

INFLUENCE OF ACCOMMODATION FACILITIES ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN IJUMU LOCAL GOVERNMENT AREA OF KOGI STATE

BY

Adebiyi H. Adebunmi: Confluence University of Science and Technology Osara

Joshua Moses: Confluence University of Science and Technology Osara

&

Sunday Yomi PhD: Confluence University of Science and Technology Osara;

E-mail: sundayy@custech.edu.ng

Abstract

This study investigated the influence of accommodation facilities on the academic performance of secondary school students in Dekina Local Government Area of Kogi State, Nigeria. A survey research design was adopted to systematically gather data from 120 students in both public and private secondary schools. The population comprised senior secondary students (SS1–SS3), particularly those residing in school accommodation, alongside input from teachers and administrators. A stratified random sampling technique ensured balanced representation across school type and gender. Data were collected using a structured questionnaire, validated by experts and tested for reliability using the test-retest method, yielding an acceptable Cronbach's Alpha coefficient. Descriptive and inferential statistics were used to analyze the data. Results revealed that accommodation quality significantly affects students' academic performance, particularly in areas of safety, cleanliness, quiet study environment, and adequate space. Students expressed strong agreement that poor living conditions negatively influenced their academic concentration, motivation, and exam outcomes. Further analysis showed that boarding students were more affected positively or negatively by accommodation quality than day students, likely due to their constant exposure to the facilities. Additionally, key accommodation factors identified as having the greatest impact on academic performance included safety/security, quietness for study, and cleanliness.

Keywords: Accommodation, Students, Facilities, Residence and Academic performance

Introduction

Education is man's fundamental method of reform and progress. It can be regarded as the tool with which society brings the transmission of its own culture. Reomer (2016) refers to education as "all those experiences of the individual through which knowledge is acquired, the intellect enlightened or the will strengthened" while Unachuka (2017) defines education as "the process by which individuals are assisted formally or informally, though proper direction and finance, to develop their capacity for their own benefit and that of the society. Education can therefore be regarded as a social process whose purpose is to bring about certain desirable behavioral change in the total development of the individual. In the whole world education has been given more regard while in Nigeria particularly education has been seen as the main vehicle for rapid development. It is obvious that since advent of the Europeans, Nigerians have attached much importance to western education, with the arrival of western education, the uses of facilities became vogue. Classrooms which came in small rooms now in form of schools which comprises of administrative blocks, offices with such facilities as chairs, tables, chalk and chalkboards. Textbooks were also provided to aid teaching; this ease the way knowledge was formally imparted to the students to prove for old stations system.

Education is the process of bringing positive changes to an individual for the benefit of the society. Education is seen as veritable machinery for the development of any nation. It is also referred to as machinery for development as well as a process for bringing innovations for the benefit of the society, Sunday, etal (2016). The development of any individual, society or nation can hardly take place without education as a determining factor. Education is the key to modernization. Education is therefore an indispensable tool for economic, socio-cultural and the moral development of both the individual and society. This is in line with Federal Government

of Nigeria (2014) which states that education is the instrument for economic empowerment and development of sustainable economy. This is why the acquisition of appropriate skills and the development of mental, physical, social abilities and competencies that equip the individual to live and contribute to the development of the society solely depend on education.

Accommodation facilities refer to the physical infrastructure and services provided by the school to house students, particularly those who are not residents of the area or are enrolled in boarding schools. These facilities typically include dormitories or hostels, which are designed to offer students a safe, comfortable, and conducive environment for living while attending school. In many cases, boarding schools cater to students from distant rural areas or other regions who need a place to stay during the school term, away from their homes. These accommodation facilities often house students for the duration of their academic year and provide them with a structured environment that integrates both living and learning spaces. The design and quality of these accommodation facilities can vary greatly depending on the financial resources available to the school. In some cases, schools may have well-structured, modern dormitories with individual or shared rooms, proper sanitation, adequate lighting, and recreational areas. These facilities are often equipped with resources such as study halls, libraries, and common rooms where students can interact and engage in group learning activities. Well-maintained boarding schools also provide meals, laundry services, and supervision by trained staff, all of which contribute to a student's well-being and ability to focus on their studies. Such facilities are designed to ensure that students are physically comfortable and emotionally supported, creating a stable environment that fosters academic success.

