Transition of Students from Boarding High Schools to Universities in the North West Region of Cameroon Implication for Academic Achievement

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Abstract: The study examined how transition of students from boarding high schools to public Universities influenced academic achievement in terms of Grade point Average (GPA). It explored the life style indicators of these students while in the University of Bamenda specifically, involvement in extracurricular “social” activities and absence from classes by students who leave boarding schools to the University and academic achievement. The survey research design was used in this study. A questionnaire (Likert scale) instrument was used to collect data from year 2 and 3 students in the University of Bamenda. Significant transition indicators of life style that is, focus on extracurricular (social) activities and absenteeism indicators were examined to see how they influenced academic achievement year one in the university. The random simple sampling and purposive sampling methods were used to select 204 students who provided data for the study. Data was processed and analyzed using SPSS version 21. The results showed that students who left boarding high schools to public Universities had a lower achievement rate as compared to their counterparts who left day schools. The t-test of 0.028* which was lower that the alpha level of 0.05 was indicative. This low academic achievement was influenced by two factors that is absenteeism with a mean overall score of absenteeism with a mean overall score of 2.69 and involvement in extracurricular social activities with a mean overall score of 2.65. It was therefore recommended that while in high school students should be informed on the expectations and functioning of Public Universities especially in areas of lifestyle which involve extracurricular activities, patterns of engagement with classroom work and class attendance. The university authorities should in put in place a facility for continuous counselling and follow-up of students upon entry into the university milieu.

Keywords: Transition, boarding high school, extra-curricular social activities, absenteeism, University, Academic achievement

Introduction
Education can be acquired in a formal boarding or day school settings where students get engaged with learning to attain expected outcomes. The process of learning is an active agent of change such that students are empowered to generate knowledge as they actively engage themselves in the learning process, form attitudes/lifestyle and develop requisite skills for life as the succeed in their academic pursuits (Vygotsky 1978). According to Bahcetepe (2005), an academically successful student is a student who fulfills the requirements, receives high grades, and stands out with the desire to study. This can actually occur when students are present in school/class and select appropriate engagement patterns as well as necessary co-curricular activities. According to Grosso et al. (2014) and Marventano et al. (2018), to improve the academic achievement of students, in addition to the cognitive abilities-perception, their lifestyle is very important and should be shaped such that it does not lead to absenteeism and interfere with the way students approach their studies. Actually, student’s lifestyle or patterns of interaction could lead to absenteeism and eventually affect academic achievement. That is why Gottfried (2015), states that absentee students are not only missing out on the school days but are at risk of falling behind.
BACKGROUND OF THE STUDY

According to Moris (2013) a boarding school is an institution where children live within premises while being given formal instruction. He further states that the word "boarding" is used in the sense of "room and board", i.e. lodging and meals. It also includes new ways of life including routines of social/academic activities, dressing code, sleep and wake up time amongst others. Smokowski et al. (2005) holds that children in boarding schools, study and live during the school year with their fellow students and possibly teachers or administrators. He also argues that children attending boarding school, besides the lack of close family members to take care of them, they invariably must live in an artificially constructed society that involves being permanently surrounded by peers. Such children may have both positive and negative experiences as far as education is concerned since the boarding environment is somehow different from their home environments. For Martin et al. (2014) there is a predominant parity between boarding and day students, but where small effects were identified, they favored boarders. Such results may be different when boarding students transit schools to day schools. This is because while in boarding schools, students experience a lifestyle that is different from that which “day school students” experience.

In boarding schools, the lifestyle of students is influenced by clearly stated routines of daily activities, clearly defined extra-curricular skill building activities which do not contravene classroom engagement patterns. Lifestyle we know may be influenced by context, culture, personality, values, emotion, social status and beliefs (Vygotsky 1987). The coping mechanisms utilized by students whilst at boarding school may affect their transition and adjustment to the world outside following completion of their time at school; especially when they enter public, non-boarding universities. They get into a new context and their life style changes from stated routines to independent decisions about what to do and when to do.

