EDUCARE Journal of Primary Education
https://educare.uinkhas.ac.id/index.php/jie
ISSN 2716-1021 (p) 2716-1013 (e)
OPEN ACCESS
DOI: 10.35719/educare.v6i1.360
Vol 6, No 1, June 2025, pp. 65-80

Analyzing Student Retention Trends in Public Schools Across Kwara State, Nigeria

Afeez Adeshina Shittu[1*], Muritala Adaramaja Sheu[2], Yusuf Abubakar Faruk[3]
[1]Department of Educational Management & Counselling, Al-Hikmah University, Ilorin, Nigeria
[2]Department of Educational Management, Kwara State University, Malete, Nigeria
[3]Department of Educational Management, University of Ilorin, Ilorin, Nigeria

Article Information:
Received 2025-04-29
Revised 2025-05-23
Published 2025-06-25

Keywords: Students' Retention Rate, Learning Process, Educational Goals, Physical Resources

ABSTRACT

This study investigated the assessment of students' retention rate in public junior secondary schools in Kwara State, Nigeria. The study specifically sought to examine the retention rate of the public junior secondary school students in Kwara State from 2013/14 to 2019/2020 based on gender, and investigate the retention rate of the public junior secondary school students in Kwara State from 2013/14 to 2019/2020 based on location. Two research questions were raised and answered to guide this study, while two hypotheses were formulated and tested at the 0.05 significance level. The study was a descriptive survey that adopted the correlational research design. The target population comprised all 230 public junior secondary schools in the 6 LGA selected from the three senatorial districts in Kwara State. The instrument for this study was the Students' Flow Checklist (SFC). The data collected were analysed using the formula, standard progression method, rate method, and t-test. The findings revealed a significant difference in the retention rates of male and female students in Ilorin West and Asa LGA in public junior secondary schools in Kwara State. There was a considerable difference in the retention rates of students in Ilorin West LGA (Urban) and Asa LGA (Rural) in public junior secondary schools in Kwara State. It is recommended that retention rates in Kwara State's public junior secondary schools be maintained by providing more classrooms, utilizing available resources, and ensuring effective teaching to achieve educational goals for all students.

INTRODUCTION

The student retention rate in public junior secondary schools is an important indicator of the internal efficiency of an education system. Recent statistics in Kwara State show that the retention rate varies from year to year (Ibrahim, 2019). These rates exhibited fluctuations across Local Government Areas (LGAs), with significant disparities observed between urban and rural schools and between male and female students (Abdulazeez, 2021). In Kwara State, some metropolitan LGAs like Ilorin West have higher retention rates for male students, while rural LGAs like Asa and Pategi have lower retention rates for female students (Atunde et al., 2023; Olowolagba et al., 2025). These disparities highlight the complex interplay of socio-economic, cultural, and infrastructural factors affecting students' ability to remain within the educational system. Despite Kwara State's commitment to universal basic education under the "Every Child Counts" policy initiative, many students fail to complete their junior secondary education. This phenomenon is not unique to Kwara State but is consistent with national trends where retention challenges are driven by poverty, child labour, early marriage, and poor school infrastructure (Ige et al., 2024; Gold, 2025; Olowonirejuaro,

To cite this article (APA Style):
Shittu, A. A., Sheu, M. A., & Faruk, Y. A. (2025). Analyzing Student Retention Trends in Public Schools Across Kwara State Nigeria. *EDUCARE: Journal of Primary Education, 6(1)*, 65–80. https://doi.org/10.35719/educare.v6i1.360

[*]**Corresponding Author**: Afeez Adeshina Shittu, Department of Educational Management & Counselling, Faculty of Education, Al-Hikmah University, Ilorin, Nigeria, email: aashittu@alhikmah.edu.ng

2021; Salahu, 2020). Moreover, the situation in Kwara State is exacerbated by under-resourced schools, especially in rural areas, leading to high repetition and dropout rates, ultimately lowering retention.

Studies show that high retention rates are vital for achieving Universal Basic Education (UBE) objectives, ensuring students acquire essential knowledge before advancing to senior secondary or vocational training (Bamidele et al., 2024; Igweonu, 2021; Onyekwena et al., 2017; Salahu, 2020). Retention is a key indicator of a school system's efficiency, minimizing dropouts and wastage while promoting progression and completion (Jimoh et al., 2020; Owhondah & Nwosu, 2022). However, retention research in Kwara State is limited, with most studies being national or regional, lacking the specificity needed for targeted policy intervention. This gap underscores the need for localized, evidence-based research to evaluate retention dynamics in Kwara's public junior secondary schools, guiding intervention strategies to improve retention. Kwara's junior secondary school retention is hindered by socio-economic, infrastructural, and systemic challenges. Dropouts, especially in rural areas, result from financial constraints, pushing students into informal labor (Mohammed et al., 2022; Nwoke et al., 2024). Girls are disproportionately affected by early marriage, cultural expectations, and gender-based violence, limiting their educational continuity (Behounek, 2020; McCleary-Sills et al., 2015). Gender disparities in retention are evident, with urban LGAs like Ilorin West showing higher female retention, while rural areas like Pategi and Asa face cultural barriers (Olawuyi et al., 2020; Edungbola & Ene, 2024).

Infrastructural inadequacies exacerbate the retention crisis in Kwara State's public junior secondary schools. Overcrowded classrooms, dilapidated buildings, insufficient learning materials, and poor sanitation hinder student engagement and attendance (Badmus, 2023; Radhwan, 2024). Urban schools face overcrowding due to high enrolment, while rural schools experience neglect in resource allocation, worsening educational inequities (Mncube et al., 2023). Policy inconsistencies and weak implementation further contribute to retention challenges, as seen in the Kwara State government's "Every Child Counts" initiative, which suffers from gaps in monitoring and funding (Omodolap, 2022). Economic hardship, particularly in rural areas, forces many students to take on informal jobs, leading to increased absenteeism and dropout (Uthman, 2019; Oruko et al., 2015). Gender disparities are also significant, with female students facing early marriage, domestic responsibilities, and cultural barriers to education (Eyong, 2024; Nwatu, 2023). The lack of infrastructure, poor policy execution, and gender biases create a perfect storm for high dropout rates, especially in rural areas (Adedeji & Olaniyan, 2011; Khumalo & Mji, 2014).

This study investigates student retention rates in public junior secondary schools in Kwara State, with a focus on two key factors: gender and location. It will analyze the retention trends between male and female students, identify any gender gaps, and explore how retention rates vary between urban and rural areas. By examining these factors, the research aims to provide valuable insights that can guide targeted policy interventions to improve student retention in Kwara's public schools. The first hypothesis (Ho1) posits that there is no significant difference in retention rates based on gender across Kwara State's senatorial districts. The second hypothesis (Ho2) suggests that there is no significant difference in retention rates based on location. These hypotheses seek to determine whether gender and location influence retention rates. The findings will offer data to inform future educational policies and interventions, ultimately contributing to more effective strategies to enhance student retention and academic outcomes in the region.

