

**THE IMPACT OF BOARDING SCHOOLS ON THE PSYCHO-SOCIAL ADJUSTMENT
OF STUDENTS, A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN
KAGADI DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION OPEN
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DECLARATION

I **BAGUMA VICTOR** declare that this research report is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work for others.

Signature

Date.....

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APPROVAL

I hereby certify that this work entitled “the impact of boarding schools on psycho-social adjustment of students, a case study of selected secondary schools in Kagadi district” has been submitted with my approval for examination as university supervision.

Signature

Date:

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UNIVERSITY SUPERVISOR

DEDICATION

To my beloved parents Mr.Turyahabwe Robert and Mrs Kekylla Joseline for their financial support towards my education. May God reward them abundantly

ACKNOWLEDGEMENTS

I thank the lord almighty for keeping, protecting and giving me good health during the course of my study.

I would like to appreciate the work of my supervisor Madam Itah patients who diligently guided me during my research. May the Almighty reward her abundantly?

Special thanks goes to my parents for their love and support in form of school fees for my education.

I appreciate the role played by my grandfather Mr. Steven who helped me in completing my course with his advice and resources, God bless you abundantly.

I would like to recognize the work of my beloved brother siblings, Sam, Emily, Magdalene, Vincient, Raphael, Neema, Martha and Elijah, for their endless encouragement given to me during the course of the study.

Special thanks goes to my uncles Alex, Denis and Joel and Moses. My beloved aunties Scovia, Sisco, Winnie, Keren and Stella for their encouragement and advice during my studies

I also wish to thank my teachers for their advice, knowledge and guidance towards my education. May God bless them.

I also acknowledge the efforts of my respondents who availed all the necessary information given to me as required.

ABSTRACT

This study looks at the impact of boarding schools on psycho-social adjustment of students, a case study of selected secondary schools in Kagadi district. The study was aimed at identifying the challenges students face during their time of study while residing in the schools' premises, and how these challenges affect their psycho social adjustments both in class and outside class. The study further suggested amicable solutions for the challenges found out during the field study. To achieve the objectives of this study, the researcher used descriptive approach which involved the survey of students in the selected secondary schools and questionnaires were also administered in this study as forms of data collections. The study revealed that bullying of students especially the new comers was the major challenge in boarding schools. In addition, the struggle for '*acceptance stress*' and the need for adjustment were also found out as challenges that students face during the study. Nevertheless, there were cases where others experienced improvement in their academic performance due to ample time that they enjoy while residing in school premises under teachers' supervision. Also, respondents shared ideas, discussed and participated in answering the questions among themselves on this topic. The study recommended the strict supervision and of the students such that they can all live in harmony and respect for one another at school, this was because there were different students from different cultures and religions with different values thus creating need for close supervision and control to create a better learning environment for all students.

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CHAPTER ONE

1.0 INTRODUCTION

This is the first chapter of this study, it will inculcate the background of the study, statement of the problem, objectives of the study, purpose of the study, significance and scope of the study. Boarding schools are associated with many challenges which affect student's psycho-social adjustments especially the new students in a given school. This study will expound on the impact of boarding schools on the psycho-social adjustments in selected secondary schools in Kagadi district. There is basically no standard definition of boarding schooling but from its practice we can define it as the system of education which requires students to reside in school premises for a stipulated study time under the close supervision of the school staff.

A psychosocial adjustment refers to as the process of responding to life's demands with the added stress of visual impairment, (Tuttle 1987). Psychosocial adjustment or development is often operationalized with psychosocial characteristics functioning as indicators (Dodds, Ferguson, Flannigan, Hawes and Yates 1994)

1.1 BACKGROUND

1.1.1 Historical background

The advent of white men led to a formal and organized system of education, but before then, Uganda had her own indigenous system of education. This system was basically traditional and largely informal, but this has been replaced since the advent of European in the country. There is an organized system, which is carried out in the school premises, whereby students are allowed to reside in the school premises under the supervision of the school staffs. This system can be traced back to the ancient Greek system of education in Athens, where the young boys were sent to institutes to be trained as brave soldiers (Ehigie, 2000).

1.1.2 Conceptual background

Some parents have no choice but to send their children to a boarding school because of their work or lifestyle, while there are other parents who choose a boarding school life for their children because of "*the said*" benefits of staying at school for the entire term of study.

Either way, entering into a life of boarding school means a big change in a child's life. The life turns 360 degrees for the child. The protective arm of the parents is no more around. Children have to learn to be self-reliant at boarding school; they do not have a choice in that matter. And with this self-reliance, they grow more mature than their age which the researcher views as a problem to note. When a child leaves the warmth of his house and comes to live in a community of students and teachers at the boarding school, he goes through a considerable amount of psychological changes. From a feeling of loss of family life to strategically devices ways to survive the practicalities of boarding school life, a child's psychology touches many layers of insecurity. Especially in young children, when they are separated from their cozy family life and put amongst a bunch of strangers, they do not know how to deal with such a big emotional alteration.