Research works show that people who choose good lifestyle exhibit less risky behaviours and definitely achieve their goals in life (Mitsutake et.al. 2011). Good lifestyle they go on to say, consists of a set of individual’s choices in life situations and these choices affect the people and eventually the activities they engage in. While in boarding school it easy for a student to maintain a good lifestyle because he is being monitored and supervised daily. The case may be different when they transit to a day school, especially at a higher educational level like the university. Mitsutake et.al (2011) also hold that the lifestyle of students serves as an indicator to how they chose, approach activities, react to situations both at home and in school and determine interaction patterns and certainly achievement in all domains in their lives.

One of the key features of boarding school life is the wide range of activities and experiences, which gives boarders opportunities to develop skills and interests beyond the academic curriculum (Behaghley, 2015). Such skills and interests often will contribute to career development. It is therefore certain that living and studying in one place provides much more time for you to get on with whatever you enjoy in the company of your friends; this may be different when studying in a day school where you move from home to school and back every school day. Ansari et al. (2011) is of the view that in addition to educational structure and content of courses, various factors including lifestyle, cognitive abilities, emotions, and personal and familial traits plays a major role in educational performance level. Although belief in lifestyle and health is found in the initial years of life, certain behaviours of lifestyle are experienced during the university years (Ansari et al.2011). Therefore, the implementation of academic program for students at such levels, requires actual knowledge of the variables affecting the terms and conditions of their lives in the various types of schools where they find themselves. In every educational system, the educational performance level is one of the success indexes in scientific activities. This study was aimed at examining the transition of students from boarding and academic achievement in public universities; with focus on the University of Bamenda.
STATEMENT OF THE PROBLEM
Students who are admitted into Universities in Cameroon are those who have succeeded in the General Certificate Examination (GCE) Advanced level (or equivalent) examination, most often with good grades. Such students are academically ready to engage with university studies because their results not only qualify them for admission but serves as an indicator that they will cope and excel with University studies. But it has been realized that despite the good results at entry, some of these students do not perform as expected while in the University. This may be because as they transit from boarding schools to Public Universities, they experience a new lifestyle, which is free of routines, strict rules/regulations, as was the case in boarding schools. This new life style may shift students focus from school expectations to social extra-curricular activities, lesser engagement with classroom activities and absenteeism which may eventually affect the level of academic achievement.

OBJECTIVES OF THE STUDY

Main Objective
The main objective of this study was to find out how transition of students from boarding schools affects academic achievement in the University of Bamenda

Specific Objectives
- To determine how academic achievement vary between students from boarding schools and those from day schools while in the University.
- To find out how involvement in extra-curricular (social) activities by students from boarding schools affects academic achievement in the University.
- To investigate the effect of absenteeism by students from boarding schools on academic achievement in the University.

RESEARCH QUESTIONS

Main Research Question
How does the transition of students from boarding schools affect academic achievement in the University of Bamenda?

Specific Research Questions
- How does academic achievement differ between students from boarding schools and those from day schools while in the University?
- How does involvement in extra-curricular (social) activities by students from boarding schools affect academic achievement at the university?
- What effect does absenteeism by students from boarding schools have on academic achievement at the university?

RESEARCH HYPOTHESES

H₀: Academic achievement does not differ significantly between students from boarding schools and those from day schools while in the University.

Definition of operational terms

Boarding school: In this study, it refers to students who studied in the residential system of education at Secondary/High school level where by they receive lectures in school and stay in the school throughout the school term; and only return to their homes during holidays. In these schools’ students follow prescribed routines; when to get up from bed, bath, go to class, do homework, do prescribed extra-curricular activities, eat and engage in other activities of the establishment. As such, it is not permitted for students to sleep at will or skip class at will.

Extra-curricular ‘social’ Activity: In this study, extra-curricular social activity is defined as any activity that the student does in or out of school which does not involve learning as per the
school curriculum or fall with the stipulated defined and accepted out of class activities; It is the involvement of students in social media browsing, spending time on leisure activities like drinking, smoking, playing internet games and betting on sport sites.

**Absenteeism:** In this study it is defined as staying out of school or skipping class without legal permission. Absenteeism and Skipping classes occur as is the case in this study; when student sleep for longer periods than before or deliberately get up late, have no strict follow-up for attendance as was the case in boarding schools or simply stay back to catch fun with friends.

