



Accommodation Services and Students' Achievement in Public Secondary Schools in Southwest Nigeria

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Abstract

The study investigated the relationship between accommodation services and students' achievement in the cognitive and affective domains of learning in public secondary schools in Southwest, Nigeria. The study was a descriptive survey. The sample of the study was 108 principals, 1,080 teachers and 2,160 students selected across 108 public secondary schools in Southwest Nigeria. They were selected using multistage sampling procedure. The research instruments used for data collection were two researcher-designed questionnaire and a proforma. The questionnaire were titled 'Accommodation Services Questionnaire (ASQ)' and 'Students' Affective Questionnaire (SAQ) while the proforma is tagged 'Student Academic Performance Proforma (SAPP)'. The test-retest method was used to ascertain the reliability of the instruments and the reliability coefficients obtained for ASQ and SAQ were 0.84 and 0.78 respectively. The research questions were answered using descriptive statistics while the hypothesis was tested using PPMC at 0.05 level of significance. Finding showed that the state of accommodation services in public secondary schools in Southwest Nigeria was favourable ($x = 2.54$); the level of students' achievement in cognitive domain was high ($x = 3.39$); the level of students' achievement in affective domain was moderate ($x = 2.74$). The relationship between accommodation services and students' achievement was statistically significant ($r = .448, p < .05$). It was concluded that accommodation services positively relate to students' achievement. It was therefore recommended that quality accommodation services should be provided by the government and school managers to students by ensuring the hostels are spacious, well-lit and well ventilated.

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INTRODUCTION

Education is regarded as one of the most powerful weapons in any country's inventory, be it a developed or a developing country (Oyetakin, 2025). It is a tool of emancipation and apparently the panacea to all problems bedeviling mankind- physical, economic, social, environmental, and so on. The role of education in engendering desired change and development in individuals and the

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society at large has long been identified (Oyenuga et al., 2021). This could account for the reason why people and government of different races and regions invest heavily on education. In Nigeria, government invests on education annually while individuals also spend heavily on quality education because of the attendant benefits that accrue to its beneficiaries (Eze et al., 2024).

Education is of great importance at the primary level and of greater importance at the secondary level. Education at the secondary level is much more important because of its role in linking the primary and tertiary levels of education. The Federal Government of Nigeria in her National policy on education cited by Adegun, (2023) posited that secondary education is the kind of education given to children after primary education and prior to tertiary education. In other words, education at the primary level is the bedrock, the secondary level is the bridge while the tertiary level is the terminal. Indeed, a student who completes secondary education is expected to have achieved the objective of contributing significantly to the development of the community whether or not the individual proceeds to tertiary institution. The result of the researcher's initial survey showed that the extent of achievement of the objectives of education at this level is low. This is due to the fact that students seem not to excel in their external examinations. A number of school leavers at the secondary level of education suffer from behavioural lapses as observed in lack of discipline, increase in social vices and majority do not possess the requisite skills needed at the tertiary institution.

Achievement refers to the degree to which an individual, a group of people or an organisation has attained or accomplished a given goal or objective. Students' achievement, therefore, means the extent to which the goals and objectives of secondary education has been realized or attained by students. Students' achievement encompasses goal attainment in terms of cognitive, affective and psychomotor domains of learning. Since goal attainment is not confined to the walls of the classroom alone, there is the need to investigate other aspects of student learning such as psychomotor and affective domains of learning. As rightly stated by Expeditionary Learning Education in 2022 (Hartl, 2020), it is believed that when a student graduates from secondary school and enters the workforce, such student will be evaluated for the rest of his/her life not only on how well he/she performs on aptitude exams but also on the calibre of their work and character.

Cognitive domain of learning covers students' academic performance. It refers to mastery of knowledge and skill, ability to think critically, analyse, evaluate and synthesise ideas which is shown in students' test scores and performances in internal and external examinations. Affective domain of learning deals with students' behaviour and attitude within and outside the school based on what they have been taught or learnt. This could manifest as collaboration, initiative, perseverance, empathy, integrity, citizenship and service.