Another challenge that the researcher has observed in most boarding students especially the new entrants. They either act out or become a recluse and slowly come up with ways to deal with such a permanent variation in their lives. There are so many other effects of sending off children to boarding schools, some of these are positive while others are negative. One should carefully consider these effects because once a child is set off into boarding school life, his/her whole life will be shaped differently from there basing on the school environment and the general behaviors of the students he or she is going to associate with.

Every choice made in his/her life or every relationship that he/she has or will be influenced by such a big change faced in the early, growing up years of his/her life. Here in this article, the researcher has tried to put together the probable effects of boarding schools on children's psycho-social adjustments.

Sending disadvantaged children to boarding school does not automatically lead to an improvement in their academic performance; an economist from the University of Warwick has discovered (Warwick press 2006). Improving students grades is one of the major reasons as to why parents take their school going students to boarding schools but little emphasis is put on how they will survive at in school environment as some find it psychologically traumatizing to adjust into this environment.

Dr Martin Chaise's (2006) investigation on the effects of boarding schools found that while stronger students benefit from excellent study conditions, the effects of being away from home prevent weaker children from thriving. The disruption of boarding has a negative impact on these students, who reported lower levels of wellbeing to researchers is a likely explanation for their lack of academic progress. In his article, "*Ready for boarding?*" *The effects of a boarding school for disadvantaged students*, are evident in their day to day behavioral change that leads to poor performance in class

A number of programmes have recently been implemented in the US, in France, and in the UK to provide places at boarding schools for disadvantaged children. "Policy makers seem to believe that sending disadvantaged students away from their home environments will increase their academic performance. Investigation shows it's not quite as straightforward as that," said Dr de Chaise martin. Together with fellow scholars Luc Behaghel and Marc Gurgand, (2006) from the Paris School of Economics, he followed 395 children from low-performing French schools, who all applied for places at one of the country's 'internetsd'excellence, or 'boarding schools of excellence', in Paris which teaches students from poor families for free.

1.2 PROBLEM STATEMENT

It is presumed that Boarding schools in Uganda are the best performing schools and suitable for students' academic excellence (New vision press February 2018). Boarding schools have raised a good reputation in Uganda when it comes to fostering students' academic success. In fact most best performing students in Uganda have included a boarding section. However, it is still a mystery why most students change behavior after experiencing boarding school. Research shows that students develop sort of unruly behavior while in boarding section. Duffell (2006). Some of these behaviors greatly affect student performance negatively as some students develop wild behavior and adopt that kind for life time. Some of these behaviors include disrespect of elders, high level of stereotyping, homo sexuality tendencies and dishonesty which in most cases result into poor academic performance. The fact that most parents are very busy with their work, there by taking their students to boarding school is its self a problem, students miss out parental touch and love because they spend much time at school and not home with parents, this has widened the generation gap between parents and students, students become more attached to their teachers

more than their parents. Parents do not notice the behavioral change in their children because they are ever at school, on the other side, teachers might not have enough time to observe critically the behavioral changes especially outside classes. This has been a “chance” for students to learn to do things that are not good for them which in the end affects their performance. The fact that students intermix with others students from different cultures, they end up adopting their ways of life some of which are not necessary for academic excellence.

In fact Duffell (2000) explains this dynamic life style as dangerous to student’s academic performance. He described it as “the strategic survival personality”. As a successful lawyer of personality constructed to protect the vulnerable child sent off to boarding school, similarly, while Elias and Colleagues (2012) suggests that some ex-boarders have survived boarding school well, while others have suffered the complex history of trauma and poor mental health, there has been uncontrollably increasing moral discipline which inculcate in poor academic performance of students in Kapchorwa District which require immediate attention by the authorities. Kapchorwa district secondary schools have registered poor performance for the past decades especially at the

1.3 OBJECTIVES

This research study will be guided by the following objectives, both general and specific.

1.3.1 General objective

To examine the impact of boarding schools on the students’ psychosocial adjustments in Kagadi district.

1.3.2 Specific objectives

- 1) To identify the challenges involved in boarding schools in Kagadi
- 2) To find out the extent to which boarding sections improves or declines student academic performance.
- 3) To suggest solutions to the challenges associated with boarding schools in Kagadi district.

1.4 RESEARCH HYPOTHESIS

This research study will be guided by the hypothesis below;

1. There is a correlation between boarding schools and student academic performance

1.5 SIGNIFICANCE OF THE STUDY

This study has been developed to have relevance in the improvement of the education system of not only Kagadi district but for other educational centers elsewhere in Uganda and Africa.