**Day school:** In this study it refers to schools where students go to every morning and go home every day after school unlike the boarding schools. In day schools like universities, students also have routines for activities in relation to study time but not in relation to sleep and wake up time as well as form of co-curricular activities to do.

**Transition:** It is defined in this study as the movement from a boarding educational setting to a day educational setting; where the lifestyle, rules of engagement with and type of extra-curricular and curricular activities change from strict follow-up to lassiez-faire/independence and choice.

**Academic Achievement:** Refers to the level of attaining the goals set in the school in terms of scores. It is seen in this study as the grade point average achievement of students in various semester examinations as compared to the quality of university admission requirement that is the quality of the advance level results and its equivalence.

**REVIEW OF LITERATURE**

**Theoretical Review**

There are numerous theoretical frameworks that can inform thinking about the effects of transition of students from boarding schools and academic achievement at the University level. Relevant to this study are the Ecological Systems Theory of Urie Bronfenbrenner (1977) and the Social Constructivist Theory of Lev Vygotsky (1968).


Vygotsky (1978) believed that people were born with basic abilities to develop cognitively and basic abilities are enhanced through interaction with others and eventually grow into more sophisticated mental processes. According to Vygotsky (1978),

Every function in the child’s cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

From the quotation above we can see that children learn as they interact with their environment and themselves. This implies that the environment in which an individual develops/spends time has an influence on how he/she interacts and learns both at home and in school. The boarding school environment is different from the day school environment and may influence students differently when it comes to engagement with learning, class attendance as well as preference for extra-curricular asocial activities.

Vygotsky (1968) believed that learners could achieve much greater level of learning through the help of a More Knowledgeable Other (instructor) For him the area where the instructor should be most sensitive to guidance is the Zone of Proximal Development (ZPD) which straddles the line between what the student already knows and a new concept unable to be mastered without the help of the instructor. This can actually work in pushing students forward as far as learning is concerned but may be difficult if the learners do not attend class or focus more on out of school activities.
The Ecological Systems Theory of Urie Bronfenbrenner 1977
The ecological systems theory holds that we encounter different environments throughout our lifespan that may influence our behavior in varying degrees (Bronfenbrenner, 1978). These systems he states, include the micro system, the mesosystem, the ecosystem, the macro system, and the chronosystem. Bronfenbrenner (1978) ecological model therefore, organizes contexts of development into five nested levels of external influence; which are categorized from the most intimate level to the broadest. These levels from his stand point have varying ways of influencing individuals beginning from their immediate environment to the enlarge environment which deals with the culture of the society as a whole. Hong and Espelage (2012) in their literature review identified risk factors at all ecological levels associated with bullying and peer victimization in school. This shows that each ecological system has an impact on the way children approach issues in life and this can include the way they approach studies as well as social activities within the different ecological systems.

Although all the levels function to influence development, our interest is on three of these levels that is the micro system which is the child immediate environments, the mesosystem which an interaction within the child immediate environments and the macrosystem which deals with the enlarge society within which the child functions.

Bronfenbrenner (1979) suggests that the microsystem is the smallest and most immediate environment in which children live. As such, the microsystem comprises the home, school or daycare, peer group and community environment of the children. When Children are in boarding schools, their micro system is narrowed down to the immediate school environment as compared to students who are in day schools. This is because they are confined in the same environment with the same people unlike their day school peers who move from home to school and back; thus, experiencing a wider micro system. This of course will impact on them differently and of course their mesosystems will be limited as well as the macro system.

The mesosystem encompasses the interaction of the different microsystems which children find themselves in. It is, in essence, a system of microsystems and as such, involves linkages between home and school, between peer group and family, and between family and community.

The macrosystem in Bronfenbrenner’s ecological model is the largest and most distant collection of people and places to the children that still have significant influences on them. According to Bronfenbrenner (1978), the macrosystem consists of the blueprints of a particular society such as laws and regulations but also unprinted rules and norms. While students are in boarding schools, the enlarge society is limited to the school enclosed environment; they are somehow cut off from the ways of the society for some time. It therefore implies that the rules, norms, school culture and expectations of students in boarding schools are not the same as those they will experience when they transit to the universities which are mostly “day institution” and this may affect they way the approach school work and eventually achievement.