RESEARCH METHOD

This study adopted a correlational research design within the ex-post facto framework, a method considered appropriate given that the data on enrolment, promotion, repetition, dropout, and completion rates had already been collected and could not be influenced by the researchers. According to Silva (2010), the ex-post facto approach is ideal for examining pre-existing phenomena where manipulation is not possible. This design was selected to explore the relationships and differences in student retention rates, specifically focusing on gender and school location, during the

2013/2014 to 2019/2020 academic years. By employing a correlational approach, the study sought to identify patterns and relationships between key variables. As noted by Cardoso-Pulido et al. (2022), and further emphasized by Snyman and Jurie (2024), this design is valuable for understanding how external factors, like gender and location, may have impacted student retention. Hinduja et al. (2024) and Pacheco et al. (2025) similarly highlight the significance of such variables in retention studies.

The target population for this study consisted of 230 public junior secondary schools across the three senatorial districts of Kwara State: Kwara Central, Kwara North, and Kwara South, with a total of 35,929 students enrolled in Junior Secondary School 3 (JSS3) during the study period. To ensure broad representation, a multi-stage sampling technique was applied, as advocated by Palinkas et al. (2015), who emphasized its effectiveness in capturing diverse groups. The first stage involved stratifying Kwara State into its three senatorial districts. In the next step, two Local Government Areas (LGAs) from each district were purposively selected to represent both urban and rural settings. The selected LGAs included Ilorin West and Asa from Kwara Central, Ifelodun and Isin from Kwara North, and Moro and Pategi from Kwara South. Wu et al. (2023) suggest that such purposeful selection helps in obtaining a comprehensive understanding of the target population by considering geographical and demographic differences.

The purposive sampling method was employed to address the urban-rural disparities in student retention rates, a key factor recognized in prior research for its significant impact on educational outcomes, as highlighted by Campbell et al. (2020). To ensure comprehensive data collection, the study utilized a total enumeration (census method) within the selected LGAs, a strategy recommended by Mujere (2016) for ensuring accuracy and completeness. All JSS3 students enrolled in the selected schools between the 2013/2014 and 2019/2020 academic years were included in the study. This approach enabled the researchers to gather a complete dataset, facilitating the tracking of student flow patterns across seven academic years, as emphasized by Lim (2024). Focusing on JSS3 students was critical for understanding retention at this pivotal stage, just before students transition to senior secondary education or vocational training, a juncture identified by educational researchers as crucial for shaping future academic trajectories.

Data for the study were collected using a structured instrument called the Students' Flow Checklist, a tool designed to extract annual records of student enrolment, promotion, repetition, dropout, and graduation from official school records, as recommended by McIntosh and Morse (2015). The collected data were validated by school administrators and the Kwara State Ministry of Education, ensuring accuracy and reliability, as emphasized by Cheong et al. (2023). For data analysis, the study utilized both descriptive and inferential statistics. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to summarize the data. Inferential statistics, such as retention rate formulas, standard progression methods, rate methods, and t-tests, were used to assess significant differences in retention across gender and school location at a 0.05 level of significance. Vetter (2017) and Cooksey (2020) argue that such methods are essential for making valid inferences about the factors influencing student retention in educational settings.

RESULTS AND DISCUSSION

Result

Gender-Based Retention Rates of Public Junior Secondary School Students in Kwara State

This study analyzed retention rates in public junior secondary schools in Kwara State from the 2013/2014 to 2019/2020 academic sessions, focusing on gender-based retention rates to understand trends and patterns. The analysis specifically compares retention rates for male and female students across six selected Local Government Areas (LGAs) representing both urban and rural areas within the three senatorial districts. The study examines five student cohorts, providing insights into gender disparities in school retention over time. By exploring these differences, the study highlights how gender influences student progression, especially in varying locations, and sheds light on the internal efficiency of the educational system in Kwara State. The findings are crucial for identifying areas

where targeted interventions may be needed to reduce gender-based retention gaps and improve overall student retention in the state.

Table 1. Rates of Students' Retention of Public Junior Secondary Schools in Kwara State based on Gender for Five Cohorts

LGA	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ilorin West	91%	75.8%	87.2%	93.2%	90.5%	96.6%	100%	98.5%	96.7%	88.8%
Asa	88.8%	53.4%	95%	99.8%	98.9%	95.8%	88.7%	94.8%	86.9%	93.2%
Ifelodun	93.2%	97.7%	90.6%	96.9%	94.6%	95.1%	89.6%	70.7%	75.5%	83.3%
Isin	48.3%	94.6%	98.4%	99.6%	99.1%	92.2%	99.3%	82.6%	56.1%	55.6%
Moro	80.8%	99.3%	96.3%	90%	99%	83.9%	92.5%	89.8%	87.8%	96.5%
Pategi	64.7%	95.1%	93.9%	99.5%	97.7%	93.4%	95.9%	91.9%	82.7%	69.3%
ARR	77.8%	85.9%	93.6%	96.5%	96.6%	92.8%	94.3%	88.1%	80.9%	81.1%

Table 1 shows the retention rate of the public junior secondary school students in Kwara State from 2013/14 to 2019/2020 for five cohorts based on gender. In the 2013/14 cohort, it was recorded that male and female students in Ifelodun LGA have the highest retention rate at 93.2% and 97.7% respectively. The average retention rate of female students was 85.9%, which was higher than that of male students at 77.8%. It was indicated that male students of Isin LGA have the highest retention rate, while female students of Asa LGA have the highest retention rate in the 2014/15 cohort. The average retention rate for female students was 96.5%, 93.6% higher than that of male students. The highest rate of male students' retention was recorded in Isin LGA at 99.1%, while female students in Ilorin West LGA have the highest retention rate at 96.6% in the 2015/16 cohort. The average retention rate for male students was 96.6%, and 92.8% for female students. In the 2016/17 cohort, male and female Ilorin West LGA students have the highest retention rate at 100% and 98.5%, respectively. The average retention rate of male students was 94.3%, which was higher than that of female students at 88.1%. It was recorded that male students of Ilorin West LGA have the highest retention rate at 96.7%, while female students of Moro LGA have the highest retention rate at 96.5% in the 2017/18 cohort. The average retention rate for female students was 81.1% higher than 80.9% of male students.

The data reveals significant gender-based differences in retention rates across various Local Government Areas (LGAs) in Kwara State. Female students generally exhibit higher retention rates compared to male students across all cohorts. For example, in the 2013/14 cohort, female students in Ifelodun LGA had a retention rate of 97.7%, surpassing male students at 93.2%. The highest retention rates for male students were consistently recorded in Isin LGA, while female students in Ilorin West and Asa LGAs performed better in several cohorts. This trend highlights the potential influence of geographical factors, as well as gender-specific educational needs and support. The data also indicates that male students often lag behind in retention rates, suggesting that targeted interventions, including improved school mapping and tailored programs, may be necessary to address the retention gap and ensure equal educational opportunities for both genders.

