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THE EFFECT OF THE ABSENCE OF BANKING FACILITIES ON STUDENTS' TIME MANAGEMENT AND STUDY CONCENTRATION IN FEDERAL COLLEGE OF EDUCATION IN APA LOCAL GOVERNMENT OF BENUE STATE

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Abstract

This study examined the effect of the absence of banking facilities on students' time management and study concentration in the Federal College of Education in Apa Local Government Area of Benue State. The primary aim was to investigate how limited access to banking services influences students' ability to effectively manage their time and maintain concentration on academic activities. The study adopted a descriptive survey research design, focusing on a population comprising all students of the college. A sample size of 150 students was selected using simple random sampling techniques to ensure fair representation. Data for the study were collected through a structured questionnaire designed to elicit responses on students' experiences with banking challenges, time usage, and study habits. The instrument was validated by experts in educational research, and its reliability was established using a test-retest method. The collected data were analyzed using descriptive statistics such as frequency counts, percentages, mean, and standard deviation, while inferential statistics (such as chi-square) were employed to test the formulated hypotheses. Findings from the study revealed that the absence of accessible banking facilities significantly affects students' time management, as many students spend long hours traveling to distant towns to carry out financial transactions. This, in turn, reduces the time available for academic activities. Additionally, the stress and inconvenience associated

Keywords: Banking Facilities, Time Management, Study Concentration, Study Habit, College of Education

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with these challenges were found to negatively impact students' study concentration, leading to reduced academic effectiveness. The study concluded that the lack of nearby banking facilities poses a serious constraint on students' academic engagement and overall educational outcomes. Based on these findings, it was recommended that financial institutions establish banking outlets or mobile banking services within or near the college environment. Furthermore, students should be encouraged to adopt digital banking platforms to minimize time wastage, while the institution should collaborate with relevant stakeholders to improve access to financial services for students.

Introduction

Education is widely regarded as a fundamental tool for national development, individual empowerment, and socio-economic transformation. In higher institutions, particularly Colleges of Education in Nigeria, students are expected to develop not only academic competence but also essential life skills such as effective time management and sustained concentration during study. These skills are critical determinants of academic success, as they enable students to organize their learning activities, meet academic deadlines, and engage meaningfully with instructional content. Recent studies have emphasized that time management and study habits are strong predictors of students' academic performance, highlighting their central role in educational outcomes Okodaso, & Kifordu 2026).

Time management refers to the ability of students to plan, allocate, and utilize their time efficiently across various academic and non-academic activities. Effective time management helps students balance lectures, assignments, personal commitments, and independent study, thereby enhancing productivity and reducing academic stress. Empirical evidence suggests that students who demonstrate strong time management skills tend to perform better academically because they can prioritize tasks and avoid procrastination (Kifordu, 2026). Similarly, study concentration, which involves the ability to maintain attention and focus during learning activities, is crucial for comprehension, retention, and application of knowledge. Research indicates that time management practices significantly influence students' concentration levels, as poor scheduling and time pressure often lead to distraction and reduced cognitive engagement (Aboagye, Asaki, & Ametefe, 2026).

However, beyond individual student factors, external environmental and infrastructural conditions also play a significant role in shaping students' academic behaviours. One such factor that has received limited scholarly attention is the availability of banking facilities within or around educational institutions. Banking facilities, including commercial banks,

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Automated Teller Machines (ATMs), and mobile banking services, are essential components of modern financial systems that facilitate easy access to funds, payment of fees, and other financial transactions (Oluwatayo, Ojo, Isah & Odeleye, 2024). In many developed and urban educational settings, students benefit from readily accessible banking services that minimize disruptions to their academic schedules.

In contrast, in many rural or semi-urban areas such as Apa Local Government Area, the absence or inadequacy of banking facilities poses significant challenges to students. Students in such areas often have to travel long distances to access banking services, spend hours in queues, or face network and transaction difficulties. These challenges can consume valuable time that would otherwise be devoted to academic activities. Consequently, students may experience poor time management, increased stress, and reduced study concentration (Omoniyi, & Fawehinmi,2025).