The study will create awareness which will help to the community especially parents to understand the challenges involved in the type of schooling they will choose for their school age children and that will help them develop skills and societal accepted norms and behaviors. On this note, it should be noted that students at times have their interest in either boarding or day schooling sessions based on different views which sometimes is not good for their cognitive development.

It is therefore helpful for parents to understand the life style of secondary school for any session of study whether boarding or day basing on the findings of this research study

This research will also help the students to understand the pros and cons of boarding and day Schools so that they can cope with whatever they have been allowed to attend

1.6 PURPOSE OF THE STUDY

The purpose of this study is investigate the challenges involved in of boarding schools and their consequences on the psycho-social adjustments of the learners in selected secondary schools in Kagadi district.

1.7 SCOPE OF THE STUDY

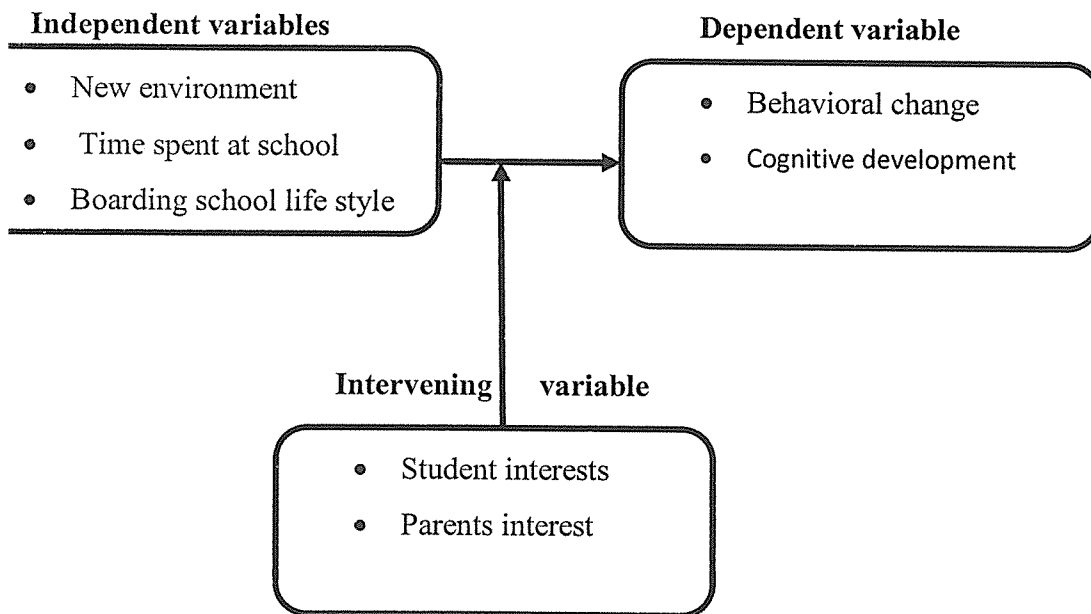
1.7.1 Contextual scope

The study will be centered on investigating of the impacts of psycho-social adjustments of students in boarding schools of the students in the selected secondary schools in Kagadi district.

1.7.2 Geographical scope

The geographical scope of this study has set its limits on the area covered by Kagadi district. Kagadi district is located in western Uganda. it is a newly formed from the former Hoima district and is about 340 km from Kampala.

1.8 CONCEPTUAL FRAME WORK



CHAPTER TWO

THE LITERATURE REVIEW

2.0 Introduction

This section includes worlds' view on the topic of impact of boarding schools on the performance of the learner. In this chapter, the researcher compiled the literature of other authors, writers and researchers about the same topic in order to give this research study more meaning and rationale

2.1 LITERATURE REVIEW

It has been said about the old Ugandan indigenous system of education. Looking back to our traditional society, learners were sent to stay with their apprenticeship so as to be near their source of knowledge (Fafunwa, 1974). Nevertheless, the origin of boarding houses in formal education in Uganda can be traced to the advent of Christian missionary activities in Uganda as far back as the early 1840s. It was then used to schedule the converts especially the young ones from the larger society to enable the missionaries inculcate in the young ones Christian values as well as other western values and culture such as dressing code, eating habits among others. The idea behind this was that, if the school children lived in a mission-controlled environment, it would be easier to indoctrinate and force them to attend school regularly.

According to Aghenta (1983) he identifies the objectives of the boarding houses systems as;

1. The provision of opportunities for students of varying social and economic background to live together and share common problems and interest.
2. The provision of opportunities for students to develop independence and a sense of responsibility.
3. The provision of stable environment with regular sleep, planned diet and conducive atmosphere, which encourages serious academic work.
4. The provision of opportunities for students to make genuine friendship in life.