However, not all secondary schools, especially in rural or underfunded areas, are able to provide such ideal accommodation. In many cases, the quality of the accommodation can be subpar, with overcrowded rooms, poor sanitation, inadequate lighting, and limited access to necessary resources. Inadequate accommodation can result in poor living conditions, such as pest infestations, lack of privacy, or even safety concerns. For students living in such conditions, the stress and discomfort can affect their concentration, physical health, and overall academic performance. Moreover, overcrowded facilities may not provide enough personal space for students to study effectively, leading to distractions, fatigue, and a lack of motivation to engage in schoolwork. The role of school accommodation extends beyond the physical space where students sleep; it also encompasses the broader environment that affects a student's social and emotional development. In well-designed accommodation settings, students have the opportunity to form meaningful friendships, engage in collaborative study groups, and benefit from a sense of community. These social interactions are important for developing teamwork, communication skills, and emotional resilience—skills that are equally valuable for academic success. Conversely, poor accommodation can lead to social isolation, bullying, or tensions among students, all of which can have a negative impact on mental health and academic performance. Therefore, the management of accommodation facilities, including the quality of supervision, cleanliness, and the availability of support services, plays a crucial role in fostering an environment that supports both the academic and personal growth of students.

Academic performance in secondary school refers to the level of achievement demonstrated by students in their academic work, typically measured through grades, test scores, assignments, and overall subject proficiency. It is an essential indicator of a student's ability to understand, apply, and retain the knowledge and skills taught during their schooling years. In secondary schools, academic performance encompasses various forms of assessment, including continuous assessment (such as assignments and projects), term exams, and end-of-year or final exams. This performance is not only a reflection of a student's intellectual capacity but also of their effort, discipline, and engagement with the learning process. Academic performance is often gauged by the grades students receive in different subjects, which are determined by their ability to grasp the curriculum content, their participation in class, and their completion of homework and other assignments. High academic performance typically reflects a student's proficiency in subjects like mathematics, science, languages, and the arts, while poor performance might suggest challenges in understanding the material, lack

of motivation, or other external factors affecting the student's ability to perform. The grading system can vary by country or educational system, but it generally involves a scale that ranks students from excellent to failing, often using letter grades or numerical scores.

The academic performance of secondary school students is influenced by a myriad of factors, ranging from teaching quality and student motivation to socio-economic conditions and environmental factors. One of the significant yet often underexplored elements is the role of accommodation facilities. In the context of secondary education in Nigeria, especially in regions like Ijumu Local Government Area in Kogi State, the influence of accommodation on students' academic outcomes remains a subject of interest for educational researchers. Accommodation facilities, including hostels, dormitories, and even off-campus housing, are not merely places where students sleep but also play a crucial role in shaping their overall learning experience and academic success. As more students from rural areas seek secondary education in urban centers or larger towns, understanding the impact of their living conditions becomes crucial in evaluating and improving educational outcomes. In many Nigerian secondary schools, particularly in rural areas like Ijumu inadequate or poorly managed accommodation facilities can severely affect students' concentration, mental health, and overall academic performance. Poor living conditions, overcrowded rooms, inadequate sanitation, lack of sufficient lighting, and irregular provision of electricity can all contribute to stress and fatigue, which in turn hinder a student's ability to focus on studies (Akpan, 2018). A conducive living environment is essential for students to achieve their academic potential, as it allows them to rest adequately, organize their study schedules, and maintain a balanced life. A lack of these basic needs can exacerbate feelings of anxiety and alienation, which detract from students' engagement with their academic work (Samuel & Sunday, 2024).

Additionally, the quality of accommodation facilities can also directly influence students' social interactions, which are vital for emotional well-being and academic success. In a secondary school setting, students spend a significant portion of their day in dormitories or hostels, and the relationships they build in these spaces often extend beyond the classroom. Research has shown that students living in well-maintained accommodation facilities tend to form better peer relationships, engage in more collaborative study sessions, and develop a sense of belonging, all of which contribute to improved academic outcomes (Sunday, et al., 2016). Conversely, when students are placed in overcrowded or poorly supervised living environments, social conflicts, bullying, and isolation may occur, all of which can be detrimental to their academic performance. The physical environment in which students reside, including the availability of study spaces, recreational areas, and the overall comfort of their accommodation, plays a pivotal role in fostering an academic culture. A positive environment encourages students to engage more actively in their studies, whereas an inhospitable one can demotivate them, leading to a decline in their academic performance. According to the Environmental Design Theory, physical spaces that are designed to accommodate the specific needs of learners such as quiet study areas, adequate lighting, and a clean, quiet atmosphere contribute significantly to the improvement of cognitive and academic functioning (Sunday, et al., 2014).