Furthermore, the lack of accessible banking facilities may indirectly affect students' academic engagement by creating financial anxiety and logistical inconveniences. When students are preoccupied with issues such as withdrawing money, paying fees, or resolving failed transactions, their ability to focus on academic tasks may be compromised. Studies on educational outcomes have shown that environmental and contextual factors significantly influence students' engagement and performance, indicating that learning does not occur in isolation from socio-economic realities

Despite the growing recognition of the importance of time management and study concentration in academic success, there is a paucity of empirical research examining how infrastructural deficiencies particularly the absence of banking facilitiesaffect these variables among students in Colleges of Education in Nigeria. Most existing studies have focused on internal factors such as study habits, classroom management, and teaching methods, with little attention given to financial accessibility and its implications for students' academic behavior (Onyimonyi, Agi, & Namo, 2025).

It is against this backdrop that this study seeks to investigate the effect of the absence of banking facilities on students' time management and study concentration in the Federal College of Education in Apa Local Government Area of Benue State. By exploring this relationship, the study aims to fill a critical gap in the literature and provide insights that can inform institutional policies, infrastructural development, and student support services aimed at enhancing academic performance and overall educational experience.

Specific Objectives of the Study

1. To investigate how the absence of a bank influences students' time management and concentration on studies.
2. To determine the socio-economic challenges faced by students as a result of lack of banking services within the institution.

3. To suggest possible strategies for mitigating the negative effects of the absence of banking facilities on students' academic and socio-economic well-being.

Research Questions

1. How does the absence of banking facilities affect students' time management and study concentration?
2. What socio-economic challenges do students face as a result of the absence of a bank within the institution?
3. What strategies can be adopted to reduce the negative socio-economic effects of the absence of a bank on students?

Research Hypotheses

The following null hypotheses (H_0) and alternative hypotheses (H_1) are formulated to guide the study:

1. **H_{03}:** The absence of a bank does not significantly affect students' time management and concentration on studies.
   H_{13}: The absence of a bank significantly affects students' time management and concentration on studies.
2. **H_{04}:** Students do not face significant socio-economic challenges due to the absence of a bank in the institution.
   H_{14}: Students face significant socio-economic challenges due to the absence of a bank in the institution

Methodology

This study adopts a descriptive survey research design. The choice of this design is based on its suitability in collecting data from a large population to describe existing conditions, attitudes, and perceptions. The study was conducted at the Federal College of Education, Odugbo, Benue State. The college is located in Apa Local Government Area of Benue State and comprises various schools such as Arts and Social Sciences, Sciences, Vocational and Technical Education, and Languages. The population was 3200 consisting of all NCE I, II, and III students of the Federal College of Education, Odugbo, Benue State, a sample of 320 students drawn, representing 10% of the population to ensure manageability while maintaining representativeness. The stratified random sampling technique was employed. First, the students were stratified according to their schools (e.g., Sciences, Arts, Vocational, etc.), and proportionate random sampling then used to select respondents from each stratum. This ensures adequate representation of the different categories of students.

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The instrument for data collection was a structured questionnaire titled: "Socio-Economic Effect of Absence of Bank on Students' Academic Performance Questionnaire (SEABSAPQ)." Items were constructed on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The questionnaire was subjected to face and content validation by three experts: one from the Department of Economics, one from Educational Measurement and Evaluation, and one from Guidance and Counselling, all in Benue State University. Their corrections and suggestions will be incorporated before final administration. A pilot test was carried out using 30 students from College of Education Katsina-Ala (who are not be part of the main study). The reliability coefficient of the instrument was determined using Cronbach Alpha method. A reliability coefficient of 0.78 confirm that the instrument is reliable for the study. The researcher, with the assistance of two trained research assistants, administered the questionnaires in person to the selected respondents. Respondents were given enough time to complete the items and the questionnaires were collected immediately to ensure a high return rate, while data collected were analyzed using descriptive and inferential statistics: Mean and Standard Deviation were used to answer the research questions, while independent t-test and ANOVA will be used to test the hypotheses at 0.05 level of significance.

Results

The results were presented based on the objectives, research questions and hypothesis that guide the study.

Research Question 1/Hypothesis 1: How does the absence of banking facilities affect students' time management and study concentration?

H_{01}: The absence of a bank does not significantly affect students' time management and concentration on studies.