Transition of students from boarding school to public Universities and academic Achievement
A “boarding school” is an educational institution where students can study and live either for part of or the entire school year, (Ainsworth, 2013). Boarding could either be for boys or girls only while some are mixed. Most students who enter the university either leave a boys or girls school and finds themselves in a mixed sex setting. Martin et al., (2014, 2016) hold that boarding represents a somewhat intensive and on-going process of interactions between student and environment. These interactions they state further have a potential to shape students’ academic outcomes. These interactions do not only shape student’s academic performance but also determines habitual routines to live while learning. Research into boarding has revealed a somewhat mixed body of results, finding positive, negative, or generally null (or equivocal) effects in boarders’ academic and social and emotional outcomes. The experience is quite different when these students enter the university, where they stay at home and study in the university.
**Extra-curricular Social Activities and Academic Achievement**

According to Marsh and Kleitman, (2002) an extracurricular activity is any out-of-class involvement that absorbs students’ energy, time, and attention. These activities can take the form of out of school games, social interaction and bonding with friends, clubbing etc. Thus, it is possible that one’s boarding status is linked with adaptive academic outcomes, consistent with what might be hypothesized for school-based extracurricular activity under the “identification/commitment” perspective (Marsh and Kleitman, 2002). However, the counterpoint to this is that time spent in one activity comes at the expense of potential development in other parts of life.

Extracurricular activities (EA) constitutes a positive youth developmental asset Durlak et al. (2010) and covers a broad range of categories that share some essential elements (Hansen et al., 2010). According to Hansen and Larson, (2007) they have regular attendance schedules, offer practical learning opportunities and enable young people to spend time engaged in their own interests; and are mostly supervised by competent adults, which often involve peer interaction. Extracurricular activities help students to keep themselves involved in games, sports and cultural activities to build their knowledge, attitude and skills. This is usually the case with secondary and high school students who get engaged in properly selected and guided extracurricular activities. It may be different when it comes to involvement in extracurricular unsupervised activities which could take students mind away from academic involvement to social activities like clubbing, prolong social media browsing, online gaming, and spending time in cyber fraudulent activities (scamming) (Marsh et al. 2002).

Extracurricular activities are activities performed by students that fall outside the realm of the normal curriculum of school or university education. According to the United States Census Bureau (2014), College is a time when young people transition to adulthood, with many living independently and making behavioral decisions without direct parental oversight. This can be typical with students with transit from high school to the university.

It has been found that school-based extracurricular activities are more likely to increase students’ affiliation with the school (Fredricks and Eccles, 2005). For Martin et al. (2014) context-specific affiliation (e.g., school affiliation) boosts students’ identification with and commitment to that context, resulting in positive academic outcomes. They further proposed that schools boarding may afford greater student activity at and with the school being resident at school may also involve a greater requirement or expectation to be involved in defined extra-curricular activities. This actually works out well because the students follow stated schedules, procedures and expected outcomes as they get involved with school-based extracurricular activities. This may not be the case when the extra-curricular activities shift from school-based to social-based chosen and scheduled by the students while in the university especially involvement with social media platforms and other social activities.

Nowadays, social media does not belong to a particular sector of society, but has become part of the life of everyone, including students (Anser et al. 2020). Students utilise social media for various purposes, such as communication, sharing of ideas, leisure and collaboration. Social media platform in academic institutions allows students to interact with their mentors, access their course contents and build students communities (Greenhow, 2011a). This may be different when it serves as a form of extra-curricular activity where students get involved with it for leisure, relating with friends as well as playing games. Evidence points to the fact that the use of the Internet and electronic games is found to have detrimental effects such as reduced sleeping time, behavioural problems (e.g. low self-esteem, anxiety, depression), attention problems and poor academic performance in adolescents (King et al. 2013). While in boarding schools, such effects may be minimal because of the strict schedule of activities but at the university level the effect may be high due to the fact students have transited to a new school environment with lesser control as to what and when they have to carry out extracurricular activities.
Absenteism and Academic Achievement