Location-Based Retention Rates of Public Junior Secondary School Students in Kwara State

In addition to gender-based analysis, the study also examined retention rates based on the geographical location of schools—urban versus rural settings—within Kwara State. This dimension is crucial, as educational access and quality disparities are often influenced by location-related factors such as infrastructure, availability of qualified teachers, and socio-economic conditions. The selected LGAs represent a balance of urban and rural areas across the three senatorial districts, allowing for meaningful comparison. Table 2 presents the retention rates of public junior secondary school students from 2013/2014 to 2019/2020 across these LGAs, offering insight into how location impacts student retention and highlighting potential areas for policy intervention.

Table 2. Retention Rate of the Public Junior Secondary School Students in Kwara State Based on Location

Senatorial Districts	Location	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	ARR

Kwara Central							
Ilorin West	Urban	98.9%	1.6%	68.9%	79.9%	99.4%	83.7%
Asa	Rural	59.2%	90.3%	94.1%	98.2%	98.6%	88.1%
Kwara South							
Ifelodun	Urban	99.9%	71.4%	99.2%	62.8%	80.3	82.7%
Isin	Rural	74.5%	99.5%	76.7%	87.8%	86.7%	85.0%
Kwara North							
Moro	Urban	97.7%	96.6%	98.5%	99.1%	84.8%	95.3%
Pategi	Rural	75.8%	100%	99.9%	99.5%	96.5%	94.3%

Table 2 presents the retention rates of public junior secondary school students in Kwara State from the 2013/14 to 2019/2020 cohorts based on location. Asa LGA, a rural area, recorded an average retention rate of 88.1%, which was higher than that of Ilorin West, an urban area, at 83.7%. Similarly, Isin LGA, a rural area, had an average retention rate of 85%, surpassing Ifelodun LGA, an urban area, with a rate of 82.7%. In contrast, Moro LGA, an urban area, exhibited the highest retention rate at 95.3%, which was higher than that of Pategi LGA, a rural area, at 94.3%. These findings suggest that while rural areas such as Asa and Isin show relatively strong retention rates, urban areas like Ilorin West and Ifelodun have lower rates. The data reflect a complex interaction between location and retention, emphasizing the need for targeted interventions to address disparities. The ARR was shown in Figure 1.

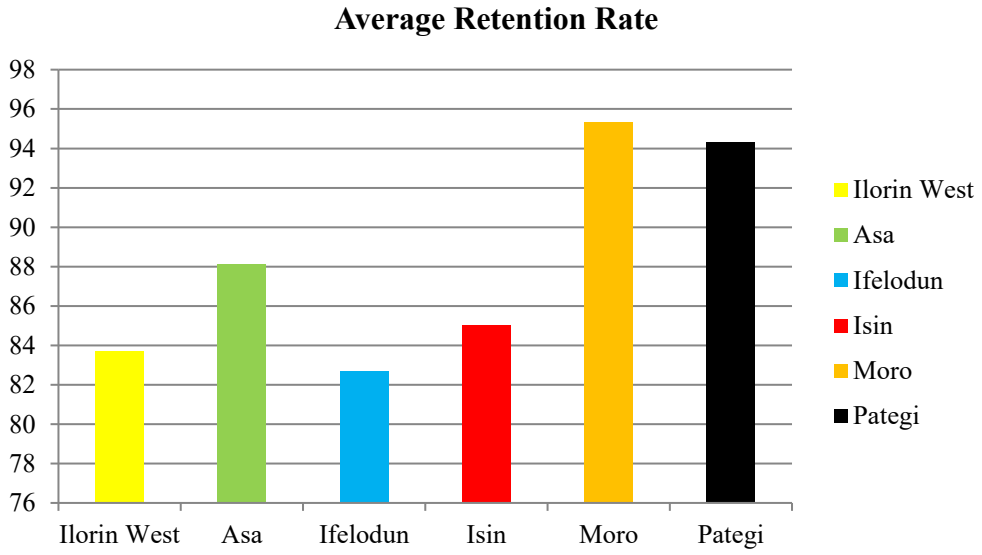

Figure 1. Bar Chart showing the Average Retention Rate in Public Junior Secondary School Students in Kwara State

The first research hypothesis (Ho1) posits that there is no significant difference in the retention rates of students across the senatorial districts in public junior secondary schools in Kwara State based on gender. This hypothesis suggests that male and female students exhibit similar retention patterns within the various senatorial districts, with no gender-based disparities in retention rates.

Retention Rates of Students in the Senatorial Districts in Public Junior Secondary Schools in Kwara State based on Gender

To statistically determine whether differences in retention rates between male and female students were significant, hypothesis testing was conducted using the independent samples t-test. The analysis focused on comparing mean retention rates across the six selected Local Government Areas (LGAs) to test for gender-based disparities in student retention. The hypothesis tested was whether there was a statistically significant difference in the retention rates of male and female students in

public junior secondary schools across the senatorial districts of Kwara State. The results of this analysis, including means, standard deviations, calculated t-values, and significance levels (p-values), are presented in Table 3.

Table 3. Student Retention Rates in Senate Districts in Public Schools in the Country by Gender

LGA	Gender	N	Mean	SD	Cal. t-value	Crit. t-value	p-value
Ilorin West	Male	19682	19.34	3.89			
	Female	18920	18.89	2.38	4.82*	1.96	.004
Asa	Male	3475	12.01	2.88			
	Female	3467	8.78	3.85			
LGA	**Gender**	**N**	**Mean**	**SD**	**Cal. t-value**	**Crit. t-value**	**p-value**
Ifelodun	Male	4155	11.55	3.51			
	Female	4408	10.57	2.98	3.12*	1.96	.001
Isin	Male	1019	14.06	3.62			
	Female	1329	8.35	2.09			
LGA	**Gender**	**N**	**Mean**	**SD**	**Cal. t-value**	**Crit. t-value**	**p-value**
Moro	Male	3240	8.04	3.65			
	Female	3542	7.02	2.74	2.99*	1.96	.000
Pategi	Male	2149	5.42	2.63			
	Female	2529	8.78	2.60			

Table 3 presents the mean, standard deviation, and t-test results for significant differences in the retention rates of students based on gender across the senatorial districts in Kwara State's public junior secondary schools. The calculated t-value of 4.82 exceeds the critical t-value of 1.96, with a corresponding p-value of 0.004, which is less than the 0.05 significance level. Therefore, the null hypothesis was rejected, indicating a significant difference in the retention rates of male and female students in Ilorin West and Asa LGAs. In the Ilorin West LGA, male students had a mean retention rate of 19.34, while female students had a mean of 18.89, with standard deviations of 3.89 and 2.88, respectively. In Asa LGA, male students showed a mean of 12.01, while female students had a mean of 8.78, with standard deviations of 2.38 and 3.85, respectively. These results suggest that gender plays a significant role in retention rates across these areas.

Similarly, the calculated t-value of 3.12 for Ifelodun and Isin LGAs is greater than the critical t-value of 1.96, with a p-value of 0.001, which is also below the 0.05 significance level. Therefore, the null hypothesis was rejected, indicating a significant difference in the retention rates of male and female students in both LGAs. In Ifelodun LGA, male students had a mean retention rate of 11.55, while female students had a mean of 10.57, with standard deviations of 3.51 and 2.98, respectively. In Isin LGA, male students showed a mean retention rate of 14.06, while female students had a mean of 8.35, with standard deviations of 3.62 and 2.09, respectively. Lastly, in Moro and Pategi LGAs, the calculated t-value of 2.99 exceeds the critical t-value of 1.96, with a p-value of 0.000, indicating a significant difference in retention rates. These findings emphasize the need for gender-sensitive interventions to improve student retention.

