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**HOSTEL FACILITIES AVAILABILITY AS CORRELATE TO STUDENT'S ACADEMIC  
ACHIEVEMENT IN COLLEGES OF EDUCATION IN EDO STATE**

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**Abstract**

*The study investigated hostel facilities availability as correlate to students' academic achievement in Colleges of Education in Edo State. Four research questions were raised and one was answered, and three hypotheses were formulated and tested at 0.05 of significant level. The total population was 966 students in year two of 2015/2016 academic session in Colleges of Education, Igueben and Ekiadolor in Edo State. The stratified sample technique was used for this study. The data collected was analyzed using simple percentage, mean, standard deviation and t- test. The findings revealed that; One out of ten assessed hostel facilities at College of Education Ekiadolor was not adequate; Day students' academic achievements was higher than boarding students in Colleges of Education in Edo state; Male day students' academic achievement was higher than male boarding students in College of Education in Edo State; Female day students' academic achievement was higher than female boarding students in College of Education in Edo State. The study made recommendation based on the findings that parents should not discourage their children /wards from going to either school; boarding or day rather encourage them to study harder for higher academic excellence.*

*Key Words: Boarding College, Day College, Hostel, Achievement.*

**Background to the study**

Education in general is preparation for life. According to Okafor (2004), education is a process of acculturation through which the individual is helped to attain the development of his potentials, and their maximum activation when necessary, according to right reason and to achieve his perfect self-fulfillment. It is an industry for reformation of man. Moreover,

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Chanchan (1983) defines education as a process of shaping behaviour of the individual for adequate adjustment in the society. He looks at education as a way of developing desired habits, skills and attitudes which make an individual a good citizen. However, Mishra (2014) defines education as the process of helping the individual mind, getting to its full possible development. This implies that education is used to develop human beings. It is an instrument of social change and national development.

Teachers are paramount and important in education sector. Teachers are persons that are specially trained to teach in organized institutions. According to Hornby (2010), a teacher is a person whose job is teaching especially in a school. Moreover, Ighalo (2009) defines a teacher as a trained person who educates learners to have change of behaviour through acquisition of knowledge and skills. While Igbiwu (2004) defines a teacher as a professional man or woman who has been specially trained to teach at the pre-primary, primary, post primary, tertiary and other formal or non-formal institutions of learning. Teachers are trained in educational institutions to enable them carry out their duties effectively.

In recognition of the importance of teachers in education sector, the Federal Republic of Nigeria (FRN) (2013) states that in recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development and the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE). Moreover, the national education can only be possible when there are quality teachers. A teacher that possesses desired abilities, competences, attitudes and values will be of great assistance in transforming educational policies into practices. The teacher determines the quality of educational system. Furthermore, the quality is dependent on the relevance, functionality, efficiency and effectiveness of teacher education. The Colleges of Education in Nigeria are termed 'train-the-trainers' colleges because they were established on the premise that they are responsible for the production of teachers for the primary and junior secondary levels.

Student teachers in Colleges of Education are expected to be well trained and to receive quality education, and they equally need to have hostel facilities to enable them settle down for their studies. Hostel facilities that student's teachers required for their academics are bathrooms, kitchens, laundry, toilets, recreation rooms and canteens which can be situated either on each floor or block or for the entire student housing accommodation. According to Najib, Yusof, and Abadin (2011) student housing is a place that offers security and privacy in which the University housing administrators can meet the student needs and expectations by renting such space to them. According to Abramson (2009) and La-Roche (2010), there is need for cafeteria, mini market or bookshop and banking system inclusive of automated teller machine (ATM machines) within the vicinity of the student housing: Apart from these, is also the need to provide adequate water supply, garbage disposal, fire safety, Closed Circuit Television, (CCTV) cameras, 24 hour security guards on duty, adequate fencing of the student hostel provision of burglary proof on the windows, as all these will ensure the students safety (Olujimi and Bello, 2009).

Nevertheless in Edo State, there are complaints in the public concerning student teachers accommodation and the problems that result from their different residential hostels. There are cases of cultists, killing, and removal of student's belongings while some are beaten up by unknown gangs. These problems have resulted to poor academic achievement of students and increase in withdrawal rate of students in colleges of education in Edo State. These have been attributed to factors as non-availability of college hostel facilities and unprotected environment. Based on

this background, the researchers set to investigate hostel facilities availability as correlate to student' academic achievement in colleges of education in Edo State.

