

**COMPARISON OF STUDENTS' PERFORMANCE IN MATHEMATICS
IN DAY AND BOARDING SCHOOLS
A CASE STUDY: SELECTED SECONDARY SCHOOLS IN MBALE CITY**

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DECLARATION

I NAGUDI AISAT, declare that this work is my own, and has not been used, submitted at any institution before for examination, unless otherwise stated and where the case, the reference has been quoted.

Signature.....Date.....

APPROVAL SHEET

I hereby approve that NAGUDI AISAT Registration No. **BU/UP/2017/1363** a student of Busitema University, Nagongera Campus, prepared this research project the exercise was carried out under my clear supervision.

ACADEMIC SUPERVISOR

NAME.....

SIGN

DATE.....

DEDICATION

I dedicate this report to my mother Mrs. Nambozo Kadija for her endless love, care, provision and support both financially and morally throughout my education and specifically during this research.

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I thank the almighty God for the grace He granted unto me and the strength that have enabled me reach this level until the completion of my research.

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ABSTRACT

The research aimed at finding the difference in Mathematics performance between day and boarding schools in Mbale City.

A descriptive survey design was used in the study and data was descriptive in nature. Data was collected using two separate questionnaires that is teachers' questionnaire and students' questionnaire. This was given to a sample of 60 Students i.e 35 from boarding schools and 25 from day schools and 30 teachers and luck enough all the questionnaires given to teachers and students were returned.

Findings indicate that the major factors associated with the difference in students' Mathematics performance in boarding and day schools include; motivation of teachers, relationship between students and teachers, number of remedial lessons in a school per week, level of absenteeism of teachers, teachers' workload.

CHAPTER ONE

1.0 Introduction

This chapter covers the background of the study, statement of the problem, purpose of the study, Objectives of the study, Research questions, and scope of the study and significance of the study.

1.1 Background of the study.

This study specially looks at the comparison of students' performance in Mathematics in day and boarding schools.

Day school refers to an educational setting or institution where students come to study on daily basis and the school staff is only responsible to their security for six to eight hours after which they back to their respective homes (Micheal T. Kaufman (June 23, 1993)). Whereas a boarding school is an institution where children live in the school premises while being given formal education. Brewin, C.R., Furnham, A. and Howes, M.1989. Both boarding schools and day schools can be private or government.

The introduction of formal education by the white men resulted in the formation of organized system of education, but before then, Uganda had her own system of education which was indigenous. Indigenous education was basically offered by parents and elders in society. This education system was basically informal but was replaced by the coming of Europeans in Africa and so Uganda. This organized systems gave rise to students studying in schools and later some students resided in the school premises under the supervision of the staff members. The background of this system is traced back to the ancient Greek system of education in the Athens. In this system, young men were sent to be trained as soldiers who were brave (Ehigie, 2000)

A group of school effectiveness researchers, including Edmonds (1981), Scheerens & Bosker (1997), Lezotte, Skaife & Holstead (2002), and Daggett (2005), demonstrated that it would be better if the schools could make a difference. The researchers discovered that the successful schools have unique characteristics and processes that is being boarding, which helped all children, learn at high levels (Kirk & Jones, 2004)

UNESCO (2010) opted that Boarding schools provide a centralized location for learning and living that can be an effective link between the remote communities of origin and the larger

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