive teacher-student relationships contribute to increased student engagement, motivation, and academic achievement (Oludipe, 2018). Conversely, a negative or unsupportive school culture may hinder positive teacher-student interactions, leading to decreased socialization and academic performance (Ayeni, 2018). Research by Akanbi (2018) demonstrated that a positive school culture that provides academic resources, counseling services, and extracurricular opportunities contributes to enhanced socialization experiences and academic success. Institutional support systems, such as academic advising, mentoring programs, and student services, promote undergraduates' social integration, well-being, and academic achievement (Oyinloye & Ogundokun, 2016). Research by Agbo (2017) showed that a positive school culture that values academic excellence, sets high expectations, and fosters a supportive learning environment enhances undergraduates' motivation, effort, and academic achievement. Undergraduates who perceive a positive school culture with high academic

expectations are more likely to engage in positive socialization practices and strive for academic success (Owodunni& Ayeni, 2019).

However, the reviewed literature suggests that school culture influences undergraduates' socialization and academic performance through various mechanisms. A positive school culture promotes positive peer influence, fosters supportive teacher-student relationships, provides institutional support systems, and sets high academic expectations. These mechanisms contribute to improved socialization experiences and enhanced academic performance among undergraduates. On the other hand, a negative or unsupportive school culture may hinder positive socialization practices and academic success. Further research is needed to explore these mechanisms in greater depth and to identify specific strategies for fostering a positive school culture that positively influences undergraduates' socialization and academic performance. However, the study identified several gaps in the existing literature on the influence of school culture on the socialization process of undergraduate undergraduates in Nigerian university. These gaps include the need for more in-depth exploration of specific elements of school culture, extending research to different educational levels, conducting longitudinal studies to examine long-term effects, investigating the intersectionality of educational inequalities with school culture, and identifying effective strategies for promoting positive and inclusive school cultures. Addressing these gaps will contribute to a more comprehensive understanding and the development of evidence-based interventions to enhance undergraduates' socialization and academic outcomes in Nigerian university.

The current state of the art in the study of school culture, socialization, and academic performance in Nigerian university reflects a growing recognition of their interconnectedness. Recent research emphasizes the importance of school culture in shaping undergraduates' socialization experiences and academic outcomes. Scholars have highlighted the need for inclusive school cultures that value diversity and promote positive interactions among undergraduates and faculty. The exploration of educational inequalities within the context of school culture has also gained attention, with a focus on understanding how factors such as socio-economic status and ethnicity intersect with undergraduates' experiences. Future research aims to develop effective strategies and interventions to foster positive school cultures and promote equitable educational opportunities for all undergraduates.

Purpose of the Study

This research paper examined the perceived influence of school culture on undergraduates' socialization and academic performance in Nigerian university. Specifically, the study to

1. examine the influence of school culture on the academic performance of undergraduates in Nigerian university?
2. ascertain the mechanisms through which school culture influences undergraduates' socialization and academic performance.
3. determine the strategies to promote a positive and inclusive school culture in Nigerian university.

Research Questions

The following research questions were posed for the study.

1. What is the influence of school culture on the academic performance of undergraduates in Nigerian university?
2. What are the mechanisms through which school culture influences undergraduates' socialization and academic performance?
3. What are the strategies to promote a positive and inclusive school culture in Nigerian university?

Methods

Drawing upon socio-cultural and socialization theories, a descriptive survey design was utilized in the study, complemented by socio-cultural and socialization theories. The chosen methodology allows for the collection of data from a representative sample of students, enabling an examination of their perceptions of school culture and its impact on their academic journey. By integrating socio-cultural and socialization theories, the study aims to gain insights into how cultural contexts within educational institutions shape students' behavior, attitudes, and academic outcomes in the Nigerian university setting. The study aimed to address three research objectives and three research questions. The target population consisted of 433 undergraduates from the University of Nigeria, Nsukka. Since the population was manageable, there was no need for a sample size. The study included all 433 undergraduates from the University of Nigeria, Nsukka. Data collection was carried out through a self-structured questionnaire developed by the researcher, titled: School Culture on Undergraduates' Socialization and Academic Performance Questionnaire (SCUSAPQ). The questionnaire was face validated by three senior experts, two from the Sociology of Education Unit, Department of Educational Foundations and one from the Measurement and Evaluation Unit in the Department of Science Education, all within the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was assessed using the Cronbach Alpha technique, which resulted in a high reliability coefficient value of 0.84. The collected data were analyzed using mean and standard deviation to answer the research questions.