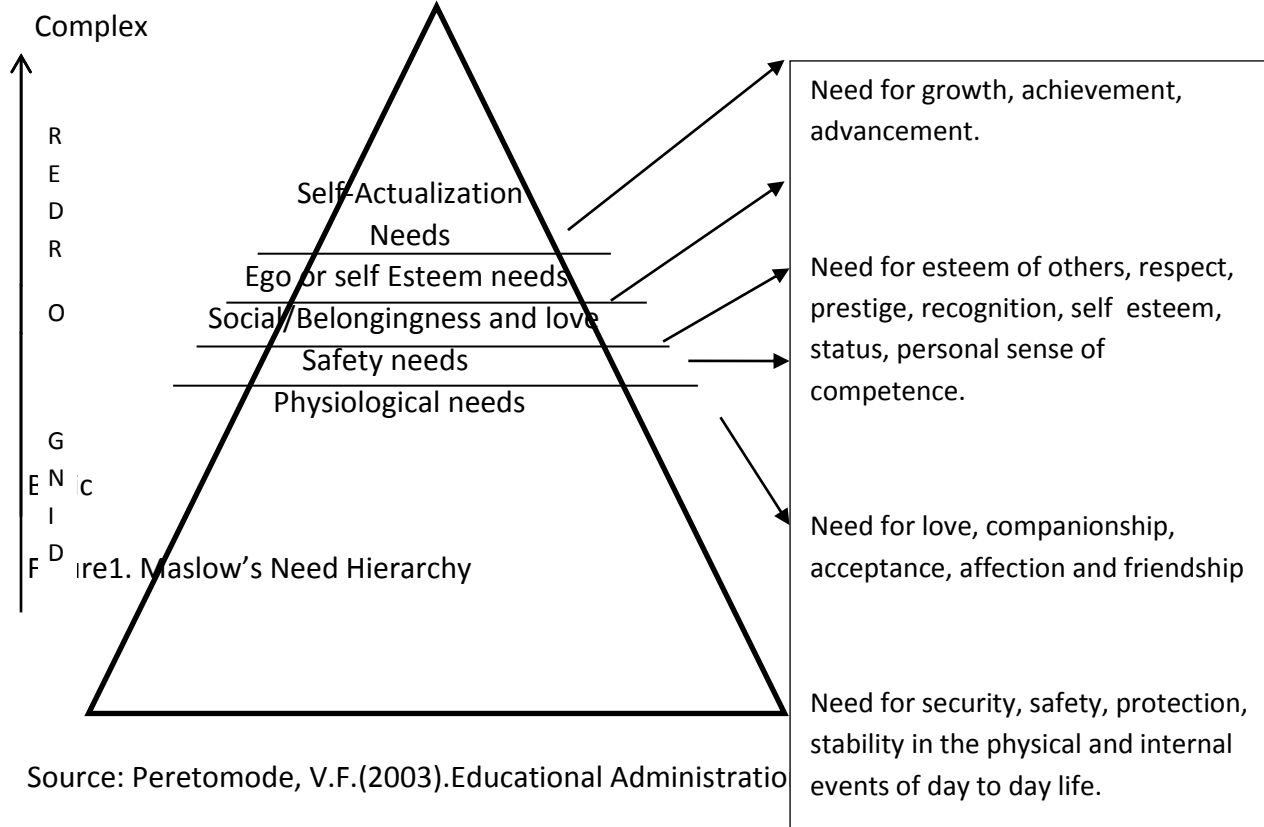
### Theoretical Review

#### Maslow's Need Hierarchy Theory of Motivation

This research work anchors on Maslow's need hierarchy theory of motivation. Students teachers in Colleges of Education need motivation to enable them attain higher height in their academic. Motivation is a concept which has been used in several ways to explain why people behave as they do. At times, it refers to finding innate within the individual, a kind of energizer or driving force, a desire or an urge that causes the individual to perform. Often these inner forces are described as drives or attempts of the individual to meet basic needs and establish a state of equilibrium.