The data from Table 3 demonstrates significant gender-based differences in student retention rates across multiple LGAs in Kwara State. The t-tests for Ilorin West, Asa, Ifelodun, Isin, Moro, and Pategi LGAs show calculated t-values that exceed the critical t-values, with corresponding p-values below the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates a statistically significant difference in retention rates between male and female students. The means and standard deviations further highlight that female students tend to have higher retention rates in most LGAs, with notable variations between male and female students in different districts. These results suggest the need for gender-sensitive policies and targeted interventions to address the disparities in student retention, ensuring that both male and female students receive equal educational support and opportunities.

The second research hypothesis (Ho2) asserts that there is no significant difference in the retention rates of students across the senatorial districts in public junior secondary schools in Kwara State based on location. This suggests that retention rates are similar between urban and rural areas within the state's various senatorial districts.

Retention Rates of Public Junior Secondary Students in Kwara State by Location

Following the gender-based analysis, a hypothesis test was conducted to determine the effect of school location (urban vs. rural) on student retention rates in public junior secondary schools in Kwara State. Independent samples t-tests were used to compare the mean retention rates between urban and rural schools across the selected Local Government Areas (LGAs) in the three senatorial districts. The purpose of this analysis was to identify whether geographical factors contribute to variations in student retention, offering insights that could inform resource distribution and policy modifications. The findings from the location-based hypothesis test are presented in Table 4, highlighting the influence of school location on retention rates.

Table 4. Retention Rates of Students in Kwara's Public Schools by Location

LGA	Location	Schools	N	Mean	SD	Cal. t-value	Crit. t-value	p-value
Ilorin West	Urban	70	37540	20.48	3.45	2.03	1.96	.000
Asa	Rural	32	7402	14.48	8.05			
LGA	**Location**	**Schools**	**N**	**Mean**	**SD**	**Cal. t-value**	**Crit. t-value**	**p-value**
Ifelodun	Urban	57	8185	18.11	4.02	3.01	1.96	.000
Isin	Rural	23	2442	10.13	3.45			
LGA	**Location**	**Schools**	**N**	**Mean**	**SD**	**Cal. t-value**	**Crit. t-value**	**p-value**
Moro	Urban	27	6564	8.55	4.11	2.18	1.96	.000
Pategi	Rural	21	5001	7.67	3.06			

Table 4 presents the mean, standard deviation, and t-test results for significant differences in student retention rates based on location in Kwara State's public junior secondary schools. The findings show that Ilorin West LGA, with 70 schools and a total retention of 37,540 students, and Asa LGA, with 32 schools and a retention of 7,402 students, exhibit a significant difference in retention rates. The calculated t-value of 2.03 exceeds the critical t-value of 1.96, with a p-value of 0.000, indicating a significant difference in retention rates between the urban Ilorin West and rural Asa LGA. The mean retention rates for Ilorin West and Asa LGA were 20.48 and 14.48, respectively, with standard deviations of 3.45 and 8.05. This demonstrates that location plays a significant role in determining retention rates in urban and rural settings.

In addition, the calculated t-value of 3.01 for Ifelodun LGA (57 schools, 8,185 students) and Isin LGA (23 schools, 2,442 students) is greater than the critical t-value of 1.96, with a p-value of 0.000, further rejecting the null hypothesis. This indicates a significant difference in retention rates between the urban Ifelodun and rural Isin LGAs. The mean retention rates for these LGAs were 18.11 and 10.13, with standard deviations of 4.02 and 3.45, respectively. Similarly, in Moro LGA (27 schools, 6,564 students) and Pategi LGA (21 schools, 5,001 students), the t-value of 2.18 exceeds the critical t-value of 1.96, with a p-value of 0.000. The mean retention rates were 8.55 for Moro and 7.67 for Pategi, with standard deviations of 4.11 and 3.06, respectively. These results highlight the impact of geographic location on student retention in both urban and rural areas.

The data clearly indicates significant differences in student retention rates between urban and rural areas in Kwara State's public junior secondary schools. In each of the three LGAs—Ilorin West, Ifelodun, and Moro (urban) compared to Asa, Isin, and Pategi (rural)—the calculated t-values exceed

the critical t-values, and the corresponding p-values are below 0.05, rejecting the null hypothesis. This suggests that location plays a crucial role in retention rates, with urban areas generally exhibiting higher retention. For instance, Ilorin West had the highest retention, while rural LGAs like Asa, Isin, and Pategi showed lower retention rates. These findings highlight the need for targeted interventions in rural areas to improve retention, such as better facilities, access to resources, and tailored educational support to bridge the gap between urban and rural retention rates.

Discussion

Difference in Student Retention Based on Gender in Schools

The results of the first hypothesis test reveal a significant difference in retention rates between male and female students in Ilorin West and Asa LGA in Kwara Province. This study highlights that the difference in retention is reflected in the average scores of male and female students, suggesting the influence of gender on educational sustainability. Ifebuzor et al. (2015) argue that effective school mapping must take gender differences into account to design more targeted interventions aimed at improving retention. Understanding these gender-specific retention differences is crucial for schools to optimally allocate resources and ensure the continuity of education for both male and female students, as emphasized by Jauhiainen and Guerra (2023). For instance, Moores and Burgess (2022) propose that allocating scholarships or learning programs tailored to each gender's specific needs can greatly enhance retention. This approach can provide more equitable educational opportunities, improving retention rates across genders.

In Ifelodun and Isin LGAs, a difference in retention rates between male and female students was also found. The study suggests that despite the different social and geographical characteristics of both LGAs, gender remains a key factor influencing student retention, as noted by Fortes et al. (2022). Male and female students show distinct average retention scores, supporting Akudo et al.'s (2021) argument that school mapping sensitive to gender factors can enhance overall retention. This difference may stem from disparities in educational opportunities, gender-specific programs, or varying levels of family support for male and female children, as explained by Dost et al. (2023). Consequently, Bustamante-Mora et al. (2024) stress the need for schools and governments to design inclusive policies that consider gender, ensuring equality in education and improving student retention across both regions. This approach is essential for addressing gender-related educational challenges and ensuring better retention outcomes.

This study also found a significant difference in retention rates between male and female students in Moro and Pategi LGAs. The results show that in both regions, male and female student retention is imbalanced, with one gender possibly having a lower retention rate, as noted by Horrocks et al. (2024). These findings align with Ifebuzor et al. (2015), who highlight the importance of school mapping that takes gender differences into account to improve retention rates. In areas such as Moro, which is more urban, and Pategi, which is more rural, external factors such as access to adequate educational facilities, parental involvement, and gender-based education programs can influence retention rates, as explained by Egara and Mosimege (2023). Therefore, Khatri et al. (2024) argue that the government and schools should focus on developing more adaptive policies to support gender-based student retention, and allocate the right resources to address the gaps in both regions.