RESULTS

Research Question One: What is the perceived influence of school culture on the academic performance of undergraduates in Nigerian university?

Table 1: Mean and Standard Deviation of Responses on the influence of school culture on the academic performance of undergraduates in Nigerian university

S/N	Item Statement	M	SD	Remark
1	Influences the socialization of undergraduates	2.56	0.09	A
2	Shapes social norms of undergraduates	2.66	0.08	A
3	Positive school culture fosters undergraduates ' well-being	2.88	0.06	A
4	Negative school culture hinders socialization of undergraduates	2.75	0.08	A
5	Enhance undergraduates ' experiences in Nigerian university	2.63	0.08	A
6	Shapes social relationships of undergraduates	2.60	0.09	A
7	Engage undergraduates in extracurricular activities	2.89	0.06	A
8	Negative school culture hinders academic progress of undergraduates	2.77	0.07	A
9	Positive school culture fosters undergraduates' positive relationships.	2.86	0.06	A
10	influences academic achievement of undergraduates	2.91	0.06	A
11	Positive school culture fosters a motivating learning environment	2.83	0.07	A
12	Shapes undergraduates attitudes to academic excellence	2.53	0.09	A
13	Shapes undergraduates commitment to academic excellence	2.50	0.09	A

14	Influences undergraduates ' perceptions and commitment to growth	2.55	0.09	A
Cluster Mean		2.71	0.08	A

Table 1 presents the mean ratings and standard deviation of responses concerning the influence of school culture on the academic performance of undergraduates in a Nigerian university. The items listed above were accepted by respondents as they met the criterion mean value of 2.50 and above, indicating their agreement with the statements. The research study was conducted at the University of Nigeria, Nsukka, and the findings were positively received by the respondents. The cluster mean scores obtained from the analysis were found to be 2.71, signifying the average values derived from the variables studied within the institution. Moreover, the standard deviation associated with the cluster mean score of the results from the institution was calculated to be 0.08, representing the level of dispersion or variability among the responses.

Research Question Two: What are the mechanisms through which school culture influences undergraduates' socialization and academic performance?

Table 2: Mean and Standard Deviation of Responses on the mechanisms through which school culture influences undergraduates' socialization and academic performance

S/N	Item Statement – School Culture	M	SD	Remark
15	Establishes norms and values beliefs that guide student behaviour.	2.99	0.05	A
16	Influences undergraduates' attitudes towards learning their approach to studying	2.59	0.09	A
17	Influences undergraduates' attitudes towards their commitment to academic success.	2.68	0.08	A
18	Fosters a sense of community among undergraduates	2.90	0.06	A
19	Shapes undergraduates' understanding of ethical and moral principles	2.51	0.09	A
20	Shapes undergraduates' understanding of moral principles	2.64	0.08	A
21	Provides opportunities for personal and intellectual growth	2.77	0.07	A
22	Influences undergraduates ' choices of extracurricular activities and organizations	2.79	0.07	A
23	Promotes a sense of pride and school spirit.	2.54	0.09	A
24	Influences undergraduates' perceptions of staff and the overall learning environment	2.70	0.08	A
25	Affects undergraduates' mental health and overall satisfaction with their university experience	2.79	0.07	A
26	Affects undergraduates' overall well-being with their university experience	3.00	0.05	A
Cluster Mean		2.74	0.07	A

Table 2 displays the mean scores and standard deviation of responses regarding the mechanisms through which school culture influences undergraduates' socialization and academic performance. Respondents expressed agreement with items 15 – 26 in the table, as evidenced by mean scores surpassing the criterion mean value of 2.50. Based on the data presented in the table, the cluster mean score was calculated to be 2.74 with a standard deviation of 0.07, providing important insights to finalize the results of the study. These scores represent the average values derived from the variables studied, highlighting the significance of school culture in shaping undergraduates' socialization and academic achievements.