5. The provision of boarding facilities for students whose parents live very far from school.

The boarding system however, is a matter of choice for those who can afford the cost among the societies of Uganda. For others who may prefer coming to school from home since they cannot afford it. There have also been speculations on whether the boarding school is really necessary.

The question in this research study is to expound whether the cost of attending a boarding school is proportional to a student's academic merit, or whether it is not with preference to today's school system in Uganda. Therefore, it is in light of the notion that the researcher went into this work.

Duffell (2000) explains this dynamic life style as to be dangerous to student's academic performance. He describe it as "the strategic survival personality". As a successful lawyer of personality constructed to protect the vulnerable child sent off to boarding school, similarly, while Elias and Colleagues (2012) suggests that some ex-boarders have survived boarding school well, while others have suffered the complex history of trauma and poor mental health, there has been uncontrollably increasing moral discipline which inculcate in poor academic performance

Dr Chaise Martin's investigation (2006) found that while stronger students benefit from excellent study conditions, the effects of being away from home prevent weaker children from thriving. The disruption of boarding has a negative impact on these students, who reported lower levels of wellbeing to researchers is a likely explanation for their lack of academic progress. In his article, "*Ready for boarding?*" The effects of a boarding school for disadvantaged students, are evident in their day to day behavioral change that leads to poor performance in class

A number of programs have recently been implemented in the US, in France, and in the UK to provide places at boarding schools for disadvantaged children. "Policy makers seem to believe that sending disadvantaged students away from their home environments will increase their academic performance. Investigation shows it's not quite as straightforward as that," said Dr de Chaise martin. Together with fellow scholars Luc Behaghel and Marc Gurgand, (2006) from the Paris School of Economics, he followed 395 children from low-performing French schools, who

all applied for places at one of the country's internatsd'excellence, or 'boarding schools of excellence', in Paris which teaches students from poor families for free.

As there were more applicants than seats, a lottery was conducted to determine which applicants got admitted to the boarding school. There were 258 successful applicants or lottery 'winners' while the other 137 lottery 'losers' continued at regular schools, acting as a control group for the study. At the end of each academic year the different groups were given cognitive and non-cognitive tests."After the first year, the test scores were very similar for both groups, however after two years the students in boarding schools outperformed the lottery losers who had stayed in regular schools on the mathematics test, with a sizeable difference in performance," explained Dr de Chaisemartin."But we found this positive effect was mostly seen in students who were already doing well in mathematics before they started boarding. The students who were weaker to begin with did not seem to benefit from being there -- even after two years there were no test score gains among them." The study found that boarders experienced substantially better study conditions, benefited from smaller classes and reported much lower levels of classroom disruption. Students also praised the engagement of their teachers. But Dr de Chaise martin and his team identified concerns about the wellbeing of students at the boarding school. He added: "It's clearly a huge upheaval for children to move away from their friends and family to a place where they face higher academic demands. That's probably why the test results after the first year don't seem to show much of a difference when compared to children at regular schools. Because they need this time to adapt."One year after they had entered the boarding school, the general well-being of boarders was lower than that of lottery losers. After two years, there were no differences anymore. The initial negative shock was larger for weaker pupils, while the recovery was faster for the stronger ones. Our theory is that the stronger pupils, once they've adjusted to their new environment, tend to excel in the boarding school. Adjusting is harder for weaker students, and that might be the reason why they do not make academic progress. "Overall, boarding seems to be a disruptive form of schooling and it doesn't automatically lead to better academic performance. Once they've adjusted, stronger students make substantial progress, but for weaker students boarding school might not be a suitable approach. "Similar programs granting access to boarding schools to disadvantaged students are currently being implemented

in the UK. Studies evaluating these programs will tell whether the results we found in France continue to apply across the channel."

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2.2 CHALLENGES ON PSYCHO-SOCIAL ADJUSTMENTS OF STUDENTS IN BOARDING SCHOOL ON CHILDREN

In the article by lifestyle.iloveindia.com on web, different challenges students face in boarding schools were explained which the researcher viewed as evident in the students in the selected schools for this study, these include the following.

Acceptance: Children need acceptance and validation to keep feeling protected. In a boarding school, acceptance is a performance based concept. Validation is provided on the basis of day to day performance in the school. It affects both kinds of children, the ones who perform knows that it is a precarious concept while the non-performers never get to experience it. This truly affects the self-esteem of the child, leaving him thinking that he is perhaps not good enough. He/she might feel loved and cared for when he/she is at home but that too becomes a temporary

experience, only a 12-week break time in a year which is insufficient and unstable. Individuals who grow up in a boarding school environment, facing the problems with acceptance, projects these issues in their adulthood. They enter into relationships for wrong reasons, perhaps to just fulfill their insatiable desire to be accepted and loved. They also grow up to be materialist and performance oriented, more often as workaholics, since it is instilled in them from the very beginning that acceptance is a performance based reward. These people hardly ever take a break and celebrate the goodness of life.