Education we know is the process of learning to live as a useful and acceptable member of the community and a good citizen (Rowe et al., 1994). This can actually be evident when student get committed in the education enterprise, not running away. The school has been established as the agent of the society to mould the lifestyle, habits, interest, attitudes and feelings of children and transmit the societal norms, culture, values and traditions from one generation to another. Despite this, some students still do not attend classes especially when they have the opportunity to take their own decisions concerning schedules. Romer (1993), states that "regression estimates of the relation between attendance and performance in one large lecture course suggest that attendance may substantially affect learning. This simply indicates that absenteeism can as well affect school achievement.

Absenteism Kearney (2008) holds, refers to the staying away from school without the permission from parent, teacher or school administrators. It could encompass students staying away from a particular class or attending the class late may be after a particular process that makes the student to stay outside the class has been exhausted by teacher. He goes on to say that it is a serious problem among youths because such youths with school attendance problems; report lower academic efficacy, poorer academic performances, more anxiety and less self-esteem. He goes on to say that school absenteeism is often embedded in a broader pattern of social deviant behavior.

Skipping classes and absenteeism are signs of maladjustment that require psychologically treatment (Green, 2001). It could also be a sign of inadequate adjustment to new environment or change of environment as the case may be with students transiting from boarding to day schools. George (2013) in his research discovered that absentees, due to their absence from school usually repeat classes and even when they are repeating, they do not feel better because they feel they are over qualified or too accomplished for such class.

Students who stay away from class without permission will be left behind in the learning process as they will miss the lesson of the day and will not understand the concepts taught as they ought to and may probably fail their examinations; thus, affecting their level of academic achievement. In research carried out by Rodgers (2001) he discovered that in both North America and Australia, a substantial number of university students regularly skip classes. This could be actually increase with students who live boarding high schools to the university.

RESEARCH DESIGN

A cross sectional survey research design was used to carry out this study.

A questionnaire (Likert scale) instrument was used to collect data from year 2 and 3 students of The University of Bamenda. Significant transition indicators of life style, which focused on extra-curricular social activities and absenteeism were examined to see how they influenced academic achievement at the university level. Simple random and the purposive sampling methods were used the university and 204 students to provide data for this study.

DATA ANALYSIS

Both descriptive and inferential statistics were used to analyze the data collected. Means and frequency counts were used to answer the three research questions while t-test for equality of means was used to test the hypothesis at a 5% level of significance. With a 4-point Likert scale, the benchmark for making decisions was as follows: Items with mean scores greater than or equal to 2.5 indicated a negative effect on students, while those with mean scores less than 2.5 indicated a positive effect on the students. The analysis was aided by the Statistical Package for Social Sciences (SPSS) Version 21.
RESULTS

Results According to Research Questions

Research Question 1: How does academic achievement differ between students from boarding schools and those from day schools while in the University?

Table 1: Comparing Academic Achievement of University Students Who attended Day and Boarding Schools

<table>
<thead>
<tr>
<th>Secondary School Type Attended</th>
<th>Number of Respondents / Percentage</th>
<th>Mean number of points obtained at the GCE Advanced Level out of 25</th>
<th>Mean Cumulative GPA obtained in Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day School</td>
<td>149 (73.0)</td>
<td>7.24</td>
<td>2.98</td>
</tr>
<tr>
<td>Boarding School</td>
<td>55 (27.0)</td>
<td>8.53</td>
<td>2.77</td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers in brackets represent percentage expression of respondents by school types

Table 1 shows that 27% of the university students who took part in this study attended boarding school while 73% were day students. The table further reveals that while in high school, day students had, averagely, 7.24 points at the GCE A/L while boarding students had, averagely, 8.53 points. Meanwhile during first year studies in the university, day students scored a mean cumulative GPA of 2.98 while boarders scored 2.77. This suggests that boarders achieve better than day students while leaving high school. This trend however is not repeated during first year studies in University as can be seen with the mean cumulative GPA above.

Research Question 2: How does involvement in extra-curricular (social) activities by students from boarding schools affect academic achievement at the university?