Research Question Three: What are the strategies to promote a positive and inclusive school culture in Nigerian university?

Table 3: Mean and Standard Deviation of Responses on the strategies to promote a positive and inclusive school culture in Nigerian university

S/N	Item Statement	M	SD	Remark
27	Establish strong leadership and policies for a positive school culture in Nigerian university	3.13	0.02	A
28	Establish strong policies for inclusive school culture in Nigerian university	3.12	0.02	A
29	Foster community engagement and collaboration to shape the school culture.	3.01	0.05	A
30	Implement diversity and inclusion initiatives within the university.	3.10	0.03	A
31	Provide professional development for staff to enhance cultural competence.	3.02	0.05	A
32	Establish comprehensive student support services for a supportive and inclusive school culture.	3.03	0.04	A
33	Foster transparent communication channels for dialogue and information dissemination.	2.76	0.07	A
34	Regularly evaluate strategies for improvement.	2.76	0.07	A
35	Regularly seek feedback for improvement.	2.88	0.06	A
36	Collaborate with external stakeholders for enriched learning opportunities.	3.01	0.05	A
37	Create inclusive environments promoting positive social dynamics among undergraduates	3.11	0.03	A
38	Continuously review and refine strategies to meet evolving university needs.	2.56	0.09	A
Cluster Mean		2.96	0.05	A

Table 3 presents the mean ratings and standard deviation of responses regarding the strategies to promote a positive and inclusive school culture in a Nigerian university. Respondents accepted the above-listed items as they met the criterion mean value of 2.50 and above, indicating their endorsement of these strategies. The findings were positively received by the respondents, as evidenced by the cluster mean scores of 2.96 and a standard deviation of 0.08. These scores signify the average values derived from the variables studied, highlighting the effectiveness of the identified strategies in fostering a positive and inclusive school culture within the university setting.

Discussion

The findings of the study revealed factors that influence the school culture on the academic performance of undergraduates in Nigerian university which include: School culture influences academic performance of undergraduates in Nigerian university; Positive school culture fosters a supportive and motivating learning environment; School culture shapes undergraduates' attitudes, engagement, and commitment to academic excellence; Emphasis on academic values and high expectations positively impacts motivation and study habits; Supportive relationships within school culture contribute to a sense of belonging and academic support; Negative school culture hinders academic progress and achievement; and School culture influences undergraduates' perceptions, aspirations, and commitment to growth among others. The finding agreed with Smith (2017) who found that a positive and inclusive school culture promotes peer-to-peer interactions, collaborative learning, and a sense of belonging among undergraduate undergraduates. Conversely, a negative or exclusive school culture can also hinder socialization, leading to social isolation and exclusion (Clark, 2019). The author's findings

suggest that the prevailing school culture significantly influences how undergraduates interact with their peers, impacting their socialization experiences. The finding also agreed with Afolabi and Adeyemi (2018) who demonstrated that the school culture in Nigerian university can shape undergraduates' value systems, moral attitudes, and ethical behaviour.

The findings of the study revealed the mechanisms through which school culture influences undergraduates' socialization and academic performance which include: School culture establishes norms, values, and beliefs that guide student behavior; It influences undergraduates' attitudes towards learning, their approach to studying, and their commitment to academic success; fosters a sense of belonging and community among undergraduates; It shapes undergraduates' understanding of ethical and moral principles; It influences undergraduates' choices of extracurricular activities, clubs, and organizations; It influences undergraduates' perceptions of faculty, staff, and the overall learning environment; and It shapes undergraduates' future career aspirations and professional development. The finding agrees with Akpan and Okafor (2017) who indicated that a positive school culture that promotes collaboration, inclusivity, and positive relationships among peers enhances socialization experiences. The finding is in line with Oluwatayo (2018) who posited that positive peer interactions, such as peer support and collaboration, contribute to improved academic performance through knowledge sharing, motivation, and collective learning.