- i. **Feeling of Loss:** When children are left at the boarding school, one of the first emotions they start to feel is the feeling of loss and abandonment. They remain nostalgic for a long period of time, feeling lonely and uncared for. With their overworking delicate psychology, they convince themselves that they are being forsaken because they are not wanted by their parents. This feeling of desertedness and lonesomeness stays for the rest of the life. This is the reason why these individuals face a hard time forming healthy relationships since they think that they are not worthy of it. This psychological trauma can have a long term effect on a person's life.
- ii. **Stress:** Staying at a boarding school means spending all of the time at school. It can never have an environment of casualness like home. This would bring intense periods of stress for children. There are no emotional comforts at boarding school. Therefore, children cannot get personal attention and little emotional validations like care, concern or pampering. Kids are always told to toughen up at boarding school. There are children with much sensitive and emotional nature who never quite adjust to such structured environment and rules and regulations. These types of children suffer at boarding school; always feeling out of place.
- iii. **Adjustment:** Some children find it very hard to adjust with the boarding school life since they are always missing the home life. When these children grow up they find it difficult to adjust with the home life, feeling like they are not given as much independence as they had at the boarding school. This paradox makes it difficult for the child to understand where he/she actually belongs. The parent child relationship is also affected since the

child starts to learn how to be self-reliant and he/she finds it impossible to confide in his/her parents as their equation never really developed. Even parents start to feel that they have missed out a lot and experience problems in adjusting with their children.

- iv. **Bullying:** Children might suffer with bullying or abuse and parents will not be able to do anything about it, since these kids will not confide in their parents. Often senior students or even teachers force power and abuse little children in many ways. These children themselves cannot do anything about it and since they are already feeling abandoned and alone, they consider quietly bearing it as the only way to survive it. This can really alter a child's psychology and affect the rest of his/her life.

2.3 SOLUTIONS TO CHALLENGES FACED BY STUDENTS IN BOARDING SECTIONS

These were put up by an American scholar Robert k (September2017) concerning overcoming challenges in boarding schools, and his Article edited by Stacy Jagodowski.

The article reveals a great deal to parents and teachers on helping students overcome what Robert (2017) called homesickness. The article formulated possible solutions to the challenges of boarding schools where parents and teachers can borrow a leaf and help their children in boarding schools.

- i. **Don't Allow Your Child to Call You Constantly**

This is a tough thing for a parent to do. But you have to firmly lay down the ground rules for calling you. You also need to resist the temptation to call and check in on your child every hour. Establish a regular time for a 15-minute chat and stick to it. The school will have rules about when and where students can use cellphones.

- ii. **Encourage Your Child to Make New Friends**

Your child's adviser and dorm master will help him or her meet older students who will take them under their wings, helping them to quickly make lots of new friends; if you give him or her some room to do so. Remember: the school has dealt with homesick children for years. It will have a plan in place to keep your child so busy that he or she

probably won't have time to be homesick, especially in the first few days or weeks. Sports, all sorts of clubs and plenty of homework fill up most days. Dorm mates will soon become fast friends and it won't be long before you call at the appointed time and are told that he or she only has a minute before the swim club meets.

iii. Don't Be a Helicopter Parent

Of course, you are there for your child.

But he or she needs to learn quickly that it is necessary to adjust and cope. That's what life is about. Your child has to make decisions and abide by the consequences of those decisions. He or she has to make choices independently and not rely on you, the parent, to provide guidance constantly. Your child will never develop good judgment if you make all the choices and decide everything for him or her. Resist the temptation to be an over-protective parent. The school will act as a parent and protect your child while in their care. That is their contractual responsibility.

iv. Understand That It Takes Time to Adjust

Your child has to learn new daily routines and allow his or her biorhythms to adapt to the new, somewhat inflexible schedule of boarding school. Habits often take a month to develop and become second nature, so be patient and remind your child to stick with whatever challenges are arising.

v. It will get better

Homesickness is typically a temporary phenomenon. It passes within a few days. If, however, it does not pass and your child is extremely unhappy to the point of despair, don't ignore it. Speak with the school. Find out what they feel can be done.

Incidentally, this is one more reason why it is so important for you and your child to get the fit right. If a student is happy in his or her new surroundings, the feelings of homesickness will pass very quickly.

CHAPTER THREE

THE METHODOLOGY

3.0 Introduction

This chapter consists of the methods, tools and techniques that the researcher intends to use while carrying out this research paper.

