

Academic Performance of Day Scholars Versus Boarders in Norbugang Central School

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DOI: 10.31080/ASPE.2022.05.0517

Received: March 28, 2022

Published: April 14, 2022

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Abstract

It is a generic perception of parents that boarders would outperform the day scholars in the academic sphere owing to the fact that they are armed with better facilities in terms of readily availability of time and both human and material resources since they have the privilege of using them at any point of time as required. Every parent wishes to put his/her child as a boarder which has emerged as a pressing challenge. Owing to such generic perception of the stakeholders the school is currently undergoing bitter experiences of admission pressure. Institution of boarding or day school plays an instrumental role in determining the academic performance of a school in this competitive globalized world. The stakeholders like government, educationists, curriculum designers, policy maker, parents, principal, teachers, guardians etc. have greater roles to play to make their best choice in educating their children as crucial investment for good return. There are certain variables or elements that are responsible for the academic performance of students be it boarder students or day students in any context of location.

There are also other essential factors responsible for academic performance in terms of sex in boarding or day scholars. As such, there is a grave need of stakeholders as above to know which of their children (male or female, boarder or day scholar perform better in academic sphere. Thus this paper will help us determine better about the academic performance of boarders and day scholars in the field of various variables in Norbugang Central School during the academic session 2021 and do necessary interventions accordingly. In order to determine the academic performance of day scholars and boarder students of Norbugang Central School, annual examination record of students for 2021 ranging from classes VII-IX was used. Annual examination was conducted to determine the competency of students based on the taught concepts entailing divergent questions such as multiple choice questions, objective type of questions, open ended questions and short essay questions that were principally aimed at testing criticality, creativity of students. The academic performance of students were categorized as outstanding, distinction and divisions as reflected below:

1. % > = 45(45-100) % 2. % > = 60(60-100) 3. % > = 70(70-100) 4. % > = 80(60-100).

Keywords: Academic Performance; Boarder; Day Scholar; Index; Intervention; Components; Multiple Choice

Aim and Objective

To compare the academic performance of day scholar and boarder students in Norbugang Central School.

Hypothesis

- There would be no significant difference in academic performance between boarding and day students of Norbugang Central School.

- There would be no significant difference in academic performance between male and female students of Norbugang Central School.
- There would be no significant difference in academic difference between male and female students of boarding and day students

ing the special occasions collaboratively, and the School Management Board (SMB) is formed who are actively immersed and has crucial role in running the school in terms of planning, implementation, decision making, school admission etc. They are the nucleus to the overall progress and development of the school. Currently the school is supported by 61 staff members including 36 teachers, 13 non-teaching staff and 14 supporting staff.

“Together we can make the difference” is our school’s motto

We have a unique school emblem which depicts that the students should gain the knowledge of extremes by learning day and night as the golden fish never close their eyes in the water throughout their lives. Above the pair of golden fish is a book which symbolizes that we are under the virtue of Sherig (Education). Those three precious jewels upon the book symbolize the fruit of the hard work for the future citizens.

The pair of golden fish symbolize the existence of healthy relationship between parents and teachers, and community as a whole, extending helping hands to each other for the development of the school and future citizens as if the fish keep their eyes always open throughout their lives. The yellow color represents the precious triple gem which brings light to the lives of the children. The pair of golden fish holds a holy book/script on the top which symbolizes that Bhutan is a religious country and has full faith in our own religion (Drukpa Kajukpa). On the script we can see three precious jewels. They symbolize that the graduates of this school will enjoy fruitful, happy and prosperous lives.

The pair of fish wrapped by the colorful cloths indicate that everybody learns through helping each other and be able to compete with other world physically and mentally by unfolding shining examples of unity, peace and prosperity to the rest of the world.

“You can make the difference, be the best you can be”

Vision: Excellence towards quality education.

Mission: To provide quality wholesome education.

Goals

- To provide wholesome quality education to every individual child.