School Mapping to Improve Student Retention Efficiency

The findings of this study emphasize that school mapping plays a crucial role in improving student retention rates without distinguishing between genders. School mapping aims to provide a clearer picture of student distribution, available resources, and the challenges faced by each school, as highlighted by Deroncele-Acosta and Ellis (2024). As explained by Ifebuzor et al. (2015), school mapping serves to identify the specific needs of schools in improving student retention, including facilities, support programs, and policies that need to be implemented. Without clear mapping, it will be difficult to identify schools that require special interventions, which could ultimately harm

students, especially in areas with lower socio-economic conditions, as discussed by Darling-Hammond et al. (2019).

One of the primary goals of school mapping is to identify the resources required to improve student retention, as highlighted by Gonçalves et al. (2024). This mapping enables schools and governments to identify factors that influence retention rates, such as the availability of educational facilities, qualified teachers, and family support, as explained by Villegas-Ch et al. (2023). Ifebuzor et al. (2015) emphasize that accurate school mapping is essential for pinpointing the resources needed to support students, particularly in schools with low retention rates. For example, if mapping shows deficiencies in facilities or guidance programs, resources can be allocated effectively to address these gaps and enhance student retention. James et al. (2024) further explain that by addressing these issues, schools can create an environment that supports long-term educational success, ensuring that students remain engaged and complete their education, thus improving overall retention rates.

According to Adeyemi (2007), student retention rates are a key indicator of a school's internal efficiency. With accurate mapping, schools can assess their operational effectiveness in retaining students until they complete their education. Schools with high retention rates typically demonstrate better efficiency in terms of resource management, teaching, and student support, as highlighted by Juwarti and Octafian (2025). Accurate mapping also enables schools to allocate resources more effectively, such as adjusting learning programs to the specific needs of students or providing additional support for students at risk of dropping out, as explained by See et al. (2020). Therefore, du Plooy et al. (2024) argue that school mapping not only helps improve student retention but also contributes to the overall enhancement of the quality of education provided at these schools.

Impact of Geographical Location on Student Retention in Urban and Rural Schools

This study found a significant difference in student retention rates between urban schools (Moro LGA) and rural schools (Pategi LGA). Students attending urban schools tend to have different retention rates compared to those in rural areas, with location factors impacting the quality of education, as noted by Johnson et al. (2021). This highlights the importance of recognizing that geographical factors can influence the sustainability of students' education, as emphasized by Urbańska et al. (2022). The availability of adequate educational facilities, accessibility, and socio-economic conditions play key roles in shaping student retention rates, as discussed by Wanti et al. (2022). According to Yusuf and Akinniranye (2011), school mapping is essential for identifying locations that need further intervention. This can guide the development of targeted policies aimed at improving retention rates in both urban and rural areas. These factors must be considered to ensure equal educational opportunities for all students, regardless of their geographical location.

According to Zangana et al. (2024), school mapping plays a crucial role in educational planning, especially in determining school locations and the distribution of available facilities. Accurate mapping allows governments and schools to identify areas that require more attention, particularly those with low retention rates, as highlighted by Cohen et al. (2009). It also facilitates more efficient resource allocation, whether in terms of physical facilities like classrooms or support programs such as scholarships and teacher training, as discussed by Harackiewicz et al. (2016). In urban areas, which are often densely populated and have limited facilities, accurate mapping can guide the development of better strategies to enhance student retention, as noted by Shaıbou (2024). By addressing the disparities in resource allocation, mapping ensures that educational opportunities are more equitably distributed, supporting the retention of students in both urban and rural settings. This approach ultimately contributes to improving the overall quality of education.

Ewendu and Olubor (2020) note that schools in urban areas often face challenges in terms of facilities and infrastructure due to high enrollment numbers. With a large student population, educational facilities such as classrooms, libraries, and laboratories are often inadequate. This shortage can negatively affect the quality of education, ultimately influencing retention rates, as explained by Kamrath & Bradford (2020). In this regard, Yli-Panula et al. (2020) emphasize that geographical location plays a significant role in determining how effectively education can be

delivered. Urban schools must optimize resource management to sustain education quality and improve student retention. On the other hand, rural schools often require additional support to enhance facilities and accessibility, as highlighted by Mncube et al. (2023) and Thelma et al. (2024). By addressing these issues, both urban and rural schools can work towards increasing retention rates and ensuring more equitable access to quality education.

CONCLUSION

The findings of this study reveal a significant disparity in retention rates between male and female students in public junior secondary schools in the LGAs of Ilorin West, Asa, Ifelodun, Isin, Moro, and Pategi in Kwara State. This disparity reflects a clear difference in retention rates between male and female students in each of these areas. Furthermore, the study also uncovers significant differences in retention rates between urban and rural areas in Kwara State. In the Local Government Areas of Ilorin West (urban) and Asa (rural), Ifelodun (urban) and Isin (rural), as well as Moro (urban) and Pategi (rural), student retention rates show distinct differences. This suggests the influence of geographical and socio-economic factors on student retention in both types of regions.

Based on the findings of this study, the theoretical and practical implications of the recommendations are as follows: Theoretically, improving educational facilities and geographical accessibility plays a key role in enhancing student retention, regardless of gender. Increasing classroom space and utilizing available resources are relevant strategies to support effective teaching and learning processes. Practically, this recommendation highlights the need for collaboration between the Kwara State Universal Basic Education Board (KSUBEB), education planners, and school managers to ensure better accessibility for students in public junior secondary schools. By ensuring that schools are located closer to students' homes, it can reduce long travel distances and increase enrollment and retention rates in these areas, thus supporting the achievement of more equitable and sustainable education.

The limitations of this study include its scope, which is limited to certain regions in Kwara State, and thus the results may not fully represent conditions in other parts of Nigeria or countries with different socio-economic characteristics. Additionally, this study did not consider other factors that may influence student retention, such as government policies or local cultural factors that may play a role. Therefore, future research is recommended to expand the sample across various regions, both urban and rural, and to explore other external factors, such as parental involvement, educational policies, and socio-economic conditions, that may impact student retention rates. A more comprehensive study would provide a more holistic understanding of the factors influencing student retention in diverse contexts.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to the research team for their invaluable contributions to this study. Special thanks to the editors of Educare Journal for their constructive feedback and support in refining this work. Your dedication and expertise have been essential in bringing this research to fruition.

