

A Comparative Analysis of the Behaviors and Performance of Day Scholar and Boarder Students at Secondary School Level

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Abstract The history of boarding system is traced back to 20th century when Anglican and Roman Catholic Missionaries aimed for public school of English system to Africans. Uganda has started it in 1900s meant for the education of elite class. The boarding system helped the students in utilization of teachers and was economical as it reduced the need of extra coaching or tuitions. Boarding system has many short comings like food problems etc. Sometimes over crowdedness is also seen as a problem in boarding system due to the less availability of space. Although boarders have many problems, they enjoy their studies, living, and sports properly. The home environment is not suitable for study for day scholar students. They walk long distances to reach the school, sometimes in harsh weather conditions. Similarly bad company is a common problem both for boarders and day scholars. Studies in Kenya revealed that home environment badly affect students' performance of day scholars. The current study identified some factors that influence the behavior of the day scholars and boarders; their study and achievements. Three hundred and twenty nine students were selected randomly for the study from boarding and the day scholar system. Structured questionnaires were used for the collection of data which was further processed by using statistical tools (SPSS). It was found that the boarding system is better at many aspects while the day scholar system has its own benefits.

Keywords: *day scholar, boarders, space availability*

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1. Introduction

The boarding system schools were started in the 20th century. Roman Catholic and Anglican started it for their missionary purposes. In Uganda it was launched in 1900s. The purpose was to educate elite class peoples (Sekamwa, 1997). Thus the boarding system changed the social values of the boarders due to various backgrounds of other students who were day scholar. The advantage of starting the boarding system was that it helped the students in utilization of teachers when needed and was economical (Republic of Kenya, 2005). Schools must be at easily accessible distance for day scholar student (Lewin, 2006). The boarding system is too expensive and the result shown by the students is not up to the mark as compared to the day scholar students presented by Holsinger, Jacob, and Migimu (2002). Boarding system has many short comings like meals are not properly managed or cooked (Kitavi and Westhluzan, 1997). Sometimes overcrowded classrooms are also seen in boarding system due to the

less availability of space. Besides all these problems, the boarders enjoy their studies, living and sports properly. The day scholars cannot study properly due to their unsustainable home environment. The long distance to the school is another problem in harsh weather conditions. Bad company is a common problem both for boarders and day scholars. (Evans, Jagero (1999). Scharff and Brady (2006) and Oloo, (2003)). Studies in Kenya by Jagero, (1999) Oloo, (2003) and Mackenzie, (1997) highlighted that home environment badly affect students' performance of day scholars.

2. Research Objective

The study *had* the following objectives.

1. To identify different factors that affect behavior of boarders and day scholars.
2. To identify the academic achievements of boarders and day scholars.
3. To compare different habits of boarders and day scholars that influences their studies.

3. Literature Review

Dermie, Lewis, and MacLean, (2006) and Diriye (2006) studied the poor performance of Somali pupils in United Kingdom due to less accommodation. Typical Somali family has six children. It becomes difficult to provide them space and organize study materials for them at home. Evans (1999) studied on gender achievement at Jamaica and explored that home and community environment motivated towards socialization. In Latin America Desarrollo (2007) explored the parental role in the achievement of a student in the field of education. Another study conducted by Hunnum and Park (2000) inversely reported the above information. However, the study explored that the interaction of parents with children is important for the confidence and aspiration of students. Dermie et al., (2007) reported poor performance of the Somali students due to lack of parental support and contribution. The main factor was lack of parental prior education or lack of command on English language. This study was supported by Jagero (1999) Oloo (2003) and Mackenzie (1997) in Kenya. They explored the major factor which affected academic achievement of the student *in the field of study* was home environment. The home environment was not suitable for reading. The other factor mentioned *was excess* of work at home. Desarrollo (2007) studied in Latin America that those students who are responsible for earning money showed poor performance in their exams. Hinnun and Park (2004) studied the positive correlation of the study materials and better performance at home in rural China. A similar study was conducted by Grantham et al., (1998) and Hinnun and Park (2004) in district Kisumu with inverse results that students at home have lack of study materials which affect their study achievement. Another factor that influences the achievement of students is distance from the school which is studied by Coady and Parker (2002) in Mexico. Long distances are a reason of lateness studied by Malenya (2008) in rural Africa. Kitavi and Westhuizen (1997) in Kenya explained that long distances made the students exhausted and less motivated for learning activities. Sometimes, it became a reason of absenteeism. Mwinzi and Kimengi (2006) studied that missing of classes and absenteeism leads to hard work which discourages and hence chances of failing increases.

4. Method and Procedure

The study was conducted at Cadet College Rawalpindi (Boarding System) and The Model Public High School Maini, Swabi (Day Scholar System). The initial information collected from the students by using a prescribed questionnaire like Mugenda (1999). A total of 329 students were given the questionnaire and collected information. Statistical tools were applied to get required results and conclusions.

5. Results

5.1. Presentation of Data

A total of 329 students *constituted the sample* of the study. They belong to different family backgrounds. There

ages varied from twelve to sixteen years. The following table shows the initial information collected from students.

Table 4.1. Comparison in different factors of Day Scholars and Boarders

S.No	Factors	Day Scholars	Boarders
1	Average Age (years)	13- 16	13- 16
2	Distance from school (in meters)	800	Nil
3	Total sleeping time (in hours)	9	7
4	Average study time (in hours)	2	3.5
5	Time used for sports (in hours)	2.25	1
6	Food	Excellent	Satisfied
7	Domestic work (in hours)	2.75	Nil
8	Trends toward Religion	V. Good	Poor
9	Performance	Normal	Satisfied

6. Conclusions

In this study the major problems of day scholars and boarders *were* discussed. There *were* a lot of problems *faced* by day scholar students. The major problem is that they have to travel a long distance to reach their school. The distance from home to school becomes advantage for boarders as they don't need to travel any distance to reach classroom on daily basis. The second major factor found in this study is the environment of the home. Parents having less educational background cannot pay proper attention to their children. The third *factor* is improper space availability and food distribution for day scholars. In a nutshell the boarding system has advantages over the day scholar study system. Therefore, the boarding system is preferred for the students if their *parents* can *afford* the dues easily.

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