Table 2: Boarding Students’ Responses on their Involvement in Social Activities and its Effect on their Academic Achievement in the University.

<table>
<thead>
<tr>
<th>S/N</th>
<th>STATEMENTS</th>
<th>Item Score (X)</th>
<th>Item mean score (X/55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I spend time with my friends during school periods.</td>
<td>17</td>
<td>3.04</td>
</tr>
<tr>
<td>2</td>
<td>I spend time cooking food for myself during school periods.</td>
<td>8</td>
<td>2.04</td>
</tr>
<tr>
<td>3</td>
<td>I communicate with friends through Whatsapp while in class.</td>
<td>10</td>
<td>2.42</td>
</tr>
<tr>
<td>4</td>
<td>I spend much time on Whatsapp/other social media platforms during the day.</td>
<td>18</td>
<td>3.04</td>
</tr>
<tr>
<td>5</td>
<td>I find it fun relaxing and drinking with friends around school.</td>
<td>15</td>
<td>2.71</td>
</tr>
<tr>
<td>6</td>
<td>I spend time watching movies and/or matches that I bet for.</td>
<td>17</td>
<td>2.56</td>
</tr>
<tr>
<td>7</td>
<td>Due to my social involvements I find it difficult to study as I would have loved to.</td>
<td>12</td>
<td>2.75</td>
</tr>
</tbody>
</table>

Total Mean Score (out of 28) 18.56

Overall Mean Score (out of 4) 2.65
Table 2 shows that the mean item scores of boarding students’ responses on their involvement in social activities and its effect on their academic achievement in the university range from 2.04 to 3.04. This gives an overall mean score of 2.65. This implies that students who attended boarding schools while in the high school are very involved in extra-curricular (social) activities during their first year in the university, which is affecting their academic achievement negatively.

Research Question 3: How does absenteeism by students from boarding schools affect academic achievement at the university?

Table 3: Boarding Students’ Responses on their Absenteeism from School and its Effect on their Academic Achievement in the University.

<table>
<thead>
<tr>
<th>S/N</th>
<th>STATEMENTS</th>
<th>SA (4)</th>
<th>A (3)</th>
<th>D (2)</th>
<th>SD (1)</th>
<th>Item Score (X)</th>
<th>Item mean score (X/55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>I stay home during classes.</td>
<td>7</td>
<td>12</td>
<td>31</td>
<td>5</td>
<td>131</td>
<td>2.38</td>
</tr>
<tr>
<td>9</td>
<td>I leave class sometimes before classes end</td>
<td>12</td>
<td>21</td>
<td>12</td>
<td>10</td>
<td>145</td>
<td>2.64</td>
</tr>
<tr>
<td>10</td>
<td>I skip classes when I wake up late</td>
<td>10</td>
<td>18</td>
<td>16</td>
<td>11</td>
<td>137</td>
<td>2.49</td>
</tr>
<tr>
<td>11</td>
<td>Class attendance is not compulsory to me.</td>
<td>13</td>
<td>27</td>
<td>10</td>
<td>5</td>
<td>158</td>
<td>2.87</td>
</tr>
<tr>
<td>12</td>
<td>I wake up late during school days.</td>
<td>11</td>
<td>14</td>
<td>18</td>
<td>12</td>
<td>134</td>
<td>2.44</td>
</tr>
<tr>
<td>13</td>
<td>I do not have all course materials because of absenteeism.</td>
<td>17</td>
<td>23</td>
<td>10</td>
<td>5</td>
<td>162</td>
<td>2.95</td>
</tr>
<tr>
<td>14</td>
<td>I do not perform well in my exams largely because I do not attend all classes.</td>
<td>16</td>
<td>29</td>
<td>6</td>
<td>4</td>
<td>167</td>
<td>3.04</td>
</tr>
</tbody>
</table>

**Total Mean Score (out of 28)** 18.81

**Overall Mean Score (out of 4)** 2.69

Table 3 shows that the mean item scores of boarding students’ responses on their absenteeism and its effect on their academic achievement in the university range from 2.38 to 3.04. This gives an overall mean score of 2.69. This implies that students who attended boarding schools while in the high school absent from classes during their first year in the university which is affecting their academic achievement negatively.