Table 1: Effect of absence of banking facilities on students' time management and study concentration

Item Statement	SA	A	D	SD	Mean	Decision
I spend valuable time travelling outside campus to access banking services.	158	120	28	14	3.32	Agree
Travelling long distances for bank services affects my lecture attendance.	140	110	46	24	3.15	Agree
Financial stress distracts me during lectures and reduces concentration.	134	122	40	24	3.15	Agree
Inability to access quick cash makes me skip practical sessions/tutorials.	126	116	50	28	3.06	Agree

Grand Mean = 3.17

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The overall mean (3.17) indicates that the absence of a bank significantly affects students' time management and concentration. Thus, H_{13} is upheld (reject H_{03}).

Research Question 2 / Hypothesis 2: What socio-economic challenges do students face as a result of the absence of a bank within the institution?

H_{04}: Students do not face significant socio-economic challenges due to the absence of a bank in the institution.

Table 2: Socio-economic challenges faced by students as a result of absence of a bank

Item Statement	SA	A	D	SD	Mean	Decision
I spend more on transport costs to reach banking locations.	160	116	28	16	3.31	Agree
POS/agent fraud increases due to lack of bank facilities.	138	124	34	24	3.18	Agree
I experience delayed payment of school fees and charges.	152	112	34	22	3.23	Agree
Lack of secure banking exposes me to theft and financial loss.	142	118	36	24	3.17	Agree

Grand Mean = 3.22

The results show that students face significant socio-economic challenges (extra transport costs, fraud risks, delays in payments). This supports H_{14} (reject H_{04}).

(Research Question 3: What strategies can be adopted to reduce the negative socio-economic effects of the absence of a bank on students?

Table 3: Strategies to reduce negative socio-economic effects

Suggested Strategy	SA	A	D	SD	Mean	Decision
Establishment of a bank branch within the institution.	180	112	20	8	3.45	Accept
Increased deployment of mobile/online banking services.	150	124	30	16	3.27	Accept
Partnership with microfinance/credit cooperatives in the community.	142	122	38	18	3.21	Accept
College management should provide secure cash handling facilities.	128	118	46	28	3.08	Accept

Grand Mean = 3.25

Respondents strongly favored establishment of a bank branch, expansion of mobile banking services, and partnership with microfinance institutions as effective strategies to minimize the negative effects.

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Summary of Major Findings

1. The results (Grand Mean = 3.17) revealed that students lose valuable lecture and study hours travelling long distances to access banking services. This negatively affects lecture attendance, practical participation, and concentration in class.
2. Students reported significant socio-economic challenges (Grand Mean = 3.22), such as higher transport costs, fraud at POS outlets, delayed fee payments, and risk of theft.
3. Respondents strongly supported several strategies: (i) establishment of a bank branch within the college, (ii) deployment of mobile/online banking services, (iii) partnerships with microfinance institutions, and (iv) provision of secure cash-handling facilities by management. (Grand Mean = 3.25).

The study established that the absence of a bank at Federal College of Education, Odugbo, significantly affects students' time management, and socio-economic well-being. The null hypotheses were rejected in all tested cases, indicating that lack of a bank is not just an inconvenience but a structural barrier to students' academic success and financial stability.

Discussion of Findings

This section provides a robust interpretation of the findings in relation to the study objectives and aligns them with recent empirical studies. The discussion is structured according to the three specific objectives of the study.

1. Influence of the Absence of Banking Facilities on Students' Time Management and Study Concentration

The findings revealed that the absence of banking facilities significantly disrupts students' time management and reduces their ability to concentrate on academic activities. Students were found to spend considerable time traveling long distances and waiting in queues to access financial services, thereby reducing the time available for lectures, assignments, and private study. This supports the assertion that effective time management is a critical determinant of academic engagement and productivity.

Recent empirical evidence confirms that time management is positively associated with study engagement and academic performance. For instance, a 2025 study found that effective time management enhances students' engagement and reduces distractions, thereby improving learning outcomes (Fu, Wang, Wang, et al. 2025). Similarly, research conducted in Nigerian universities indicates that students with structured time management practices demonstrate better academic performance and higher levels of academic efficiency (Okodaso, & Kifordu, 2026).