However, Maslow in Peretomode (2003) identifies five needs that would motivate workers or students to increase their efficiency and effectiveness. His theory of human motivation was based on the idea that needs form a hierarchy and that as one need is satisfied, the need at the higher level emerges. Thus, Maslow saw motivation in terms of an individual's striving for growth. The hierarchy is made up as follows:

1. Physiological needs
2. Security and safety needs
3. Love and social needs
4. Ego and esteem needs
5. The need for self-actualization



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The physiological needs and safety needs are the bases for this research. The physiological needs though the lowest in Maslos's hierarchy are the most urgent of all needs and the first determinants of behaviour. These needs include food, shelter, water, air. A hungry and shattered student can hardly concentrate effectively on his/her studies especially a student facing accommodation challenges off the campus. This affects his academic achievement.

Security and safety needs constitute the second group of Maslow's needs hierarchy and the needs of an individuals for an environment that is free from threat to his life. These needs include need for security, protection against danger and accidents, threat, deprivation and protection from physical or psychological harms and economic disaster and the unexpected. Our student teachers need security and safety needs. As at present, many of them are having academic challenges because of non-availability of hostel facilities in their campuses especially Igueben campus.

This model is related to the work in that our student teachers need to be motivated by provision of decent shelter-hostel facilities to improve their academic achievement and indirectly improve the quality of education in Nigeria.

**Nature of Boarding and Day Colleges.**

The advent of formal education with boarding facilities in Nigeria can be traced to the coming of Christian Missionary Society (CMS) as far back as 1840<sup>5</sup>. It was then used to seclude the converts especially the young ones from the larger society to enable the Missionaries inculcate Christianity, western values and culture into the mindset of the school children. The idea behind this was that, if children live in a mission controlled environment, it will be easier to indoctrinate and encourage them to attend school regularly. According to Collins and Check (1999), the main objectives of the boarding house system are as follows:

- a) The provision of opportunities for students of varying social and economic background to live together and share common problems and interest.
- b) The provision of opportunities for students to develop independence and sense of responsibility.
- c) The provision of stable environment with regular sleep, planned diet and conducive atmosphere which encourages serious academic work.
- d) The provision of opportunities for students to make genuine friendship in life.
- e) The provision of boarding facilities for students whose parents live very far from school.

The boarding school system however is a matter of choice for those who can afford the cost. For others, they may prefer coming to school from home since they cannot afford it. On daily basis, significant population of college students in college of education, Igueben embark on their education programme as day students, with the attendant challenges notwithstanding. There have been speculations on whether the boarding college is really necessary (Adeniran, 1997). Some parents residing within the study area due to many reasons enrolled their wards as day students rather than boarders.

Boarding college today are much different than they used to be and poles apart from stereotypical Hollywood images such as heaven for children of privilege or refuges for troubled teenagers. UNESCO (2005) new research proves that contemporary boarding colleges serve a diverse body of motivated and well-rounded students who study lived in supporting, inclusive academic communities where they learn about independence and responsibility traditional values that help them achieve success at higher rates in the classroom and beyond. Ebebuwa-

Okoh (2010) agrees that learning and living together with other students bring together different students of varying learning ability which enable the majority of the students towards their ability to excel, students ability to rely on each other for help, direction and need, because sometimes students learn better from each other than from teachers.

The hostel transforms their characters. The social cultural side gets fuller attention. Interacting and communicating with people is very important for a student's personal life and can be specially helpful for future professional activities. In this process of learning through teamwork consideration for others and tolerance are taught. Lifelong friendship and strong alumni network are established.

Nevertheless, conflict arises more frequently due to the high interaction level among the students as well as their different characteristics and situations. Wodtack (1998) emphasized that the feeling of living in a resisted/ closed atmosphere in a boarding college has its own effect on mental development of the students. Parental love and parental care will not be there in a boarding college.

A day school on the other hand is an institution where children (or high school age adolescent) are given rational instruction during the day and after which children or teenagers return to their homes. The term can also be used to emphasize the length of full day program as opposed to boarder school programs. UNESCO (2010) opined that day colleges are colleges that students attend during the school day where students stay in school during school hours, often there are facilities to eat lunch at college as well. Furthermore, extracurricular program can be in and out the college outside school hours. Day colleges do not have dormitory facilities unlike the boarding colleges. Day schools are valued for their close relationship to the community. The college is monitored by the community. There is good communication between the school and the families, and the relationship with the community stimulates participation of families in student's education. Students are involved in their community and can be transformed agents. A very important characteristic of day colleges is the possibility for a healthy home environment and parental care.

Moreover, UNICEF (2005) states that parental care is very important for the development of children especially at a young age. Parental care also a difficult or even impossible to replace. However, there are cases in which also is difficult or even impossible to replace. Therefore, there are cases in which parents are unable to give their children good care. In these cases, living at home can harm the development of children and the boarding school seems to provide the answer to such situation.