3.1 Research Design

I used descriptive case study method for this study because it was helpful to develop an understanding of the boarding school system and concerns of the stakeholders. Descriptive case study research is better to gather information of a greater depth than would be possible using another methodology such as survey data. Patton (1990) asserts that qualitative methods permit the researcher to study selected issues in depth and detail; the fact that data collection is not constrained by predetermined categories of analysis contributes to the depth and detail of qualitative data (p. 165). Merriam (1998) defines a descriptive case study in education as one that presents a detailed account of the phenomenon (p. 38). Yin (1994) states that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (p. 13). Under these definitions, I decided to use a descriptive case study in education for this research. Furthermore, the research design adopted for this study is survey research design; this is because of the nature of the data to be used for the study. In this study a sample is drawn from the population and analysis is made with respect to the sample, but the result is generalized to the entire population of the study.

3.2 Participants

Two schools were selected for this study; that is, Naigana Secondary School (public) and Mpefu seed Secondary School (private), in Kagadi District in Eastern Uganda. All the schools comprise of Boarding and Day program.

3.3 Instruments

The main instrument used for this study included a researched design questionnaire given to students in various schools critically investigating the performance of those in boarding and in

day schools. Interviews are to be conducted by the researcher seeking the public and individual views on this topic. The questionnaire consists of two sections (A,B&C). Items contained in section A include: Class, Sex, Age, parents occupation and school type. Section B has 10 items that gives the researchers information on the state of boarding schools and day schools and how the influence students psycho-social adjustments in Kapchorwa district.

The students' academic achievement in boarding students are to be compared with those in day students. Basing on the experience of the researcher in the knowledge of the selected schools, critical observation of the performance of students in both boarding and in day sections is to be used in data collection for this research study

3.4 Procedure

The researchers on arrival in each of the selected schools introduce themselves to the administrators and the teachers after which they brief the school authority on the purpose of their visit. Teachers in these schools take the researchers to the classes needed for the study and the researchers take a random sample of students that will participate in the study.

The questionnaires are shared to the students after which the test is administered to the same student with each student questionnaire matched with his/her test script.

3.5 Ethical considerations

The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents were to be provided with feedback about the findings of the study

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter will show numerical data that was collected in the field in the sample schools. The chapter include the organized the data from the selected secondary school in Kagadi district in form of tables and relevant charts for analysis. The population table consists of number of students, sample size and respondents in this study.

4.1 Table of population

Table I

Schools	No of students	Sample size	No of respondents	percentage
Naigana secondary school	12,612	300	280	93.3%
Mpefu seed secondary school	970	300	165	55%
Others	10	10	10	100%
Total	1766	600	455	75.8%

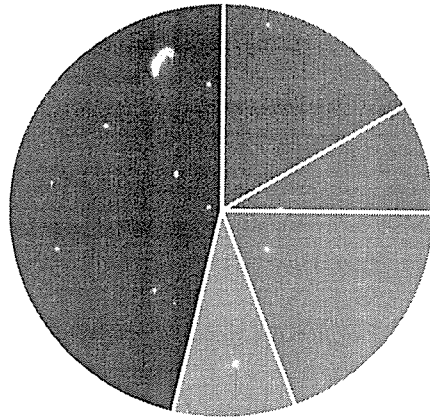
The above table how the number of students in the selected secondary schools, out of the total sample size of 600 participants 455 responded to this study representing 75.8% of the total sample size.

The researcher investigated the common challenges that students face in selected secondary schools, the responded from Naigana were as follows

Table II

Challenges in boarding section	Number of students affected	Percentage %
Acceptance	46	16.4
Feeling of Loss	24	8.5
Stress	54	19.2
Adjustment	26	9.2
Bullying	130	46.4
Total	280	100%

A PIE CHART REPRESENTING CHALLENGES ASSOCIATED WITH BOARDING SCHOOLS ACCORDING TO THE RESPONDENTS FROM NAIGANA SECONDARY



■ Acceptance ■ Feeling of Loss ■ Stress ■ Adjustment ■ Bullying

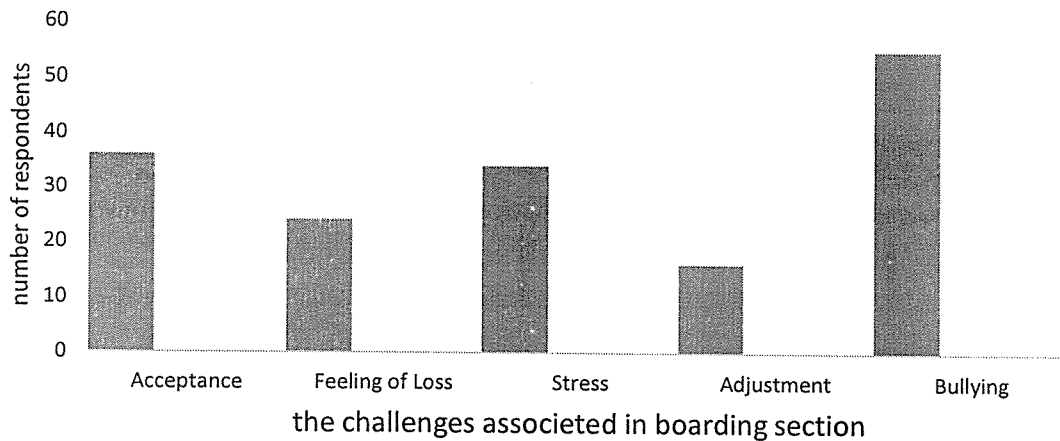
The table below indicates the results from respondents in Naigana secondary school both students, parents and teachers who were consulted to respond to the uprising concerns about the effect of boarding section on the student social adjustments