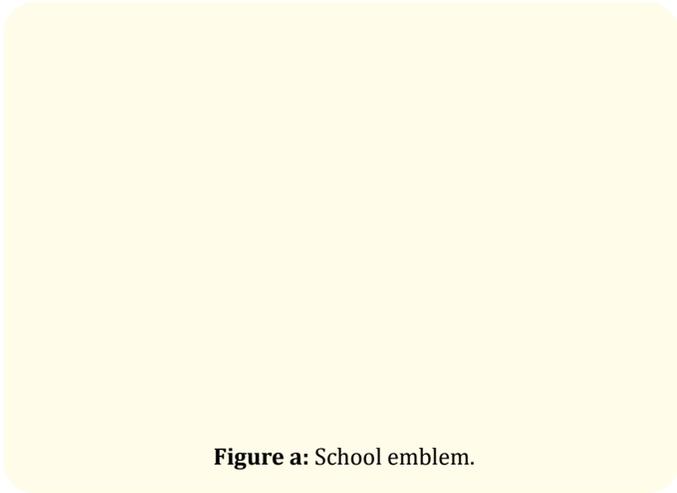


Figure a: School emblem.

Background

Norbugang Central School is a middle secondary school geographically located in Samtse district of southern Bhutan. It was upgraded from a lower secondary school in 2018 to a central school relocated at a place called Dhaper (2.5 km away from its original location catering to about 750 students from grades VII - X at the moment. It is a full-fledged boarding school catering to 470 students. There are 300 day scholars who are also provided day meal. Currently a major construction is venturing to create more accommodation capacity for other students opting to be boarders for better learning and convenience. There is a potential of being upgraded to a Higher Secondary School in the near future given its physical ambience and adequate space intake capacity. The school currently has 22.14 acres of land. The school strongly believes in promoting child’s right to education as envisioned by His Majesty the king and enshrined in Bhutan’s constitution. Building parent- teacher rapport is of paramount importance and the school accords high regard in accomplishing exceptional rapport with our immediate stakeholders such as the parents, local governance and education sector. Geared towards accomplishing the goal of close relationship, the school promotes the community participation by celebrat-

- To inculcate in the children, the highest Bhutanese value.
- To lead school towards progressive one.

Objectives

- To inculcate self-reliance.
- Promote values like honesty, respect, integrity, social responsibility, patriotism, compassion, patience, generosity, cleanliness, fraternity, solidarity, etc.
- Inculcate high self-esteem in children and teachers/staff
- Create pleasant learning environment
- Build excellent cooperation between the community and the school.
- Enroll 100% admission
- Encourage dignity of lab ours.
- To create awareness to preserve tradition and culture.
- To provide practical and situational knowledge and skills.

School organigram

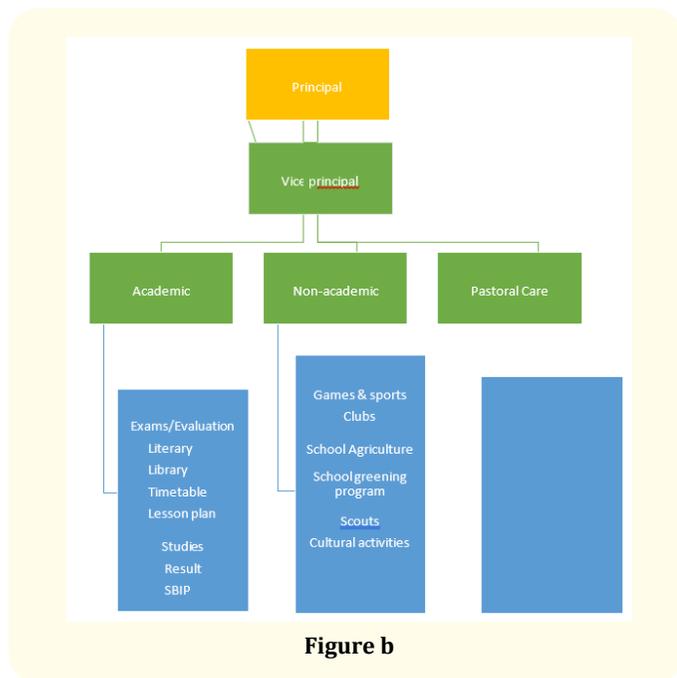


Figure b

The following table represents the staff strength of Norbugang Central School for the academic session 2021

The school does not have any streams owing to the nature of level of education. However, the school imparts education such as

Staff	Number	Remarks/
Principal	1	General administration/ management
Vice Principal	2	Responsible for academic & nonacademic affairs
Teachers	31	Teaching
IT teacher	2	Responsible for IT education
Non-teaching staff	12	Lab/librarian, store in charge, administrative assistant
Supporting staff	14	Caretakers/cooks/warden/ matron
Total	62	

Table a

subjects like English, Dzongkha (National Language), Mathematics, Physics, Biology, Chemistry, History (Bhutan History, World History, Bhutan Civics), Geography, Economics and School Agriculture. There are 31 teachers excluding principal and 2 vice principals against 750 students. The ratio of teachers to students is 1:24. This is impractical since there is a variation of figure in some of the class levels from practical point of view making crammed classrooms and consequently leading to unconducive teaching-learning environment. This is attributed to combination of subjects (i.e. subject spinalization).