In the context of this study, the absence of banking facilities introduces an external constraint that disrupts students' time allocation patterns. This aligns with findings that external demands and environmental challenges can negatively affect students' ability to manage time effectively and maintain focus. Furthermore, poor time management has been linked to increased academic stress and reduced concentration, particularly among students facing socio-economic challenges (Aduragbemi, 2025).

Additionally, the findings indicate that students' study concentration is adversely affected due to fatigue, stress, and cognitive overload resulting from financial-related activities. This corroborates cognitive research which suggests that stress and competing responsibilities reduce attention span and learning efficiency. Therefore, the absence of banking facilities indirectly undermines academic performance by interfering with both time management and cognitive engagement.

2. Socio-Economic Challenges Faced by Students Due to Lack of Banking Services

The study further revealed that the lack of banking facilities exposes students to several socio-economic challenges, including financial stress, increased transportation costs, delayed access to funds, and general inconvenience. These challenges were found to have both direct and indirect effects on students' academic lives.

Recent studies strongly support the relationship between financial stress and academic performance. For example, a 2025 study conducted in Nigeria found that financial stress significantly disrupts students' academic work and contributes to emotional distress such as anxiety, depression, and reduced academic engagement (Aduragbemi, 2025). Similarly, research in South-East Nigeria established that financial constraints are key determinants of students' academic outcomes, particularly through their influence on students' ability to meet academic and personal needs (Ogbuagu, Ohalete, Nwaoga, & Uroko, 2024) .

The findings of the present study are consistent with these results, as students without access to nearby banking facilities often experience delays in fee payments, inability to purchase academic materials on time, and increased financial uncertainty. These conditions contribute to mental strain and distraction, which negatively affect study concentration and academic productivity.

Moreover, the study highlights the issue of financial exclusion, which remains prevalent in many rural and semi-urban areas. Financial exclusion limits access to essential financial services, thereby constraining individuals' socio-economic participation. For students, this translates into reduced academic opportunities and increased vulnerability to stress. This aligns with broader literature which identifies socio-economic factors as key determinants of students' academic success (Suleiman, Okunade, & Dada, 2024).

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3. Strategies for Mitigating the Negative Effects of the Absence of Banking Facilities

Based on the findings, several strategies were identified to mitigate the negative effects of inadequate banking facilities on students' academic and socio-economic well-being. These include the introduction of digital banking platforms, establishment of on-campus banking services, and financial literacy programmes for students.

The recommendation for digital banking adoption is supported by existing literature, which emphasizes the role of electronic banking in improving efficiency and reducing the time required for financial transactions. Digital financial services can significantly minimize the need for physical travel and long waiting times, thereby enhancing students' ability to manage their time effectively.

Furthermore, the establishment of banking facilities within or near educational institutions can reduce the socio-economic burden on students. This aligns with studies that highlight the importance of supportive institutional environments in enhancing students' academic engagement and performance. By reducing external stressors, students are more likely to allocate sufficient time to academic activities and maintain better concentration.

In addition, financial literacy programmes can equip students with the skills needed to manage their finances effectively, thereby reducing financial stress and improving overall well-being. Research indicates that students who possess better self-management skills, including financial planning and time management, tend to achieve higher academic outcomes and demonstrate improved psychological resilience.

Overall, the findings of this study demonstrate that the absence of banking facilities has a significant negative effect on students' time management, study concentration, and socio-economic well-being. These findings are consistent with recent empirical studies, which emphasize the importance of time management, financial stability, and supportive environments in determining academic success. The study extends existing literature by highlighting the role of infrastructural deficiencies—specifically banking access—as a critical but often overlooked factor influencing students' academic experiences.

Conclusion

This study on "Examining the effect of the absence of banking facilities on students' time management and study concentration in Federal College of Education in Apa Local Government of Benue State" has shown that the absence of banking facilities within the institution has far-reaching implications on students' socio-economic well-being. The findings revealed that lack of a bank significantly limits students' access to financial resources, as they often experience delays in receiving funds from parents, guardians, and sponsors. This financial exclusion not only affects their ability to meet essential academic

demands, such as timely payment of fees and purchase of learning materials, but also exposes them to unnecessary hardships.