In recent times, data have shown that while some Southwestern States of Nigeria are not doing so badly, others are worse off. In the analysis of the percentage of candidates that have five credits and above including mathematics and English language in WASSCE between 2014 and 2018 as reported by the National Bureau of Statistics (NBS) in (Oguguo & Uboh, 2020), Lagos, Ekiti and Ondo States were positioned in 8th, 10th and 12th respectively while Ogun, Oyo, and Osun States were in 18th, 23rd and 24th positions respectively out of the 36 states of the nation and the Federal Capital Territory. This shows that all is not well with students' achievement in the

cognitive domain of learning.

lack of discipline in secondary schools has included theft, smoking, gambling, pilfering, absenteeism, truancy, bullying, examination malpractice, cultism, tardiness, moral decline and a host of others. Social vices such as robbery, prostitution, banditry, 'yahooism' have become the order of the day among secondary school students and leavers. There have been reports of indecent dressing among students of secondary schools which manifests in boys and girls. Male students are sometimes found sagging their school uniforms and keeping unkempt and locked hairs, some wear shirts without button to display their chest, pierce their ears while some brazenly flout school rules and regulations. Female students sometimes wear skimpy skirts, see-through clothes among others. These are evidences that students' attainment on the affective domain is not satisfactory. Also, some secondary schools leavers seem not to be able to utilize ICT in the right manner. Some of them cannot operate the computer effectively, some find it difficult to set up laboratory equipment, exhibit manipulative skills through the use of hand tools and playing musical instruments are no go area for a lot of students and school leavers.

A number of studies such as [Mansoor, \(2015\)](#) have investigated numerous connections and provided remedies that have failed to mitigate the challenges associated with poor students' achievement in Nigeria as a whole and in Southwest Nigeria specifically. It is however pertinent to state that despite numerous studies on students' achievement or performance, it appears that an irregular trend is being experienced. There is the need to further investigate if accommodation services, a core student personnel services, which appear not to be given due attention at the secondary school level could be responsible for students' achievement in schools with boarding facilities.

Federal government colleges (FGCs) were established to foster unity among the citizens and inhabitants of the country. Due to this, resources were made available to these special and unique schools thus, they seem to enjoy more governmental support in terms of school plant, finances and human resources. The foregoing made these schools the choice of parents in times past. However, observation has shown that parents particularly, the elites no longer enroll their wards in these schools following the seeming neglect and abandonment of the schools by government. It appears Federal Government Colleges only bask in the euphoria of 'old glory'. This is not unconnected to the observed low provision of accommodation services in these schools. State-owned public secondary schools, on the other hand, were established by respective states of the federation to train and educate pupils who have finished from the primary schools for further education or vocational training. Observation has shown however, that these secondary schools do not have the requisite and quality accommodation services such as hostels equipped with ICT, power supply, pipe borne water among others in place.

Majority of the Federal government colleges are boarding schools. This type of school gives room for students to stay within the school and it is expected that they would be provided with facilities and services that would make them feel at home. Investigation on the state of accommodation service would be of utmost importance in boarding schools since students reside therein throughout the school period and the availability/unavailability, quality/quantity of these services could go a long way in determining the extent to which the students would survive, excel academically and enhance their level of global competitiveness in this 21st century. Some State-owned secondary schools also have boarding system. While some of them are called Unity

schools, others are erstwhile missionary schools. The state of accommodation services in these schools and its relationship with students' achievement ought to be studied to enable parents make informed decisions on the choice of school.

It was noted by [Lawal et al., \(2021\)](#) that Unity schools with day and boarding facilities are reportedly facing significant challenges with water and electricity. An underground well that was excavated on the premise of one of the schools serves as a replacement for other domestic water uses. It was mentioned that occasionally, pupils would need to move onto the streets or take water from a nearby stream. According to the authors, students use rechargeable lights to read and complete other tasks at night when there is power outage, while the school depends on the public power supply for its operations and maintain the hostels. Among the issues they noted were the unclean state of the hostels, meals prepared at the school, and other hygienic concerns.

Accommodation services refer to provision of residential facilities for students who reside in the school. This is otherwise called hostel services. Housing is both a basic need and a fundamental human right, thus, the provision of excellent residential facilities with thoughtful design may have an impact on students' academic achievements. The dormitory ought to be completely safe, offer intellectual stimulation, foster student cooperation, and instill a sense of responsibility ([Anom et al., 2021](#)). Studies on availability and adequacy of hostel facilities in secondary schools and higher institutions have been carried out in various countries, Nigeria inclusive. Nonetheless, studies on its state or quality appear to be few. It was observed that the quality of hostel facilities in public secondary schools in Southwest Nigeria is poor, unity schools inclusive. Some of the hostels appear to be characterized with broken doors and windows, sagging roofs, damaged wardrobes and limited bed spaces.