Day schools are said to have more focus on education than boarding schools. The reason for this is that the only purpose of a day college is education. College staff has less activities and responsibilities outside schooling and therefore can concentrate fully on the education process. Jegero (2011) Ngeno, Simatwa and Ayodo (2012) opted that day colleges are cheaper. Less administrative charges (supervision cost). This is better in terms of (financial) sustainable action. Moreover, many guardians are not able to afford high fees demanded in boarding School. School fees are low and this attracts multitudes to take their children to day schools. The day school is cost effective as the expenditure is less compared to boarding schools.

### **Essential Facilities of Hostel Accommodation**

The availability of teaching and learning resources make a difference in achievement of learners and is generally agreed that better facilities in a school lead to high academic

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achievement (Kathuri 1984, in Nyamweya, 2013). The adequacy and functionality of some facilities such as the laundry; bathroom, toiletry, electricity, water supply, standby generator, reading room, kitchenette, waste disposal table with chair, wall rope, towel railing ,dressing mirror to mention few.

The student's hostel is said to include facilities such as bedroom which can serve the dual purpose of study and sleeping, bathroom and toilet, kitchen, laundry, recreational areas and access to internet service as this further enhance the study-learning experience. Abramson (2009) states that the students' housing can be further made exciting by providing further facilities such as ATM machines, car park, mini markets, bookshops and cafeterias with in the precinct of the students' housing/ hostel.

Student's hostel in Nigeria has not received the desired attention both from the government and the management of different institutions as Ubong (2007) observes that hostel accommodation has not received adequate attention. All these and more prompted the researchers to embark on the study which is hostel facilities availability as correlate to students' academic achievement in college of education in Edo State.

**Statement of Problem**

In Edo State, which is the focused of the research work, there are reported cases of problems existing in colleges of education which have affected the academic achievement of students in colleges of education. For instance, there are reported cases of raping and killing of female students, increase rate in cultist activities, increase in withdrawal rate of students and poor academic performance of students. The contention in the society is that there are no college hostel facilities to assist student teachers in their academics. Stakeholders in education are worried over teachers in training institutions because this affects the general public. The researchers therefore investigate hostel facilities availability as correlation to students' academic achievement in colleges of education in Edo State.

**Research Questions**

The following research questions guided the research work.

1. Are there adequate hostel facilities in the boarding college of education in Edo State?
2. Is there any difference in academic achievement between boarding and day students in colleges of education in Edo State?
3. Is there any difference in academic achievement between male boarding and male day students in colleges of education in Edo State?
4. Is there any difference in academic achievement between female boarding and female day students in colleges of education in Edo State?

**Methodology**

The study adopted descriptive research designed. The population of this study comprised of 966 students in year two of the 2015/2016 academic session in colleges of education, Igueben and Ekiodolor in Edo State. The sample of the study was forty (40) students sampled through stratified sample technique because the target population is heterogeneous, both involved males and females. A structured questionnaire was used to collect data from students while results of students were collected from school of education of the colleges. Four research questions were raised and one was answered while three research hypotheses were formulated and tested at 0.05 of significant level. The data collected was analyzed using simple

percentage to answer the research question while mean, standard deviation and t-test were used for hypotheses.

## Results

**Research Question 1:** Are there adequate hostel facilities in the boarding college of education in Edo State?

**Table 1:** The table below indicates the availability and adequacy of hostel facilities in college of education, Ekiadolor, Edo State.

S/N	Facilities	Percentage of Availability	Remarks
1	Recreation room	77.5%	Adequate
2	Water system, bathroom	47.5%	Not adequate
3	Water system toilet	77.5%	Adequate
4	Stand by generator	70%	Adequate
5	Kitchenette	60%	Adequate
6	I.C.T room	62.5%	Adequate
7	Reading room with tables and chairs	52.5%	Adequate
8	Laundry room	57.5%	Adequate
9	Study tables and chairs	72.5%	Adequate
10	Building, beddings & mattresses	55%	Adequate

Table 1. revealed that facilities such as recreation room, water system toilet, standby generator, kitchenette and ICT room which represents 77.5%, 77.5%, 70%, 60% and 62.5% respectively were available and adequate, while only one water system - bathroom, out of ten (10) assessed facilities that was not adequate (47.5%) amongst the available facilities in college of education, Ekiadolor Benin city. Therefore, the research question that inquired about hostel facilities in boarding college in college of education Ekiadolor, Edo State can be retained.