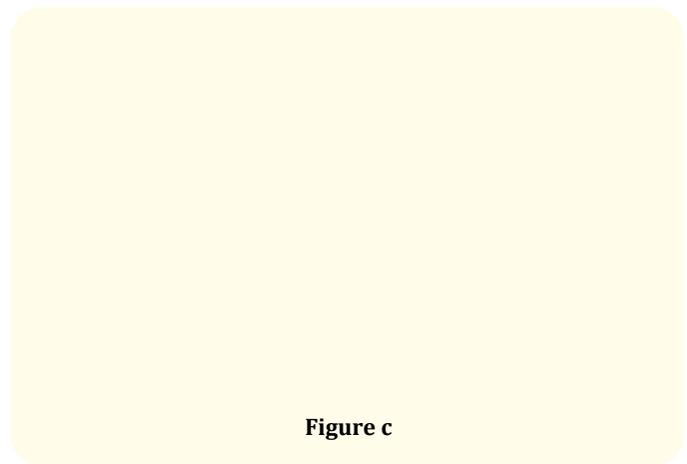
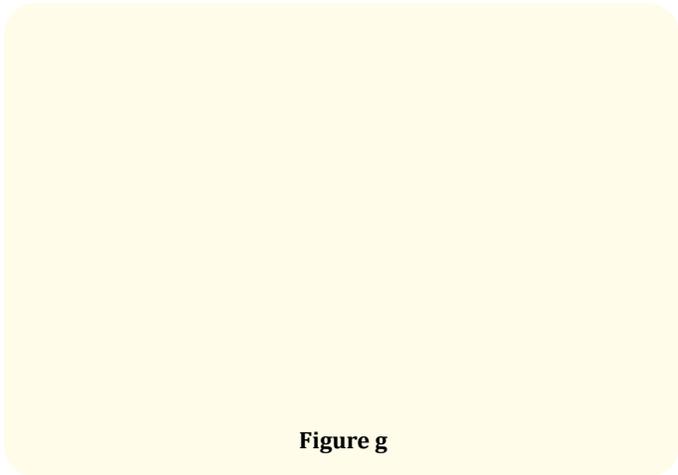
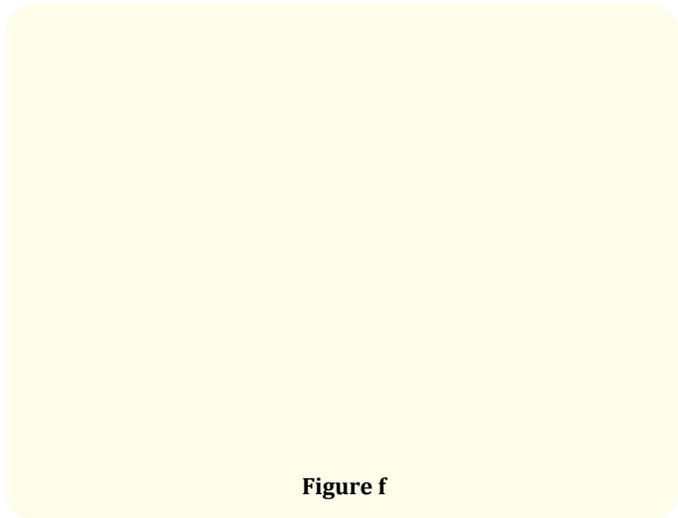
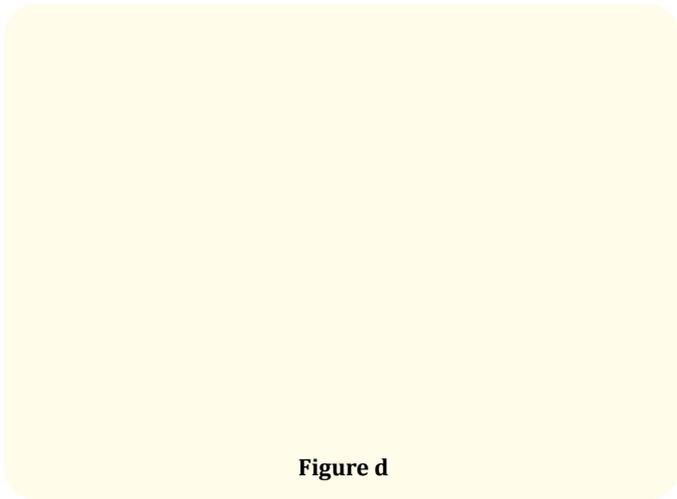