According to [Akanni, \(2021\)](#), pupils' academic performance on both internal and external exams was utilized to gauge how well they understood cognitive capabilities. Researchers generally agree that students' success levels in the cognitive area are low. For example, [Oruwari, \(2018\)](#) found that in external exams, children performed poorly in math and English language. According to [Onipede, \(2013\)](#) research, pupils' performance on SSC exams was declining across a number of subject areas, particularly English language and math. According to [Ayeni & Bamire, \(2022\)](#), academic performance is the degree to which students have shown a commitment to learning the necessary skills and content during the teaching-learning process and have met short- and long-term goals as indicated by their grades or test results from standardized tests or teacher-made assessments.

In addition, [Adegboro, \(2022\)](#) found that 56.1% of the candidates that sat for WASSCE in Federal government colleges in South West Nigeria had 5 credits including English language and Mathematics in 2019/2020 academic session implying that 43.9% cannot proceed to higher institutions of learning. [Alabi et al., \(2022\)](#) reported that overall mean score of 2.83 was obtained for students' performance, an indication that the level of students' academic performance in public secondary schools in Ondo State was moderate. Other facets of the schools' responsibility, such as offering social vocational and personal education, are sometimes disregarded because the majority of schools in the country are primarily focused on teaching an academic curriculum ([Ekpang, et al, 2020](#)). It thus means that other domains of learning especially, the affective domain is not given due attention.

In their study, [Memon et al., \(2019\)](#) discovered a significant correlation

between the management of hostel amenities and the satisfaction of students living there in terms of maintenance of the electricity supply (lighting and fans), canteen facilities, security, and dispensary which engenders better academic achievement. This indicated that when students are satisfied with the hostel services provided, they would be able to focus on their study thus helping them to increase their academic achievement. According to (Anom et al., 2021), there was significant relationship between the quality of hostel services and students' academic achievement. Furthermore, (Ohaeri & Omorojor, 2020) found, among other things, that dormitories for students at public institutions in Rivers State were inadequate in their study on managing hostels for sustainable students' academic performance. It also showed that the administrators of the hostels were biased when assigning rooms to students and were not adequately supervising the hostels. Mbazor, (2021) equally discovered that there was a positive correlation between the academic achievement of the students and the quality of housing facilities, and that the quality of the hostels at Federal University of Technology, Akure, was fair, with a weighted mean value of 3.11.

Hostels for secondary school students are expected to be well lit, furnished with good furniture and beddings, having uninterrupted supplies of water and electricity, canteen facility, adequate security and proper maintenance. There ought to be consideration for students with disabilities too in the design and construction of hostels. All these are necessary to foster the satisfaction of the students and boost their morale. However, it appears that these are either not in place or where they are in place, they are of substandard quality. The poor condition of hostels could impact negatively on the students' achievement in various areas and when quality accommodation service is provided for students, it could help reduce problems of indiscipline and poor academic performance among secondary school students in Southwest Nigeria.

The main purpose of the study was to investigate the relationship between accommodation services and students' achievement in Federal Government Colleges and State-owned secondary schools in Southwest, Nigeria. Specifically, the objectives of the study were to determine the state of accommodation services in Federal Government Colleges and State-owned secondary schools in Southwest, Nigeria; and investigate the level of students' achievement (cognitive and affective domains) in Federal Government Colleges and State-owned secondary schools in Southwest, Nigeria.

The findings of this study would benefit students, teachers and government agencies in charge of education. Students would be able to identify their level of achievement and take the right steps in making it better. Teachers would be able to assist students in the different domains of learning and government agencies would see the importance of accommodation services and the extent to which it influences students' achievement.

The following research questions were raised to guide the study:

What is the state of accommodation services in Federal Government Colleges and State-owned secondary schools in Southwest, Nigeria?

What is the level of students' achievement (cognitive and affective domains) in Federal Government Colleges and State-owned secondary schools in Southwest, Nigeria?

METHODS

The research design adopted for this study was descriptive research design of the survey and correlational types (Engkizar et al., 2023, 2025; Htay

et al., 2025; Jaafar et al., 2025). The population of the study was 75,009 teachers and 780,087 students of Federal Government Colleges and State-owned secondary schools in Southwest, Nigeria. The sample of the study was 108 principals, 1,080 teachers and 2,160 students selected across 108 public secondary schools in Southwest Nigeria. They were selected using multistage sampling procedure. In the first stage, three states were randomly selected from the existing six states in Southwest, Nigeria. The second stage involved the selection of nine Local Governments from each selected state using simple random sampling technique. In the third stage, proportionate sampling technique at 12.5% was used to select 108 out of the existing 873 public secondary schools in the three states with the purposive inclusion of six federal Government Colleges at two per state. In the fourth stage, the principal of each school was purposively selected, 10 teachers and 20 students were randomly selected from each school to give a total of 108 principals, 1,080 teachers and 2,160 students.