Comparatively, college of education Igueben data collected from research question one revealed that those hostel facilities were not available because is a day college. Therefore, the percentage score is zero percent and the research question that inquired about hostel facilities in a day college in college of education, Igueben Edo State cannot be retained.

## Hypothesis 1:

There is no significant difference between the academic achievement of boarding and day students in colleges of education in Edo State.

**Table 2:** t-test analysis of students in the boarding and day students with respect to their academic achievement

Variables	Students	N	X	S.D.	DF	T	Sig
Academic Achievement	Boarding students	20	113.65	4.782	38	5.087	.000
	Day students	20	122.10	5.684			

From Table 2, the t-value is -5.087 which is significant at 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is a difference in the academic

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achievement of students that stayed in the boarding and that of day students. This difference is indicated in the values of the mean of students who stay in the boarding ( $X=113.65$ ), where the mean of the day students is ( $X=122.10$ ).

It therefore implies that the mean of the day students (122.10) is greater than that of the boarding students (113.65). To further breakdown the above analysis, the mean differences in the academic achievement of the students (boarding and day) is presented in the courses affected in this study as shown in Table 3.

**Table 3:** Mean differences in the academic achievement of the boarding and day students

Department	Courses	N	X	S.D.	T	Df	Sig.	Mean Difference	Remarks
Eco/Sos	Edu211	40	2.20	.751	-3.946	38	.000	-1.000	Significant difference existed
Bio/Isc	Edu211	40	1.45	.440	3.583	38	.001	.500	Significant difference existed
Bus/Edu	Edu211	40	1.60	.308	-8.718	38	.000	-1.200	Significant difference existed
Eng/Sos	Edu211	40	2.20	.844	-3.425	38	.001	-1.000	Significant difference existed
Eco/Sos	Edu212	40	3.05	1.152	5.050	38	.000	1.900	Significant difference existed
Bio/Sic	Edu213	40	4.35	.565	-17.856	38	.000	-3.500	Significant difference existed
Bus/Edu	Edu213	40	2.70	.410	3.269	38	.002	.600	Significant difference existed
Bus/Edu	Edu214	40	1.70	.571	-5.480	38	.000	-1.400	Significant difference existed
Eco/Sos	Edu215	40	3.00	.513	6.164	38	.000	1.000	Significant difference existed
Eng/Sos	Edu221	40	2.00	.470	-4.036	38	.000	-.600	Significant difference existed
Bus/Edu	Edu221	40	2.15	.487	5.848	38	.000	.900	Significant difference existed
Eco/Sos	Edu221	40	2.50	.627	4.873	38	.000	1.000	Significant difference existed
Bio/Isc	Edu221	40	2.03	.507	7.179	38	.000	1.150	Significant difference existed
Bio/Isc	Edu222	40	2.20	.252	-3.559	38	.001	-.400	Significant difference existed
Eng/Sos	Edu222	40	3.00	4.026	-6.495	38	.000	-2.200	Significant difference existed
Bio/Isc	Edu223	40	1.45	.154	13.077	38	.000	.900	Significant difference existed
Bus/Edu	Edu223	40	1.25	.257	4.359	38	.000	.500	Significant difference existed
Bio/Isc	Edu224	40	1.40	.483	3.699	38	.001	.600	Significant difference existed
Eng/Sos	Edu224	40	2.90	2.070	4.813	38	.000	1.600	Significant difference existed
Eco/Sos	Edu224	40	2.15	.462	8.850	38	.000	1.300	Significant difference existed
Bio/Isc	Edu225	40	2.30	.864	-4.271	38	.000	-1.200	Significant difference existed
Bus/Edu	Edu225	40	2.40	.649	-11.696	38	.000	-2.400	Significant difference existed

Out of all the Education courses examined in this study, twenty two (22) courses showed significant differences in the academic achievement of boarding and day students in Colleges of Education in Edo State as revealed in Table 3. In summary, there is a significant difference between the academic achievement of boarding and day students in Colleges of Education in Edo State as shown in Table 3.

**Hypothesis 2:**

There is no significant difference between the academic achievement of male boarding and male day students in Colleges of Education in Edo State.