Table III

Psycho-social adjustments

Challenges in boarding section	Number of respondents	Percentage %
Acceptance	36	21.8
Feeling of Loss	24	14.5
Stress	34	20.6
Adjustment	16	9.6
Bullying	55	33.4
Total	165	100%

A BAR GRAPH BELOW SHOWS THE CHALLENGES ASSOCIATED WITH BOARDING SCHOOLS AND THE NUMBER OF RESPONDENTS IN TOWN VIEW SECONDARY SCHOOL



Results from the selected secondary schools in Kagadi indicated that bullying of students is the common challenge in boarding schools. This affects new comers in the whole school and the juniors who have just join secondary school from primary schools. Others include struggle for acceptance, stress of new environment their challenge of adjustment and stress caused by missing home company especially for the juniors in secondary school who are in most cases not used with boarding environment. It has been noted that all together, the occurrence of these incidences affect student academic performance in secondary schools in Kagadi.

The table below shows some of the suggested solutions for the challenges associated in boarding section according to the respondents

Suggested solutions from respondents	Number of respondents
Encourage Children to Make New Friends	184
Giving them Time to Adjust	120
Use “It will get better” theory	71
Don't Be a Helicopter Parent	78
Total respondents	455

Table IV

Most of the respondents on this section were teachers’ school administrators and parents’ from this region as well as the education officers at the district level.

Testing the hypothesis

From the results in the selected secondary schools, we found out that most students were facing the challenges of being in the boarding section, results from Naigana secondary school revealed that 93.3% of students were affected by boarding section. Similarly, 55% of students were affected by boarding schools in Mpefu seed secondary school leading to 75.8% of the respondents responding in the affirmative.

Hypothesis 1: It can be deducted from the findings that, there is a negative relationship between boarding section and student academic performance in secondary schools.

CHAPTER FIVE

DISCUSSION, SUMMERY AND RECOMMENDATIONS OF THE STUDY

5.0 introduction

This chapter involves discussion of the findings, summery and recommendations of the study. It is the last part of this study which involves the record of views of the respondents about the psycho-social adjustments of students in boarding schools.

5.1 Discussion

When respondents were asked to give their views about the rising issues in boarding schools, 455 people responded to the study. These included students, teachers, administrators, parents and members from the office of the ministry of education however it was students who registered bigger numbers of the respondents.

It was noted that there were many challenges associated with boarding schools in Kagadi district which all together affect student psycho-social adjustment in secondary schools. Some of the common challenges include bullying which was found to be the common challenge and that it affected student well-being both in class and out of class. The study found out that bullying affects new students in school most especially the juniors who join secondary school from primary level of education. Bullying included abusing new students, segregating them in group discussions, stealing and taking their property by force and mistreating them in halls of residencies. Other challenges included the struggle for acceptance by new students, stress and adjustment for those students who just joined boarding section.

Respondents from the ministry of education suggested that teachers and parents are the ones to help the students who are affected by these challenges to overcome them thorough engaging them in a comfortable dialogue that would make them feel that they can actually live in such a condition and be even better. Research found out that if students were encouraged and informed about the lifestyle of boarding, they would fit in the new environment and adjust easily.

It was further found out that it is possible for students to live in boarding schools and perform even better if they are taught how to manage the pressures and concentrate on their academics given the time availed by the schools in the boarding section.

5.2 Summary of the study.

This study investigated the effects of psycho-social adjustments of students in selected secondary schools in Kagadi district. This study was carried out to find out challenges associated in boarding schools and the extent to which boarding schools affect student psycho-social adjustments in secondary schools. The results found out that various challenges are associated in boarding sections including acceptance, stress, and adjustment and bullying. These challenges were found to be affecting new students in the schools. Data collection for this study was limited in two schools, that is Naigana and Mpefu seed secondary schools and the types of data collection were both qualitative and quantitative methods. Participants in this study were students, teachers and parents as well as representatives from the ministry of education at the district level.