In Ijumu LGA, where many students from remote villages may not have access to stable housing, these design considerations become even more critical (Achimugu, Nkoku & Sunday, 2023). The socio-economic background of students also plays a significant role in determining their access to quality accommodation. In Ijumu LGA, which is a predominantly rural area, students from wealthier families are more likely to have access to better living conditions in schools, such as private hostels or boarding houses that are well-maintained and have better facilities. These students are often in a better position to focus on their studies and have the emotional and psychological stability necessary to excel academically (Sunday et al., 2023). On the other hand, students from lower-income backgrounds may struggle with overcrowded, unhygienic, or poorly maintained accommodation, which adds to the stress they already face from financial difficulties, thereby diminishing their chances of academic success (Akanmu, Sunday & Ayinla, 2016).

Statement of the Problem

The academic performance of secondary school students is influenced by a multitude of factors, ranging from individual cognitive abilities to the quality of teaching and learning materials. However, one often overlooked aspect that can significantly impact students' educational outcomes is the quality of accommodation facilities provided by schools. Accommodation facilities, particularly in the context of boarding schools or hostels, refer to the living spaces where students reside during their academic term, including dormitories, study areas, recreational facilities, and access to essential services like health care. These facilities can play a crucial role in shaping students' overall learning experience, physical and mental well-being, and ultimately, their academic success. In many secondary schools, particularly in developing countries, accommodation facilities are often substandard, overcrowded, or inadequately maintained, which can create an environment that is not conducive to learning. Issues such as poor sanitation, inadequate lighting, uncomfortable sleeping arrangements, lack of privacy, and the absence of dedicated study areas can result in physical and emotional stress for students, affecting their ability to focus, engage in academic tasks, and perform well in assessments.

The quality of accommodation facilities has been increasingly recognized as a key determinant of student engagement, motivation, and achievement, yet there is a dearth of research that systematically investigates the direct and indirect impacts of these facilities on students' academic performance. While much of the academic literature focuses on classroom related factors such as teaching methods and curriculum, fewer studies have examined how the broader school environment, including accommodation facilities, affects students' overall educational experience. This gap in the literature highlights a critical need to explore how aspects of school accommodation such as physical comfort, safety, access to resources, and the social environment affect students' academic outcomes. Therefore, the present study seeks to investigate the influence of accommodation facilities on the academic performance of secondary school students in Ijumu Local Government Area of Kogi State, Nigeria.

Research Questions

This study answer the following questions:

1. How does the quality of accommodation facilities (infrastructure, cleanliness, safety, and space) affect the academic performance of secondary school students in Ijumu Local Government Area?
2. Is there a significant difference in academic performance between students residing in boarding facilities and those attending day schools in Ijumu Local Government Area?
3. What specific factors (e.g., availability of quiet study areas, safety, and peer influence) in accommodation facilities most significantly contribute to the academic performance of secondary school students in Ijumu Local Government Area?

Methodology

This study adopted a survey research design to investigate the influence of accommodation facilities on the academic performance of secondary school students. A survey design was appropriate because it allowed the researcher to systematically collect data from a sample of respondents in order to understand their opinions, experiences, and conditions as they related to the variables being studied. The survey approach was suitable for this study as it facilitated the collection of data from a large number of students across selected secondary schools in Ijumu Local Government Area of Kogi State. Through the use of structured questionnaires, the study gathered information on the nature and quality of students' accommodation facilities, as well as their academic performance indicators such as test scores or exam results (Thomas, et al., 2026). The population of the study consisted of all secondary school students in Ijumu LGA, with a focus on students residing in school-provided accommodation (boarding schools). This included 120 students in both public and private secondary schools within the area, specifically those in senior classes (SS1, SS2, and SS3) who were more likely to have spent extended periods in school accommodation. The population also included teachers and school administrators who provided insights into the condition of the accommodation facilities and their influence on student performance. A stratified random sampling technique was employed to select a representative sample