**Table 4:** t-test analysis of male students in the boarding and day with respect to their academic achievement.

Variable	Students	N	X	S.D.	DF	T	Sig
Academic Achievement	Boarding Male	10	113.00	4.690			
	Day Male	10	121.50	5.986	18	-3.535	.002

From Table 4, the t-value is -3.535 which is significant at 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is significance. Difference in



the academic achievement of male students that stayed in the boarding and that of day students. This difference is indicated in the values of the mean of male students who stayed in the boarding ( $X=113.00$ ), where the mean of the male day students is ( $X=121.50$ ). It therefore, implies that the mean of the male day students (121.50) is greater than that of the male boarding students (113.00).

**Table 5:** Mean differences in the academic achievement of the boarding male and day male students

Department	Courses	N	Mean	S.D	Df	T	Sig	Mean Difference	Remarks
Bus/Edu	Edu211	20	1.60	.316	18	-6.000	.000	-1.200	Significant difference existed
Eco/Sos	Edu212	20	3.05	1.184	18	3.475	.003	1.900	Significant difference existed
Bio/Sic	Edu213	20	4.35	.580	18	-12.289	.000	-3.500	Significant difference existed
Bus/Edu	Edu214	20	1.70	.587	18	-3.772	.001	-1.400	Significant difference existed
Eco/Sos	Edu215	20	3.00	.527	18	4.243	.000	1.000	Significant difference existed
Bus/Edu	Edu221	20	2.15	.500	18	4.025	.001	.900	Significant difference existed
Eco/Sos	Edu221	20	2.50	.779	18	3.354	.004	1.000	Significant difference existed
Bio/Isc	Edu221	20	2.05	.522	18	4.714	.000	1.100	Significant difference existed
Eng/Sos	Edu222	20	3.00	1.054	18	-4.470	.000	-2.200	Significant difference existed
Bio/Isc	Edu223	20	1.45	.158	18	9.000	.000	.900	Significant difference existed
Eng/Sos	Edu224	20	2.90	1.064	18	3.312	.004	1.600	Significant difference existed
Eco/Sos	Edu224	20	2.15	.475	18	6.091	.000	1.300	Significant difference existed
Bus/Edu	Edu225	20	2.40	.666	18	-8.050	.000	-2.400	Significant difference existed

Out of all the Education courses examined in this study, thirteen (13) courses showed significant differences in the academic achievement of boarding male and day male students in Colleges of Education in Edo State as revealed in Table 6.

In conclusion, there is a significant difference between the academic achievement of boarding male and day male students in colleges of education in Edo State, as shown in table 5.

### Hypothesis 3:

There is no significant difference between the academic achievement of female boarding and female day students in colleges of education in Edo State.

**Table 6:** t-test analysis of female students in the boarding and female students day with respect to their academic achievement

Variable	Students	N	X	S.D.	DF	T	Sig
Academic Achievement	Boarding Female	10	114.30	5.034	18		
	Day Female	10	122.70	5.618			

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From Table 6, the t-value is -3.535 which is significant at 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is a difference in the academic achievement of female students that stayed in the boarding and that of female day students. This difference is indicated in the values of the mean of female students who stay in the boarding (X=114.30), where the mean of the female day students is (X=122.70). It therefore, implies that the mean of the female day students (122.70) is greater than that of the female boarding students (114.30).

**Table 7:** Mean differences in the academic achievement of the female students (boarding and day)

Department	Course	N	Mean	S.D	Df	t	Sig	Mean Difference	Remarks
Bus/Edu	Edu211	20	2.80	.893	18	-6.000	.000	-1.200	Significant differences exit
Eco/Sos	Edu212	20	3.05	1.184	18	3.475	.003	1.900	Significant differences exit
Bio/Sic	Edu213	20	4.35	0.602	18	-12.289	.000	-3.500	Significant differences exit
Bus/Edu	Edu214	20	1.70	1.346	18	-3.772	.001	-1.400	Significant differences exit
Eco/Sos	Edu215	20	3.00	.527	18	4.243	.000	1.000	Significant differences exit
Bus/Edu	Edu221	20	2.15	0.500	18	4.025	.001	.900	Significant differences exit
Eco/Sos221	Edu221	20	2.50	0.533	18	3.354	.004	1.000	Significant differences exit
Bio/Isc221	Edu221	20	2.00	.516	18	5.196	.000	1.200	Significant differences exit
Eng/Sos	Edu222	20	3.00	4.054	18	-4.470	.000	-2.200	Significant differences exit
Bio/Isc	Edu223	20	1.45	.158	18	9.000	.000	.900	Significant differences exit
Eng/Sos	Edu224	20	2.90	1.064	18	3.312	.004	1.600	Significant differences exit
Eco/Sos	Edu224	20	2.15	0.475	18	6.091	.000	1.300	Significant differences exit
Bus/Edu	Edu225	20	2.40	0.666	18	-8.050	.000	-2.400	Significant differences exit