Figure c

Research questions

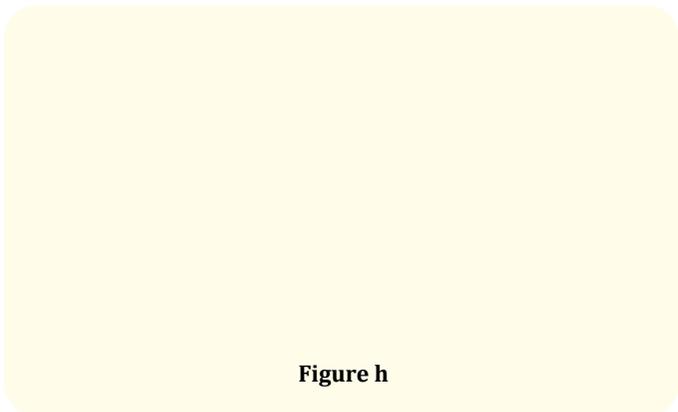
Would there be any difference in academic Performance between boarders and dayscholarsof Norbugang Central School?



Discussion/Findings

There is significant difference in the academic performance between boarder students and day scholars. Looking at the chart above boarder students performed better than day scholars. Of 537 students 68% comprised of boarder students and 32% dayscholars. Boarders outperformed the day scholars. This is indicative of the fact that day scholars should opt boarder ship in view of an advantage of academic excellence.

Would there be any differences in academic Performance between male and female students of Norbugang central school?



Discussion/Findings

There is significant difference in the academic performance of male students and female students of day scholars. Looking at the pie graph above, of 94 male students only 55 students have managed to pass the examination which is virtually half of the total boy students have failed. Of 80 girl students, 62% had done fairly good as compared to boys. This is indicative of the fact that day scholars female are performing significantly better than the male day scholars in academic pursuits. There is a grave need of finding out the factors involved in the boy students' performance and encouraging the day male students to study even harder to prove their academic competence.

Would there be any difference in academic Performance between male boarder students and female boarders in Norbugang central school?



Figure i

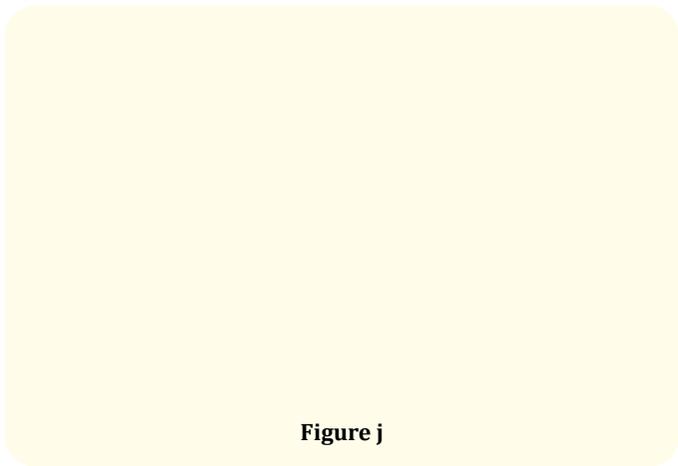


Figure j

Discussion/Findings

There is slightly difference in the academic performance between male boarder students and female boarder students. Looking at the pie chart above, female boarder students performed slightly better than male boarder students (69% out of 192 students against 63% passed out of 171 students). This is indicative of the fact that female boarder students put in more efforts in academic studies than male boarder students. Therefore, boarder male students need to be encouraged to be able to contend with the female boarder students. The hypothesis that there would be no difference in the academic difference between male and female students of boarders proved null.

Scope of the study

Owing to obstruction and infliction posed by COVID-19, the researcher did not have an opportunity to cover up other adjacent boarding schools albeit it was intended to do so to provide much deeper and more authentic information. Candidly mentioning the study on the chosen topic was aligned and focused into one school full-fledged boarding school only called Norbugang central school which is the school where the researcher is currently serving. The study will certainly provide insights into an empirical experience, ideas and yardstick to determine the academic performances of boarding and day scholars and accordingly devise necessary plans, assess, evaluate and guide them to enable them to improve and propel their academic performance as desired by the relevant stakeholders like parents, teachers, educationists, government, ministry of education, education sector etc.