5.3 Recommendations of the study

From the study, the researcher recommends that there should be a strict supervision of students in boarding sections in order to reduce the cases of bullying of new comers or the inferior students, it was found out that students get stressed when they miss their homes yet they are not allowed to go home during the course of the term and most schools have only one visitation day in the term which at times is not enough to relieve this stress from students. Therefore, the researcher recommends that schools should adopt the culture of taking students out in field studies such that they get rid of classroom monotony.

5.3.1 Recommendation on future research

According to the situation in Kagadi district, the researcher recommends future researchers to investigate on the following fields;

1. The relationship between boarding schools and student academic performance in Kagadi district.
2. The impact of bullying on student academic performance in Kagadi district
3. The effects of student teacher relationship and student academic performance in Kagadi district.

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APPENDICES

SECTION A

Questionnaire guide for teachers

Dear respondents

I am **Baguma Victor** and a student of Kampala International University pursuing a bachelor's of science with education. I am carrying out a study research entitled **the impact of boarding schools on the psycho-social adjustments of Kagadi district**. You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

Name.....

1. Gender

A	Male	
B	Female	

1. Effect of boarding section on psycho-social adjustment of students?

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Emotional stress			
Poor grades in class			
Hopelessness among the students			
Cases of school dropouts			
Slow cognitive development			
Timidity			

2. Do you agree with the Suggestions in the table below as solutions for this challenge?

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Encouraging students to make new friends			
The use of “it is going to be well theory”			
Encourage parents to visit students to schools on the appointed dates			
Schools should organize study trips and field works to rid students from class room stress			

End

Thank you for your cooperation

SECTION B

Questionnaire guide for students

Dear respondents

I am **Baguma Victor** and a student of Kampala International University pursuing a bachelor's of Science with education. I am carrying out a study research entitled **the impact of boarding schools on the psycho-social adjustments of Kagadi district**. You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

Name.....

1. Gender

A	Male	
B	Female	

1. Challenges Associated With Boarding Schools In Kagadi District

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Acceptance			
Stress			
Adjustment			
Bullying			

2. Do you think boarding section is better than day section?

YES

NO

3. Give reasons for your answer?

.....
.....

End

Thank you for your cooperation

APPENDIX: C

QUESTIONNAIRE FOR THE RESPONDENTS

(Community/ Parents)

Dear respondents

I am **Baguma Victor** and a student of Kampala International University pursuing a bachelor's of Science with education. I am carrying out a study research entitled **the impact of boarding schools on the psycho-social adjustments of Kagadi district**. You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

SECTION A

BIO DATA OF THE RESPONDENTS

Instructions tick where appropriate

1. Gender

A	Male	
B	Female	

2. Age

A	18 – 30	
B	31 – 40	
C	41 – 50	
D	51 – 60	
E	61 –Above	

3. Level of Education of Refugee (Tick where appropriate)

Primary A	Post primary B	Certificate C	diploma D

4 Marital Status

A	Single	
B	Married	
C	Divorced	

5 Occupation

No,	Years	Tick
A	Teacher	
B	Doctor	
C	Soldier	
D	Specify	

6. Do you preffer taking your children to boarding school?

YES

NO

7. Give reasons for your answer ?

.....
.....

8. What changes have you seen children develop as a result of going to boarding schools?

.....
.....

End

Thank you for your cooperation

APPENDIX D
INTERVIEW GUIDE

I want to thank you for taking your time to meet with me today. My name is **Baguma Victor** and you have been purposively selected to be interviewed because of your strategic position in new vision. This interview is designed to assist me to complete an academic research project on the **impact of boarding schools on psycho-social adjustments of student in secondary schools in Kagadi district**. This research is a partial fulfillment for the award of **bachelors of Science with education** and the interview will take about 15 minutes. All responses will be kept confidential and will purely be for academic purposes.

(1).What are the effects of Boarding School on psycho-social adjustments student?

.....
.....

(2). What are the concerns and issues in Boarding School in Kagadi district?

.....
.....

(3). How can the problems found Boarding School be solved?

.....
.....

(4). Is government and parents aware of challenges of boarding schools in Kagadi District?

.....
.....

End

Thank you for your cooperation.

APPENDIX C:

ACCOUNTABILITY AND EXPENDITURES (February 2018-June 2018)

ITEM	RATE	AMOUNT
Stationary	10000	50000
Secretarial service	20000	20000
Internet	5000	5000
Transport	100000	100000
Calculator	20000	20000
Air time	5000	5000
News papers	1000	5000
Printing	20000	20000
Pens	500	2000
Editing	10000	10000
Library fee	10000	20000
Total		300,000

APPENDIX D: ACTION PLAN

February 2018-August 2018

months	M1	M2	M3	M4	M5	M6	M7	PERSON RESPONSIBLE
Activities								
Formulation of research topic								Researcher & supervisor
Proposal writing								Researcher
Approval proposal								Supervisor
Data collection								Researcher
Data analysis								Researcher
Report writing & approval								Researcher & supervisor