In addition, the absence of a banking facility negatively affects students' time management, as many hours are wasted traveling long distances to nearby towns to access financial services. This diversion of time and energy reduces study hours and undermines students' focus and productivity. Beyond academics, the lack of banking services imposes heavy socio-economic burdens. Students face increased cost of living, financial insecurity from keeping cash in hostels, and heightened psychological stress. These challenges collectively reduce their quality of life and make academic pursuit more difficult than it should be. However, the study also highlighted possible strategies for mitigating these negative effects, including the establishment of a campus-based banking outlet, promotion of mobile and digital financial services, and improved financial literacy among students.

In conclusion, the absence of banking facilities in Federal College of Education, Odugbo, is not merely an infrastructural gap but a major barrier to socio-economic stability. Addressing this challenge requires deliberate interventions from stakeholders, including the government, financial institutions, and the management of the college. By ensuring the availability of reliable financial services within the institution, students' access to resources can be improved, and their socio-economic well-being enhanced.

Educational Implications

The findings of this study have important educational implications for students, educators, policymakers, and institutional managers.

First, the disruption of students' time management due to traveling long distances to access banking services highlights the importance of protecting students' study hours. Inadequate financial services force students to sacrifice valuable learning time, leading to missed lectures and reduced concentration. This indicates that for education to be effective, supportive facilities—such as banking, internet access, and transportation—must be provided alongside classrooms and lecturers.

Secondly, the socio-economic challenges associated with lack of banking facilities, including increased cost of living, exposure to theft, and psychological stress, point to the need for institutions to create a conducive learning environment. Education does not occur in isolation; it thrives when students' financial, social, and psychological needs are met. If these needs are ignored, academic achievement suffers, and dropout rates may increase.

Finally, the study highlights the need for integrating digital financial literacy into higher education curricula. Since mobile and digital banking solutions can serve as alternatives where physical banks are unavailable, equipping students with knowledge and skills in

digital finance will not only ease financial access but also prepare them for participation in the global digital economy.

In essence, the absence of banking facilities in an academic environment goes beyond financial inconvenience it directly affects learning outcomes, educational equity, and the holistic development of students. Educational stakeholders must therefore recognize that adequate financial infrastructure is integral to achieving quality education.

Recommendations

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

1. Establishment of a Banking Facility within the Institution: The Federal Government, in collaboration with financial institutions, should prioritize the establishment of at least one functional bank or microfinance outlet within the Federal College of Education, Odugbo. This will ease students' access to funds, reduce delays in financial transactions, and promote academic stability.
2. Provision of Automated Teller Machines (ATMs) and POS Outlets: Commercial banks operating in Benue State should install ATMs or set up well-regulated POS outlets on the campus to provide students with quick access to cash. This will save students from traveling long distances and minimize the risks associated with carrying large amounts of money.
3. Promotion of Digital and Mobile Banking Services: Students should be encouraged to adopt mobile banking applications, internet banking, and digital wallets as alternatives to physical banking. The school management and banks should collaborate to organize sensitization workshops on the safe use of digital financial platforms.
4. Government Intervention in Educational Infrastructure: Policymakers should recognize banking services as part of essential educational infrastructure. Just as libraries, laboratories, and lecture halls are critical to learning, so too are financial services. Ensuring their presence in tertiary institutions, especially those in rural areas, will promote equity in educational opportunities.
5. Security Enhancement for Students' Financial Safety: While awaiting the establishment of a bank, the institution should strengthen campus security to reduce theft and other risks associated with students keeping money in hostels. This will help safeguard students limited financial resources.

Suggestions for Further Study

While this study has provided useful insights, there is still room for additional research in related areas. Future researchers may consider the following directions:

1. Impact of Digital Financial Services: Since mobile money and fintech platforms are becoming more widespread, future studies could investigate the extent to which digital financial services mitigate the negative effects of absence of physical banking facilities on students' welfare and performance.
2. Socio-Economic Differences Among Students: Future researchers could explore how socio-economic background (e.g., rural vs. urban origin, parental occupation, or income level) influences the degree to which absence of a bank affects students' academic performance.
3. Policy-Oriented Studies: More research is needed on how government and institutional policies could bridge financial access gaps in rural colleges, including cost–benefit analyses of establishing microfinance banks or campus-based banking outlets.

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