Limitations of the study

The study was limited to studying about one school only owing to limited time, resources mainly owing to the disruption and threat posed by pandemic (COVID-19) although it was intended to cover up other adjacent boarding schools. The school had been under lockdown several times and predominantly academic classes had to be taken online using social media such as internet, messenger, TV, wechat, telegram etc. It was very difficult to communicate with the far flung students who were out of view of such social facilities. It was again compounded by lack of consistent and strong net connection posed by technical and natural disruption. The BCSE-X students had tough time including teachers since they had been taught/learnt under containment mode to ensure no unpleasant incident occurred in pursuit of their studies. Despite all those limitations and eventualities encountered, the researcher tried his best to execute this research with the sincere ray of hope of benefiting the intended stakeholders with the findings for implementation.

Literature Review

Obviously there would be no nation for certain that can develop its economic, social, and political spheres in spite of its geographical sizes, population and natural environment difference devoid of proper education which is delivered in secondary schools. The Bhutanese education system places great emphasis on education because education is believed to be the only principal tool for national development anywhere in this contemporary world. This is possible and accomplish if the students in boarding or day schools work tirelessly by getting immersed in the well planned and assigned wholesome learning activities particularly academic pursuits, which will help enhance children's academic performance and technological advancement as well. Education is universally recognized as an investment for any social and national development as it is regarded as the light of civilization.

Education in Bhutan is accorded top priority given its instrumental role shaping the destiny of citizens and the nation as a whole which is highly prized for being an agent of change in producing qualitative both human and material resources for nation's economic growth. Boarding schools has a great privilege that create a conducive learning environment with divergent cultural background including values like language, culture and tradition, ownership, belongingness, punctuality, social responsibility, coop-

eration and unity which are fundamental for children's physical, mental and psychological growth that would help them accomplish better than day or private schools.

In the context of Bhutanese education system, the class size of boarding schools are generally contradictorily huge especially in secondary schools (1: 45/50) that would incapacitate the teachers to teach or manage the class effectively and efficiently as desired by education policy in place. Teachers despite their efforts fail to assess and evaluate the assigned class and home task most of the time. As per Desarrollo [1]. Boarding Schools help enhance children's socialisation especially those who come from poor far flung family who are out of view of modern amenities. They get introduced to new ways of living, schedules, teachers and new students from other locations.

Most of the parents opt boarding schools because of the fact that children, teachers and other allied responsible staff relish a sense of oneness and become close family circle in the process of dwelling together as they have always space to eat, play and work together. Teachers and staff in a boarding school literally represent as parents in any matters related to children's' affairs and are responsible and accountable in the event of any unforeseen eventualities.

Children in a boarding school are endowed with all the required educational facilities such as TV, radio, library, IT classes. They can have access to these vital educational facilities especially during weekends to avoid boredom. Boarding school students can avail opportunity to interact with teachers and staff to learn and develop life skills which would grossly help them in future in their community to sustain them meaningfully and constructively.

According to UNESCO (2010) Boarding schools are centrally located for learning and living that would create better link between the remote parents and the communities. Most of the boarding students read on regular basis because they have framed timetable using library books and reading of their interest.

Boarding schools are obliged to study as per the schedule framed by the management. They learn to respect policies hostel and school rules and regulations in place. Children in a boarding school are observed well-mannered as compared to a day school in terms of punctuality, sincerity and responsibility. The pressing problems faced by boarding students are overcrowding in the stu-

dents'hostels owing to pressing admission taking the privilege of educational facilities and other allied amenities. Unlike the boarding schools in other parts of the world in Bhutan all board due to the companionate, dynamic and wise leadership of our king, children are provided with adequate nutritious meals.

It is enunciated that close monitoring and coaching of students can be possible for better learning to occur in boarding schools as compared to day schools. It is a known fact that Bhutan has predominantly illiterate parents and are not in a position to monitor the academic progress of their children and coach them in their studies which result in poor performance. As far as possible providing parents monitoring, guidance and moral support of students is essentially vital to enhance children's academic learning in order to perform well in their examinations. As such, parents play a central in shaping the destiny of their children and in meeting their life' goal to become as somebody as a sustained and independent individual. Day school has a unique privilege of being with their family circles most of their time. They literally enjoy the privilege of liberty being with their family members and gain close bondage of emotional and psychological relationship.