The research instruments used for data collection were two researcher-designed questionnaire and a proforma. The questionnaire were titled 'Accommodation Services Questionnaire (ASQ)' and 'Students' Affective Questionnaire (SAQ)'. ASQ was designed to elicit information on accommodation service and was administered to students. The modified 4 point Likert rating scale adopted on the questionnaire was: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) with rating score of 4, 3, 2 and 1 respectively. SAQ, on the other hand, was designed to elicit response from the principals and teachers on the level of students' behavior/attitudinal changes. This contained 12 items and the modified 4 point Likert rating scale adopted on the questionnaire was: Frequently, Occasionally, Rarely and Never with rating scores of 4, 3, 2 and 1 respectively. Finally, a 'Student Academic Performance Proforma (SAPP)' was designed and used to collect students' results in West African Senior School Certificate Examination (WASSCE) for 2019/2020, 2020/2021 and 2021/2022 academic sessions. This was used in measuring the cognitive aspect of students' achievement. The instruments were validated by specialists in the Department of Educational Management and Department of Tests and Measurement at Ekiti State University, Ado-Ekiti to ensure the face and content validity of the instruments. The test-retest method was used to ascertain the reliability of the instruments and the reliability coefficients obtained for ASQ and SAQ were 0.84 and 0.78 respectively. This showed that the instruments were reliable, stable and useful for data collection. The research questions were answered using descriptive statistics such as percentage, mean, and standard deviation. On research questions one, mean scores below 2.50 were categorized as unfavorable, while mean scores of 2.50 and above were categorized as favorable. On research question two, mean scores below 2.50 were categorized as low, mean scores between 2.50 and 2.79 were categorized as moderate while mean scores of 2.80 and above were categorized as high. On the other hand, the hypothesis was tested using PPMC at 0.05 level of significance. The data collected were analyzed using Statistical Package for Social Sciences (SPSS version 27).

RESULT AND DISCUSSION

In answering the first research question stated, data retrieved on ASQ were computed and presented in Table 1 to answer the research question.

**Table 1. State of Accommodation Services in Federal Government
Colleges and State-owned Secondary Schools**

S / N	Items Part A – Accommodation Service	Strongly Agree F %	Agree F %	Disagree F %	Strongly Disagree F %	— X
1.	Hostels are spacious, well-lit and well ventilated	27 25.3	33 30.7	25 22.5	23 21.5	2.60
2.	Students are comfortable in the hostel because there is no overcrowding	30 27.6	29 27.1	29 26.4	20 18.8	2.63
3.	There is uninterrupted supply of electricity for students' use	16 14.4	33 30.7	39 36.5	20 18.4	2.41
4.	Potable water is adequately provided for students within the hostels	22 20.2	37 34.5	28 25.6	21 19.7	2.55
5.	Hall masters/mistresses ensure students abide by rules and regulations guiding hostel use	31 28.4	35 32.6	21 19.8	21 19.2	2.70
6.	Hostels are located not too far away from the classrooms	20 18.9	33 30.7	38 34.9	17 15.5	2.53
7.	There are pathways for students with disabilities to access the hostels	21 19.2	24 22.5	35 32.4	28 26.0	2.35
8.	Students feel secured whenever they are in the hostel	23 21.5	37 34.0	26 24.5	22 20.0	2.57
Grand Mean						2.54

Analysis presented in Table 1 showed that respondents affirmed that Hostels are spacious, well-lit and well ventilated, students are comfortable in the hostel because there is no overcrowding, hall masters/mistresses ensure students abide by rules and regulations guiding hostel use. However, respondents disagreed that there is uninterrupted supply of electricity for students' use and there are pathways for students with disabilities to access the hostels. The grand mean of 2.54 implied a favourable state of accommodation services in the schools.

In answering the second research question, data collected on achievement in students' academic performance, and affective domains of learning as reflected in SAPP and SAQ were summarized and the mean scores are presented in Table 2. The criterion mean is 2.5. Therefore, mean below 2.50 is low, between 2.5 and 2.79 is moderate while mean of 2.8 and above indicates high level.

Table 2. The Level of Students' Achievement in Public Secondary Schools

Variables	$\bar{X}$	Remark
Cognitive (Students' Academic Performance)	3.39	High
Affective Domain	2.74	Moderate
Grand Mean	3.07	High

In testing the study's hypothesis, data collected on accommodation services were averaged per school. Data collected on students' academic performance, and affective domain of learning were combined and averaged per school to measure students' achievement. The two sets of data were subjected to PPMC at 0.05 level of significance. The result is presented in table 3.