REFERENCES

Abdulazeez, I. B. (2021). *Assessment of the challenges in primary education development: A Case Study of Ilorin West Local Government Area of Kwara State (2015–2020)* (Master's thesis, Kwara State University (Nigeria). https://www.proquest.com/openview/42a93fa9bde271cc49a34f00ab1e96e6/1.pdf?pq-origsite=gscholar&cbl=2026366&diss=y

Adedeji, S. O., & Olaniyan, O. (2011). *Improving The Conditions Of Teachers And Teaching In Rural Schools Across African Countries* (pp. 1-89). Addis Ababa: UNESCO-IICBA. https://unesdoc.unesco.org/ark:/48223/pf0000216062

Adeyemi, T. O. (2007). Organisational Climate And Teachers' Job Performance In Primary Schools in Ondo state, Nigeria: An analytical survey. *African Journal of Cross-Cultural psychology and sport facilitation (AJCPSF) Vol. 8.* pp. 38-54. https://doi.org/10.4314/ajcpsf.v8i1.37604

Akinbobola, B. E. (2025). *"It takes a village" : motivation and school completion in Northern Nigeria (T)*. University of British Columbia. Retrieved from https://open.library.ubc.ca/collections/ubctheses/24/items/1.0448221

Akudo, F., Igbokwe, I., & Oparaji, I. (2021). School Mapping As The Determinant Of The Provision Of Education Resources In Public Secondary Schools. *European Journal of Education Studies, 8(3)*. http://dx.doi.org/10.46827/ejes.v8i3.3644

Atunde, M. O., Tijani, A. A., Medupin, J. A., Ogbudinkpa, I. C., & Oladejobi, J. O. (2023). Parental engagement in schooling: A survey of secondary schools in Kwara State, Nigeria. *International Journal of Emerging Issues in Social Science, Arts and Humanities (IJEISSAH), 1(2)*, 21-37. https://doi.org/10.60072/ijeissah.2023.v1i02.002

Badmus, A. A. (2023). *Influence of School Facilities on Teachers' Effectiveness in Secondary Schools in Ilorin Metropolis*. Master's thesis, Kwara State University, Nigeria.

Bamidele, J. A., Weinoh, O., Aminat, A. R. A., & Zakari, M. (2024). Universal Basic Education (UBE) programme and school dropout syndrome in Northern States-Nigeria. *JPM: Journal of Perspectives in Management*, *8*, 1-17. https://doi.org/10.51359/2594-8040.2024.262973

Behounek, E. (2020). The Safety Of Women And Girls In Educational Settings: A Global Overview And Suggestions For Policy Change. *International Journal for Crime, Justice and Social Democracy*, *9*(1), 31-41. https://orcid.org/0000-0003-1385-0912

Bustamante-Mora, A., Diéguez-Rebolledo, M., Hormazábal, Y., Valdés, Y., & Vidal, E. (2024). Policies, Projects, and Initiatives for Sustainable Higher Education with Gender Equity: Literature Review and Case Study—Universidad de La Frontera. *Sustainability, 16(12)*, 5038. https://doi.org/10.3390/su16125038

Campbell, S., Greenwood, M., Prior, S., et al. (2020). Purposive Sampling: Complex Or Simple? Research Case Examples. *Journal of Research in Nursing, 25(8)*, 652-661. https://doi.org/10.1177/1744987120927206

Cardoso-Pulido, M. J., Guijarro-Ojeda, J. R., & Pérez-Valverde, C. (2022). A Correlational Predictive Study of Teacher Well-Being and Professional Success in Foreign Language Student Teachers. *Mathematics, 10(10)*, 1720. https://doi.org/10.3390/math10101720

Cheong, H., Lyons, A., Houghton, R., & Majumdar, A. (2023). Secondary Qualitative Research Methodology Using Online Data within the Context of Social Sciences. *International Journal of Qualitative Methods, 22*. https://doi.org/10.1177/16094069231180160

Cohen, J., Mccabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School Climate: Research, Policy, Practice, and Teacher Education. *Teachers College Record, 111(1)*, 180-213. https://doi.org/10.1177/016146810911100108

Cooksey, R.W. (2020). *Descriptive Statistics for Summarising Data. In: Illustrating Statistical Procedures: Finding Meaning in Quantitative Data*. Springer, Singapore. https://doi.org/10.1007/978-981-15-2537-7_5

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications For Educational Practice Of The Science Of Learning And Development. *Applied Developmental Science, 24(2)*, 97–140. https://doi.org/10.1080/10888691.2018.1537791

Deroncele-Acosta, A., & Ellis, A. (2024). Overcoming Challenges and Promoting Positive Education in Inclusive Schools: A Multi-Country Study. *Education Sciences, 14(11)*, 1169. https://doi.org/10.3390/educsci14111169

Dost, G., & Mazzoli Smith, L. (2023). Understanding Higher Education Students' Sense Of Belonging: A Qualitative Meta-Ethnographic Analysis. *Journal of Further and Higher Education, 47(6)*, 822–849. https://doi.org/10.1080/0309877X.2023.2191176

du Plooy, E., Casteleijn, D., & Franzsen, D. (2024). Personalized Adaptive Learning In Higher Education: A Scoping Review Of Key Characteristics And Impact On Academic Performance And Engagement. *Heliyon, 10(21)*, e39630. https://doi.org/10.1016/j.heliyon.2024.e39630

Edungbola, A. A., & Ene, N. (2024). Factors Inhibiting Girls' Education in Northern Nigeria: A Systematic Review of Empirical Literature. *Trends in Educational in Studies Journal* 13(1), 113-132.

Egara, F. O., & Mosimege, M. D. (2023). Gender Difference In Secondary School Students' Retention In Algebra: A Computer Simulation Approach. *Eurasia Journal of Mathematics, Science and Technology Education, 19(7)*, em2290. https://doi.org/10.29333/ejmste/13280

Ene, N., Bolarinwa, O.A., Adedigba, C., Oyeleye, J., Boboye, I., Nwosu, U., Olususi, F., Oluwayemi, P. & Okeke, S.R. (2024). "If I Use Pad, I Feel Comfortable And Safe": A Mixed-Method Analysis Of Knowledge, Attitude, And Practice Of Menstrual Hygiene Management Among In-School Adolescent Girls In A Nigerian City. *BMC Public Health*, *24*(1), 1721. https://doi.org/10.1186/s12889-024-19256-5

Ewendu, S. A., & Olubor, R. O. (2020). Spatial Distribution of Public Secondary Schools in Ikeduru Local Government Area, Imo State, Nigeria. *Benin Journal of Educational Studies*, *26*(1&2), 65-81. https://beninjes.com/index.php/bjes/article/view/44

Eyong, V. A. (2024). Socio-Cultural Determinants of Girl Child Education in Cross River State. *Kashere Journal of Politics and International Relations*, *2*(1), 222-231. https://journals.fukashere.edu.ng/index.php/kjpir/article/view/237

Fortes, K., Latham, C. L., Vaughn, S., & Preston, K. (2022). The Influence Of Social Determinants Of Education On Nursing Student Persistence And Professional Values. *Journal of Professional Nursing, 39*, 41-53. https://doi.org/10.1016/j.profnurs.2021.11.011

Gold, K. L. (2025). Limited opportunities: the implications of schoolgirl dropout in Irepodun, Nigeria. *Cogent Education*, *12*(1), 2440179.