of students from the population. The sample was based on the type of school (public and private) and gender, ensuring that both categories were adequately represented. From each stratum, a simple random sampling method was used to select individual students for participation. This ensured that the sample was representative of the broader population of secondary school students in the area. A total sample size of approximately 120 students was targeted for the study, which was deemed sufficient to provide reliable and valid results. The instrument for data collection in this study was a structured questionnaire.

The questionnaire was designed with two sections. The first section collected demographic or personal data from the participants, while the second section contained items related to the study's objectives, focusing on information regarding students' academic performance, the quality of their accommodation facilities, and their perceptions of how these facilities impacted their studies. Students were required to respond by ticking the appropriate column for each question. To determine the reliability of the research instrument, the test-retest method was employed. This method involved administering the questionnaire to the same group of respondents on two different occasions, with a time interval of two weeks between the first and second administration. The purpose of this approach was to assess the stability and consistency of the instrument over time. For this study, the test-retest was conducted using a small sample of secondary school students from outside the main study area to avoid influencing the main data. After both rounds of testing, the responses were compared and the level of consistency was evaluated using the Cronbach's Alpha coefficient.

A reliability coefficient of 0.70 or above was considered acceptable, indicating that the instrument produced dependable results. Data analysis involved both quantitative and qualitative techniques. Quantitative data from the student questionnaire were analyzed using descriptive statistics such as mean scores, percentages, and standard deviations to summarize the students' perceptions of accommodation facilities and their academic performance. Additionally, inferential statistical tests, including t-tests and ANOVA, were used to examine differences in academic performance between boarding and day students.

Results

Research Question One: How does the quality of accommodation facilities (infrastructure, cleanliness, safety, and space) affect the academic performance of secondary school students in Ijumu Local Government Area?

To answer this question, responses from Section B and Section C of the questionnaire were analyzed.

Table 1: Students' Responses on the Effect of Accommodation Quality on Academic Performance

Item No.	Statement	SA	A	D	SD	Mean Score	Interpretation
1	The accommodation is not clean and well-maintained	40	45	20	15	2.71	Agree
2	The study environment is not quiet and conducive	35	40	30	15	2.62	Agree
3	There is no adequate space for studying	30	50	25	15	2.63	Agree
4	The accommodation is not safe and secure	45	40	20	15	2.79	Agree
5	Study materials in the accommodation are insufficient	38	42	25	15	2.69	Agree
6	General living conditions are not satisfactory	50	35	20	15	2.83	Agree
7	Quality of accommodation affects concentration	55	40	15	10	3.17	Strongly Agree
8	Poor living conditions affect academic performance	60	35	15	10	3.21	Strongly Agree

The responses in Table 1 show that the majority of students are negatively affected by poor accommodation conditions. Mean scores above 3.0 indicate agreement that issues such as lack of cleanliness, inadequate space,

insufficient study materials, and poor safety contribute to a decline in academic performance. Notably, the highest mean scores were on items related to concentration and safety, indicating these are the most critical issues. Students who feel unsafe or uncomfortable in their living environment find it harder to focus and retain academic information.

Research Question Two: Is there a significant difference in academic performance between students residing in boarding facilities and those attending day schools in Ijumu Local Government Area?

To address this, average responses to performance-related items (Q15 to Q20) were compared between boarding and day students.

Table 2: Comparison of Academic Performance Indicators between Boarding and Day Students

Academic Performance Indicator	Boarding Students (Mean)	Day Students (Mean)	Interpretation
Quality of accommodation affects academic performance (Q15)	3.11	2.90	Slight difference
Comfortable housing motivates study (Q16)	3.00	2.78	Boarding students slightly higher
Good facilities = better exam performance (Q17)	3.10	2.80	Notable difference
Poor conditions affect exam focus (Q18)	3.25	2.90	Boarding students more affected
Closeness to campus helps attendance (Q19)	3.05	3.15	Day students benefit more
Cleanliness improves study concentration (Q20)	3.10	2.85	Boarding students benefit more

From the Table 2, while both groups acknowledge the importance of accommodation, boarding students reported slightly stronger agreement with statements linking good accommodation to improved academic outcomes. This suggests that boarding students may be more affected, positively or negatively, by accommodation quality due to their longer exposure.