Out of all the courses examined in this study, thirteen (13) courses showed significant differences in the academic achievement of female boarding and female day students in colleges of education in Edo State as revealed in Table 7. In conclusion, there is a significant difference between the academic achievement of boarding female students and day female students in colleges of education in Edo State.

**Discussion of findings**

The study investigated hostel facilities availability as correlate to students' academic achievement in Colleges of Education in Edo State. Result in table 1 on research question one showed availability and adequacy of hostel facilities in College of Education, Ekiador in Edo State used in the study. College of Education, Ekiador had hostel facilities such as recreation

room (77.5%), water system toilet (77.5%) stand by generator (70%), kitchenette (60%), ICT room (62.5%), reading room with tables and chairs (52.5%), laundry room (57.5%), study tables and chairs (72.5%), building bedding and mattresses all of these were available and adequate except water system bathroom (47.5%), that was not adequate. Hence, the availability of teaching and learning resources make a difference in achievement of learners and is generally agreed that better facilities in a school lead to high academic achievement (Nyamweya, 2013).

In a corresponding hypothesis 1 the Study established that there is a significant difference between the academic achievement of boarding and day students in Colleges of Education in Edo State. This difference is indicated in the values of the mean of boarding students which is (113.65) ,and the mean of the day students is (122.10). It therefore implies that the mean of the day students (122.10) is greater than that, of the boarding students (113.65).

This is contrary to Mulka, Nkechi and Bolanle (2017). In their work comparison of boarding and day senior secondary students which revealed that boarding and day schools performed equally in biology in testing the hypothesis, it was found that the t-value = -3.93 at degree of freedom (146) shown a significant difference that is greater than p – value ( $p > 0.05$ ); hence,  $H_{o1}$  which stated there is no significant difference between the performance of boarding and day secondary school students in biology was not rejected.

In hypothesis 2 the study established that there is a significant difference between the academic achievement of boarding male and day male students in Colleges of Education in Edo State. This difference is indicated in the values of mean male boarding students (113.00) and the mean male day students (121.50). It therefore, implies that the mean of the male day students (121.50) is greater than the male boarding students (113.50).This collaborated with Benson (2005) in his work “effect of single – sex and co-educational schooling in students cognitive achievement in Integrated Science ,which revealed that the value cohen”s degree of freedom 0.36 shows that there was small effect in size of schools type for the difference observed between performance of boys in boys only school and boys in co-educational schools.

Moreover, hypothesis 3 result established that there is a significant difference between the academic achievement of boarding female students and day female students in Colleges of Education in Edo State. This difference is indicated in values of the mean of female boarding students (114.30) and the mean of female day students (122.70). It therefore, implies that the mean of female day students (122.70) is higher than the female boarding students (114.30).

This negated the study of Wasike, Ndurumo, kisilu (2013), the study determined the impact of perception of female students on the performance of the Mathematics within secondary schools in Teso district Analysis of data from the questionnaire responses revealed a significant ( $p < 0.05$ ) effect perception towards performance in mathematics among the students. Female students had negative perception towards mathematics. Most of the female students with negative perception performed poorly in mathematics. Female students in boarding schools were established to have more positive perception towards mathematics and therefore performed better in the subject than students from co-educational schools .This indicated that performance in mathematics can be improved through enhancing positive perception towards Mathematics. Further the college of Education stakeholders should devise means of improving the perception of female students towards Mathematics, to unlock their ability in performance by providing an enabling environment and all facilities for motivation.

### **Conclusion**

The findings from the study led the researchers to conclude that day students performed better than boarding students in the College of Education in Edo State. Male day students performed better than male boarding students, also female day students performed better than female boarding students. The border line may be because of merit facilities provided and influence by parents who deemed it necessary to motivate their day students to study at home.

Hence, both schools can produce good students, the performance of a student may not be determined by the kind of school attended rather by his or her self-construction to knowledge most especially where study facilities are available with a conducive environment that good hostel accommodation can provide

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