Gonçalves, G. S., Serra, F. A. R., Storopoli, J. E., Scafuto, I. C., & Rafael, D. N. (2024). Undergraduate Student Retention Activities: Challenges and Research Agenda. *SAGE Open, 14(3)*. https://doi.org/10.1177/21582440241249334

Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest Matters: The Importance of Promoting Interest in Education. *Policy Insights From The Behavioral And Brain Sciences, 3(2)*, 220–227. https://doi.org/10.1177/2372732216655542

Hinduja, P., Fakir Mohammad, R., & Siddiqui, S. (2024). Factors Influencing Students' Academic Self-Efficacy in Related Domains. *SAGE Open, 14(4)*. https://doi.org/10.1177/21582440241289738

Horrocks, M., Shearman, D., Colbourn, A., & McGlynn, S. (2024). A Study Of The Relationship Between Student Retention And Mathematics And Statistics Support In An Australian University. *International Journal of Mathematical Education in Science and Technology*, 1–20. https://doi.org/10.1080/0020739X.2024.2422826

Ibrahim, A. S. (2019). *Teachers' Perception On Factors Influencing Secondary School Students' Performance In Chemistry In Kwara Central, Nigeria*. Doctoral dissertation, Department of Science Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Ifebuzor, L., Mkemakolam, A. P., & Akintoye, M. L. (2015). Politics of school mapping and facility provision in public secondary schools in Nigeria. *NM Abraham, DO Durosaro, M. Nwadiani,*

GG Kpee, JE Okon and JA Odiba, Politics of education and national development in Nigeria, 274-282.

Ige, T. O., Alfred, S. D. Y., Akinwalere, B. O., & Olusegun, I. J. (2024). Socioeconomic, Cultural, And Institutional Factors Influencing Girl-Child Dropout And Strategies For Enhancing Secondary Education In Rural Areas Of Kwara And Osun States, Nigeria. *Integrity Journal of Education and Training 8*(2), 51-61. https://integrityresjournals.org/journal/IJET/article-how-to-cite/4C98E8E53

Igweonu, R. A. (2021). *The Implementation of Universal Basic Education in a School in Nigeria.* Walden Dissertations and Doctoral Studies. 10922. https://scholarworks.waldenu.edu/dissertations/10922

James, W., Oates, G., & Schonfeldt, N. (2024). Improving Retention While Enhancing Student Engagement And Learning Outcomes Using Gamified Mobile Technology. *Accounting Education, 34(3)*, 366–386. https://doi.org/10.1080/09639284.2024.2326009

Jauhiainen, J. S., & Guerra, A. G. (2023). Generative AI and ChatGPT in School Children's Education: Evidence from a School Lesson. *Sustainability, 15(18)*, 14025. https://doi.org/10.3390/su151814025

Jimoh, A. O., Abdullahi, U. D., & Hadiza, I. (2020). The Roles of Government In Promoting School Enrolment And Retention In Nigeria For The Achievement Of The Sustainable Development Goals (SDGs). *Journal of the Nigerian Council of Educational Psychologists*, *12*(1). https://journals.ezenwaohaetorc.org/index.php/NCEP/article/view/1137

Johnson, A., Kuhfeld, M., & Soland, J. (2021). The Forgotten 20%: Achievement and Growth in Rural Schools Across the Nation. *AERA Open, 7*. https://doi.org/10.1177/23328584211052046

Juwarti, J., & Octafian, R. (2025). Understanding Teacher Retention Challenges: A Quality Analysis of Human Resource Strategies. *Journal of Business Management and Economic Development, 3(01)*, 264–278. https://doi.org/10.59653/jbmed.v3i01.1358

Kamrath, B., & Bradford, K. (2020). A Case Study Of Teacher Turnover And Retention In An Urban Elementary School. *Educational Considerations, 45(3)*. https://doi.org/10.4148/0146-9282.2181

Khatri, P., Duggal, H. K., Lim, W. M., Thomas, A., & Shiva, A. (2024). Student Well-Being In Higher Education: Scale Development And Validation With Implications For Management Education. *The International Journal of Management Education, 22(1)*, 100933. https://doi.org/10.1016/j.ijme.2024.100933

Khumalo, B., & Mji, A. (2014). Exploring educators' perceptions of the impact of poor infrastructure on learning and teaching in rural South African schools. *Mediterranean Journal of Social Sciences*, *5*(20), 1521-1532. http://dx.doi.org/10.5901/mjss.2014.v5n20p1521

Kotronoulas, G., Miguel, S., Dowling, M., Fernández-Ortega, P., Colomer-Lahiguera, S., Bağçivan, G., Pape, E., Drury, A., Semple, C., Dieperink, K. B., & Papadopoulou, C. (2023). An Overview Of The Fundamentals Of Data Management, Analysis, And Interpretation In Quantitative Research. *Seminars in Oncology Nursing, 39(2)*, 151398. https://doi.org/10.1016/j.soncn.2023.151398

Lim, W. M. (2024). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal, 33(2)*, 199-229. https://doi.org/10.1177/14413582241264619

McCleary-Sills, J., Hanmer, L., Parsons, J., & Klugman, J. (2015). Child Marriage: A Critical Barrier to Girls' Schooling and Gender Equality in Education. *The Review of Faith & International Affairs, 13(3)*, 69–80. https://doi.org/10.1080/15570274.2015.1075755

McIntosh, M. J., & Morse, J. M. (2015). Situating And Constructing Diversity In Semi-Structured Interviews. *Global Qualitative Nursing Research, 2*, 1-9. https://doi.org/10.1177/2333393615597674

Mncube, D. W., Ajani, O. A., Ngema, T., & Mkhasibe, R. G. (2023). Exploring the Problems of Limited School Resources in Rural Schools and Curriculum Management. *UMT Education Review, 6(2)*, 1-31. https://doi.org/10.32350/UER.62.01

Mohammed, I., Uniga, O. J., Bodi, S. F., & Mary-Marvella, O. I. (2022). Informal Economic Sector: An Investigation of the Effects of Street Hawking on the Girl-Child Education in Nigeria. *Scholars Journal of Arts, Humanities and Social Sciences 10*(10), 504-515. http://dx.doi.org/10.36347/sjahss.2022.v.10i10.009

Moores, E., & Burgess, A. P. (2022). Financial Support Differentially Aids Retention Of Students From Households With Lower Incomes: A UK Case Study. *Studies in Higher Education, 48(1)*, 220–231. https://doi.org/10.1080/03075079.2022.2125950

Mujere, N. (2016). Sampling in Research. In M. Baran & J. Jones (Eds.), *Mixed Methods Research for Improved Scientific Study* (pp. 107-121). IGI Global Scientific Publishing. https://doi.org/10.4018/978-1-5225-0007-0.ch006

Nwatu, U. L. (2023). *The Impact of Child Marriage Interventions: the Case of "Money Marriage" Among the Becheve Community of Southern Nigeria*. Master's thesis, ISCTE-Instituto Universitario de Lisboa Portugal. https://www.iscte-iul.pt/tese/14147

Nwoke, C., Oyiga, S., & Cochrane, L. (2024). Assessing The Phenomenon Of Out-Of-School Children In Nigeria: Issues, Gaps And Recommendations. *Review of Education*, *12*(3), e70011. https://doi.org/10.1002/rev3.70011

Olawuyi, B. O., Olanrewaju, A. O., & Adegoke, J. M. (2020). Factors Affecting Secondary School Students' Enrolment and Retention In Schools In Irepodun, Kwara State, Nigeria. *Journal of the Nigerian Council of Educational Psychologists*, *12*(1). https://journals.ezenwaohaetorc.org/index.php/NCEP/article/view/1132

Olowolagba, L. Y., Ayuba, O. J., & Hamid, M. A. (2025). The effectiveness of community policing in addressing rising crime rates in Kwara State, Nigeria. *At-Tasyri': International Journal of Humanities, Law and Human Rights, 1(1)*. https://journal.almaarif.ac.id/index.php/attasyri/article/view/572

Olowonirejuaro, O. A. (2021). *Influence of teacher factors on pre-school children's school adjustment in Ilorin South Local Government Area of Kwara State* (Master's thesis). Kwara State University, Nigeria.