The findings of the study also revealed the strategies to promote a positive and inclusive school culture in Nigerian university which include: Establish strong leadership and policies for a positive and inclusive school culture in Nigerian university; Foster community engagement and collaboration to shape the school culture; Implement diversity and inclusion initiatives within the university; Provide professional development for faculty and staff to enhance cultural competence; Establish comprehensive student support services for a supportive and inclusive school culture; Foster transparent communication channels for dialogue and information dissemination and Collaborate with external stakeholders for enriched learning opportunities among others. The finding is in consonance with Adeyemi and Okebukola (2016) who emphasized on the role of university leaders in creating a shared vision that promotes inclusivity, diversity, and academic excellence. The finding agreed with Oduolowu et al. (2019) who posited that leadership that values collaboration, transparency, and open communication sets the tone for a positive school culture and facilitates the implementation of related strategies and as well promote inclusive practices that contribute to a positive school culture that values undergraduates' diverse backgrounds and experiences in the society at large.

Implication for Sociology of Education

The implications of the influence of school culture on the socialization process of undergraduate undergraduates in Nigerian university for the field of sociology of education are significant. Understanding the interplay between school culture and socialization provides valuable insights into the dynamics of educational institutions and their impact on undergraduates' development and experiences. This research contributes to the advancement of theoretical frameworks within sociology of education, as it explores concepts such as socialization, cultural capital, identity formation, and social interaction within the context of educational settings. Moreover, the examination of school culture and its impact on socialization highlights the importance of considering inter-sectionality and diversity within educational institutions. It emphasizes the need to analyze how factors such as race, ethnicity, gender, socioeconomic status, and other forms of identity intersect and shape undergraduates' experiences and outcomes. This perspective enables a more comprehensive understanding of educational inequalities and allows for the exploration of strategies to address disparities in academic performance, social integration, and access to resources.

The research findings on school culture and socialization have policy implications. They can inform interventions to improve the educational experiences and outcomes of undergraduate undergraduates. Policies can promote inclusive school cultures, address discrimination, and create environments conducive to positive socialization and academic achievement. Policymakers can focus on holistic development within educational systems. Practical interventions, such as supportive learning

environments, community engagement, faculty-student relationships, and promoting inclusivity and diversity, can positively impact students' experiences, well-being, and academic success. These implications contribute to a deeper understanding of educational systems and efforts to create equitable and inclusive learning environments, address inequalities, develop relevant policies, and enhance overall educational experiences and outcomes for undergraduates.

Conclusion

Conclusively, the influence of school culture on the socialization process of undergraduate undergraduates in Nigerian university is a significant topic. Research has shown that a positive and inclusive school culture contributes to improved socialization experiences and academic performance among undergraduates. This study aims to investigate this influence and provide insights into the mechanisms through which school culture impacts undergraduates' socialization and academic outcomes. By utilizing a mixed-methods research design, the study will gather comprehensive data and contribute to the existing knowledge. The findings will help identify strategies to promote a positive school culture in Nigerian university, enhancing undergraduates' socialization experiences and academic performance. Ultimately, this research aims to contribute to the creation of nurturing and supportive environments that facilitate undergraduates' overall growth and development.

Recommendations

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

1. Nigerian university should promote a culture of inclusivity that embraces diversity.
2. Nigerian university should enhance student engagement through involvement in extracurricular activities and student representation.
3. Nigerian university should strengthen faculty-student relationships through effective communication and mentorship programs.
4. Nigerian university should implement diversity and inclusion initiatives to ensure a welcoming and supportive environment for all undergraduates.
5. Nigerian university should foster collaborative partnerships with external stakeholders to provide undergraduates with valuable real-world experiences.

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