Research Question Three: What specific factors in accommodation most significantly contribute to students' academic performance?

Responses from Section D of the questionnaire were analyzed to determine which elements of accommodation facilities students considered most influential to their academic performance. The responses are summarized below:

Table 3: Importance of Specific Accommodation Factors on Academic Performance

Factor	NI	SI	MI	VI	EI	Mean Score	Interpretation
Safety and security	2	5	15	48	50	4.16	Very Important
Quiet study areas	3	8	20	42	47	4.03	Very Important
Cleanliness and maintenance	4	10	18	40	48	4.01	Very Important
Peer influence (positive and negative)	10	12	25	38	35	3.76	Moderately Important

Table 3 indicates that students view safety, quiet study areas, and cleanliness as the most critical elements of their accommodation environment affecting academic performance. Although peer influence was rated slightly lower, it still plays a substantial role.

Discussion of the Findings

The study reveals that accommodation facilities significantly influence students' academic performance in secondary schools in Ijumu LGA. Poor maintenance, lack of safety, and inadequate study space were the most commonly cited problems. This aligns with findings from Akpan (2018) and Olatunde (2020), who emphasized the link between poor living conditions and reduced academic motivation. Accommodation facilities, including hostels, dormitories, and even off-campus housing, are not merely places where students sleep but also play a crucial role in shaping their overall learning experience and academic success. As more students from rural areas seek secondary education in urban centers or larger towns, understanding the impact of their living conditions becomes crucial in evaluating and improving educational outcomes. The physical environment in which students reside, including the availability of study spaces, recreational areas, and the overall comfort of their accommodation, plays a pivotal role in fostering an academic culture. A positive environment encourages students to engage more actively in their studies, whereas an inhospitable one can demotivate them, leading to a decline in their academic performance. According to the Environmental Design Theory, physical spaces that are designed to accommodate the specific needs of learners such as quiet study areas, adequate lighting, and a clean, quiet atmosphere contribute significantly to the improvement of cognitive and academic functioning (Sunday, et al., 2014).

Moreover, boarding students are more affected, likely because they spend more time within school premises. Their experiences, both positive and negative, are more concentrated in the accommodation environment, thus impacting their performance directly. These findings support the Environmental Design Theory (Baker, 2009), which stresses that physical environments significantly influence cognitive outcomes. They also echo the views of Omoteso (2017) and Yusuf (2019) regarding how supportive accommodation leads to better peer interaction and academic engagement. In many Nigerian secondary schools, particularly in rural areas like Ijumu inadequate or poorly managed accommodation facilities can severely affect students' concentration, mental health, and overall academic performance. Poor living conditions, overcrowded rooms, inadequate sanitation, lack of sufficient lighting, and irregular provision of electricity can all contribute to stress and fatigue, which in turn hinder a student's ability to focus on studies (Akpan, 2018). A conducive living environment is essential for students to achieve their academic potential, as it allows them to rest adequately, organize their study schedules, and maintain a balanced life. A lack of these basic needs can exacerbate feelings of anxiety and alienation, which detract from students' engagement with their academic work (Samuel & Sunday, 2024).

Conclusion

The study concludes that accommodation facilities play a critical role in shaping the academic performance of secondary school students, especially those in boarding schools. The findings underscore that students' academic outcomes are not only determined by classroom factors such as teaching quality and curriculum but are equally influenced by the living conditions provided within school premises. In the context of Ijumu LGA, where some schools suffer from infrastructural deficiencies, improving hostel and boarding conditions can serve as a strategic intervention for enhancing student achievement. Addressing issues such as overcrowding, lack of privacy, poor sanitation, and insecurity will foster a more supportive academic environment.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. School authorities should upgrade and maintain boarding facilities, ensuring they are clean, safe, and conducive for learning.
2. Dedicated study areas should be provided in all hostels to support students' academic work.
3. Government and education stakeholders should allocate funds for improving accommodation infrastructure, particularly in public schools.

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