Omodolap, A. A. (2022). *Effect Of Literature Circle On Pupils' Learning Outcome In Literacy In Ilorin South Local Government Area Of Kwara State* (Master's thesis). Kwara State University, Nigeria.

Onyekwena, C., Adekunle, M., Eleanya, N., & Taiwo, O. (2017). *Improving Basic Education Outcomes In Nigeria; Centre For The Study Of The Economies Of Africa*. The Learning Generation

Oruko, K., Nyothach, E., Zielinski-Gutierrez, E., Mason, L., Alexander, K., Vulule, J., Laserson, K. F., & Phillips-Howard, P. A. (2015). 'He is the One Who Is Providing You With Everything So Whatever He Says Is What You Do': A Qualitative Study On Factors Affecting Secondary Schoolgirls' Dropout In Rural Western Kenya. *PloS one, 10(12)*, e0144321. https://doi.org/10.1371/journal.pone.0144321

Owhondah, S. N., & Nwosu, K. L. (2022). Administrative strategies for managing students' wastage in public senior secondary schools in Imo State. *International Journal of Economics,*

Environmental Development and Society, *3*(4), 411-428. https://www.ijeeds.com.ng/assets/vol.%2C-3(4)-owondah---nwosu-kelechi.pdf

Pacheco, M. A. de la P., Torres, J., Cantillo Padron, J. C., Pacheco Barros, M. C., & Rico, H. (2025). Analyzing The Role Of Gender In Entrepreneurship Education And Economic Success In Developing Nations: The Case Of Colombia. *Cogent Economics & Finance, 13(1)*. https://doi.org/10.1080/23322039.2025.2457476

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration And Policy In Mental Health, 42(5)*, 533–544. https://doi.org/10.1007/s10488-013-0528-y

Radhwan, M. (2024). The Influence of a Compulsory Attendance Policy on Students' Sustainable Education. In *Interdisciplinary Approaches for Educators' and Learners' Well-being: Transforming Education for Sustainable Development* (pp. 107-116). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-65215-8_9

Salahu, M. O. (2020). *Assessment Of Educational Policy In Nigeria: A Study Of State And Non-State Provision Of Basic Education In Kwara State* (2009-2019) (Doctoral dissertation). Kwara State University, Nigeria.

See, B. H., Morris, R., Gorard, S., Kokotsaki, D., & Abdi, S. (2020). Teacher Recruitment and Retention: A Critical Review of International Evidence of Most Promising Interventions. *Education Sciences, 10(10)*, 262. https://doi.org/10.3390/educsci10100262

Shaıbou, A. H. (2024). Strategies to Enhance Student Engagement and Retention in Higher Education Learning Environments. *British Journal of Multidisciplinary and Advanced Studies, 5(5)*, 13–31. https://doi.org/10.37745/bjmas.2022.04182

Silva, C. (2010). Ex Post Facto Study. In Encyclopedia Of Research Design (Vol. 0, pp. 466-466). *SAGE Publications*, Inc., https://doi.org/10.4135/9781412961288.n145

Snyman, A., & Jurie, V. V. (2024). A Correlation Study On Project Success And Entrepreneurial Performance, And The Moderating Effect Of Project Risk. *Southern African Journal of Entrepreneurship and Small Business Management, 16(1)*, 1-10. https://doi.org/10.4102/sajesbm.v16i1.717

Thelma, C. C., Patrick, M., Sylvester, C., Mulenga, D. M., Gilbert, M. M., & Phiri, E. V. (2024). The Impact of Educational Leadership on Student Achievement: A Comparative Analysis of Urban and Rural Schools. *Asian Journal of Education and Social Studies, 50(8)*, 444–461. https://doi.org/10.9734/ajess/2024/v50i81542

Urbańska, M., Charzyński, P., Gadsby, H., Novák, T. J., Şahin, S., & Yilmaz, M. D. (2022). Environmental Threats and Geographical Education: Students' Sustainability Awareness—Evaluation. *Education Sciences, 12(1)*, 1. https://doi.org/10.3390/educsci12010001

Uthman, Z. A. O. (2019). *Child Street Hawking And Its Implications For Peace And Security In Ibadan, Oyo State, Nigeria* (Doctoral dissertation). Institute for Peace and Strategic Studies. https://pgsdspace.ictp.it/xmlui/handle/123456789/820

Vetter, T. R. (2017). Descriptive Statistics: Reporting the Answers to the 5 Basic Questions of Who, What, Why, When, Where, and a Sixth, So What?. *Anesthesia and analgesia, 125(5)*, 1797–1802. https://doi.org/10.1213/ANE.0000000000002471

Villegas-Ch, W., Govea, J., & Revelo-Tapia, S. (2023). Improving Student Retention in Institutions of Higher Education through Machine Learning: A Sustainable Approach. *Sustainability, 15(19)*, 14512. https://doi.org/10.3390/su151914512

Wanti, M., Wesselink, R., Biemans, H., & Brok, P. den. (2022). Determining Factors Of Access And Equity In Higher Education: A Systematic Review. *Equity in Education & Society, 1(2)*, 279-296. https://doi.org/10.1177/27526461221092429

Wu, H., Xu, H., Tian, X., Zhang, W., & Lu, C. (2023). Multistage Sampling and Optimization for Forest Volume Inventory Based on Spatial Autocorrelation Analysis. *Forests, 14(2)*, 250. https://doi.org/10.3390/f14020250

Yli-Panula, E., Jeronen, E., & Lemmetty, P. (2020). Teaching and Learning Methods in Geography Promoting Sustainability. *Education Sciences, 10(1)*, 5. https://doi.org/10.3390/educsci10010005

Yusuf, M. A., & Akinniranye, O. I. (2011). Towards Optimal Utilisation of School Facilities in Secondary Schools. *Journal of Research in National Development*, *9*(1), 167-171. https://www.ajol.info/index.php/jorind/article/view/92611

Zangana, D. D., Ibrahim, A. J., Yuan, H., & Amani-Beni, M. (2024). Educational Inequality In Urban Settings: A Spatial Analysis Of School Distribution And Double-Shift System Challenges – A Case Study. *Journal of Urban Management, 13(4)*, 832–849. https://doi.org/10.1016/j.jum.2024.08.004