Table 3. Accommodation Services and Students' Achievement

Variables	N	df	$\bar{X}$	SD	r.cal	p.value	decision
Accommodation Services	108		20.4	5.4			
		214			0.448*	0.037	rejected
Students' Achievement	108		25.3	5.9			

$p < 0.05$

Analysis presented in table 3 showed that the tested relationship between accommodation services and students' achievement was significant. This is because the p value of 0.037 obtained is less than 0.05 significant level. Hence, the tested hypothesis is hereby rejected. It is therefore concluded that there was a positive significant relationship between accommodation services and students' achievement in public secondary schools in Southwest Nigeria.

Finding showed that the state of accommodation services in public secondary schools in Southwest Nigeria was favorable. The probable reason for the favorable state of accommodation services in public secondary schools was because respondents agreed that hostels are spacious and well-ventilated, potable water is available and students feel secured when they are in the hostels. However, respondents disagreed that there was uninterrupted power supply in the hostel and that there was pathway for students with physical challenges to access the hostels. This finding contradicts the submission of [Nwite & Nwuche, \(2016\)](#) that hostel accommodation services are inadequate and of low quality. In addition, [\(Owan & Ekaette, 2019\)](#) affirmed that accommodation services were available in secondary schools, but they are inadequate and are of poor quality. Researchers such as [Akpan, \(2016\)](#); [Ohaeri & Omorojor, \(2020\)](#); [Suleiman et al., \(2019\)](#) all affirmed through their studies that there was inadequate provision of students' services in the secondary schools.

Finding showed that the level of students' achievement was high. Although, the level of students' achievement in affective domain was moderate while that of cognitive was high. This implied that the level of discipline among students is not optimal. The probable reason for this could be the perceived

inability to put in place disciplinary measures that can abate indiscipline in the school system. This finding corroborates the finding of [Adegboro, \(2022\)](#); [Alabi et al., \(2022\)](#) who found in their studies that 43.9% of candidates that sat for WASSCE in Federal Government Colleges in South West Nigeria cannot proceed to higher institutions of learning due to poor result and a moderate level of students' academic performance was recorded in public secondary schools in Ondo State. The level of students' academic performance was found to be high while that of affective domain of learning was moderate. This could be attributed to the apparent overemphasis on academic performance at the expense of skill acquisition and high level of discipline in secondary schools. This finding is in consonance with the assertion of [Omote et al., \(2015\)](#) and Expeditionary Learning Education in 2022 that issues of discipline and skill acquisition have been downplayed by stakeholders in public secondary schools.

Finding revealed that the relationship between accommodation services and students' achievement was statistically significant. This inferred that the state of accommodation service in schools influence students' attainment in cognitive, affective and psychomotor domains of learning. Accommodation services could positively impact students' achievement because when the hostel is in good condition, well-ventilated, furnished with good beddings and furniture, with potable water and stable electricity supply, students could be satisfied and encouraged to study hard due to the conducive ambience. Hence, their level of achievement could be improved. This result is in agreement with the submission of [Isaiah, \(2013\)](#) that physical state of buildings affects the students' self-esteem, peer interactions, discipline, motivation and interpersonal relationships. In the same vein, [El-Hussain et al., \(2018\)](#) reported that effective student housing is essential for influencing students' interests, achieving desired academic results, encouraging safety, responsible citizenship, intellectual stimulation, and inspiring one another. [Nduka et al., \(2021\)](#) found in their study that bad indoor environment of hostel facilities leads to poor students' cognitive abilities. Further, [Samina & Waseem, \(2021\)](#) found that quality hostel life positively impact students' behavior and personality by helping them become confident, enhancing their management abilities, become punctual, emotionally strong and realistic, attain maturity, improve sense of dressing and becoming goal oriented. The finding of this study, however, negates the finding of [Adama et al., \(2019\)](#) who reported that an inverse significant relationship between availability and serviceability of facilities in the hostels and students' performance.

CONCLUSION

Based on the findings of the study, it is concluded that accommodation services positively relate to students' achievement. The state of accommodation services was favourable and desirable in public secondary schools in Southwest Nigeria. Although, much need to be done on these services because respondents declined that there is uninterrupted power supply in the hostel and that there was pathway for students with physical challenges to access the hostels. The level of students' achievement in the cognitive domain was high while the level of affective domain of learning was moderate. This implied that accommodation services in public secondary schools favoured the cognitive domain of learning than the affective domain of learning.

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