Results According to Research Hypotheses

**Ho1: Academic achievement does not differ significantly between students from boarding schools and those from day schools while in the University.**

Table 4: t-test Comparing Academic Achievement of University Students Who attended Day and Boarding Schools

<table>
<thead>
<tr>
<th>Secondary School Type Attended</th>
<th>N</th>
<th>Mean Cumulative GPA obtained in Year One</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day School</td>
<td>149</td>
<td>2.98</td>
<td>0.55</td>
<td>8.59</td>
<td>202</td>
<td>0.028*</td>
</tr>
<tr>
<td>Boarding School</td>
<td>55</td>
<td>2.77</td>
<td>0.46</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* test is significant at the 0.05 level of significance.

Table 4 indicates t-value of 8.59 at 202 degrees of freedom, which is significant at the 0.05 level.
Discussion of Findings

The findings of this study were discussed according to the research questions and hypothesis

According to the T-test results displayed in Table 2, day students showed significantly higher academic achievement in terms of grade point average than did their boarding peers while in year at the university.

**Research Question 1: How does academic achievement differ between students from boarding schools and those from day schools while in the University?**

In comparing academic achievement of university students who attended day and those from boarding Schools, it was discovered that the mean number of points obtained at the advanced level examination by students from boarding schools stood at 8.53 higher than that of students from day schools which stood at 7.24. This indicated a higher achievement level at the secondary high school for boarding students. It was however realised that this trend changed as they entered the university. In the first year of study at university the reverse was true as students from days schools had a mean cumulative GPA of 2.98 as to compared to 2.77 obtained by students from boarding schools. The results of this study are in line with a study carried out by Foliano et al. (2019) who found out that boarding students show a higher probability of being in the top decile of achievement in the national standardized exams compared to matched students in grammar schools; but as has been realised in this study, their achievement level drops at the first year of university studies.

**Research Question 2: How does involvement in extra-curricular (social) activities by students from boarding schools affect academic achievement at the university?**

In discussing boarding students’ responses on involvement in extracurricular social activities and its effect on academic achievement in the university, the activities they get involved with were looked at and it was discovered that these activities had a negative influence on academic achievement.

As concerns research question two, there was a total mean score 18.56 and an overall mean score of 2.65 (out 4) higher than the expected scale of 2.5 indicating that most of the students agreed being involved with extracurricular activities during school hours. This shows that involvement in social activities like being with friends, cooking during school periods, browsing on social media platforms, drinking with friends, watching movies/matches and spending less time on study negatively affected the academic achievement of students at year one in the university. Eccles (2003) holds that students who participated in intentional, school based extracurricular activities perform better in school life but the case is different as concerns this study; especially where students rather get into extracurricular social activities which distract them from school life.

**Research Question 3: How does absenteeism by students from boarding schools affect academic achievement at the university?**

In discussing boarding students’ responses on absenteeism from school and its effect on academic achievement in the university; the mean scores of the responses given by the respondents were used. As concerns research questions three, there was a “total mean score” of 18.81 and an overall “mean score” of 2.69. (out of 4) This value (2.69) which fell within the range of agree on the likert scale indicated that most of the students agreed to the items on the scale which showed that they stayed away from class and this affected academic achievement negatively. Students who are frequently absent from school miss out on teacher-led lessons, peer interactions, or other activities that may stimulate their learning and, ultimately, their performance in exams (Morrissey et al., 2014). They found that the fewer absences a student had during the semester, the higher the student's grade point average. This shows that the more absences a student had during a semester for whatever reasons; the lower the students grade.
point average as is the case with the present study.

**Recommendation and Conclusion**

Following the results of this study, it is recommended that while in high school students should be informed and given orientation by school counsellors/administrators on the system and functioning of public universities especially in areas of lifestyle, engagement with extracurricular social activities and class attendance. The university authorities should put in place a facility for continuous counselling and follow-up of students upon entry into the university milieu. The University can also provide boarding facilities, especially for year one students, such that they will gradually learn how to live without strict follow-up from discipline masters/mistresses as was the case in boarding school.

**References**

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