We have the instances of boarder students who opted to be day scholars after a couple of months as they find it very difficult time to adapt with the hostel rules compounded by homesickness. On enquiry as to why they opted to be Day schools, their answers were having to work too much, stringent hostel rules, homesickness and desiring to eat homemade foods. For emotional balance to maintain it is thought to be on the contrary a day scholar given the option for those parents to have close supervision over their children. In a day school it will enable the parents to have constant contact with the concerned teachers to monitor the progress of their children in terms of both academics and extra-curricular activities. Where children are used to the comforts at home, then they might find it difficult to survive in a boarding school. In day school's children can have the privilege of relaxing more than boarding schools. In a boarding school, students are expected to take part in multiple activities which is why many students find tough time and at times sneak away.

The gross advantage of day scholars is in the event of ailments, injuries and other unforeseen problems, parents can be always there with their children instantly. However, the choice is left up to the parents.

The challenges encountered by general at the moment in Bhutanese day schools is distant locations, lack of motorable road in most of the villages having to walk on foot unlike in rest of the countries in the world. Day scholars are less privileged to access to educational resources such as library books, IT that would certainly make a colossal difference in the lives of children

According to Kail, Robert and John (2007) Academic Performance refers to the Grade Point Average (GPA) of the respondents obtained at the end of term. It is the method the school uses to evaluate and assess how well the students understand what has been taught and proves what they have learnt by their academic performance within the term.

According to Urban and Daad [2] academic performance of children would be contingent upon the context of the school in which it is located whether a boarding or day school. Day scholars receive instructions for any assignments during the day time in contrast to boarding school where they have the privilege of receiving instructions both during day and evening especially during study time since they have the privilege of interacting with their teachers living on campus.

Urban and Daad [2] boarding school is very expensive as compared to day school as they have to bear the multiple expenses like foods, clothing and other necessities. No children can go to school for education with empty stomach. However, back in Bhutan all children irrespective of sex, creed, colour, skin, caste and economic background have an access to free education unlike other system of education in the world owing to enduring generous support of royal government of Bhutan.

The crux of the matter when it comes to academic performance of any children anywhere in the world is whatever kind of school one studies (whether boarding or day school) will largely depend upon certain forcing factors such as sex, school type, teachers and environment in which he/she studies.

Therefore, the immediate stakeholders like principal, teachers, staff, school counsellors, parents and government have sacred duties and responsibilities to ascertain to strategize to productive responsible and productive citizens.

Methodologies/Design

The methodologies and design used to undertake this piece of educational research to determine the academic performance of

boarders and dayscholars was an analytical research which was entirely based on the academic result analysis of classes VII- IX for the academic session 2021. The result analysis was done for boarder students and day students covering all the subjects in general. This analytical study will see the relationship of learning effectiveness and academic performance of boarder students and day scholars. The methodologies used were documents and records, descriptive, explanatory and analytical methods.

Sample size

A total of 537 students were studying in classes VII- IX in 2021 academic session. Academic documents and records maintained in respect of these many students were empirically referred and analyzed in respect of all the class levels of both boarder students and day students

Procedures/data analysis technique

In order to determine the academic performance of boarder students and day scholars, school academic records of classes VII- IX would be referred such as their consolidated result sheet, result analysis done by class teachers, HoDs and subject teachers. The information thus acquired would be used to determine the general academic performance of students at various levels for discussion and findings.

Study area

Norbugang Central School in the south of Bhutan is a full- fledged boarding school with 537 students. There were 363 boarders of which 171 were boys and 192 girls. There were 174 day scholars of which 94 were boys and 80 were girls. In order to determine the academic performance of both boarders and day scholars separate data analysis both for male and female for boarders and day scholars was used from the record being maintained for which discussion and findings were executed as required [3-14].

Result, Discussion and Conclusion

Result analysis for day scholar students class 7 - 9, 2021 Academic Session

Rating	Range	No. of Students
Outstanding	80% and above	8
Distinction	70% - 79.9%	13
First Division	60%-69.9%	35
Second Division	45%-59.9%	98
Below Average	Below 45%	20
Total		174

Table b

Figure k

Result analysis for boarding students of classes 7 - 9, 2021 academic session

Rating	Range	No. of Students
Outstanding	80% and above	7
Distinction	70% - 79.9%	28
First Division	60%-69.9%	111
Second Division	45%-59.9%	189
Below Average	Below 45%	28
Total		363

Table c

Figure l

Recommendation (s)

- If there is an opportunity and availability of seats, parents should opt their children for boarder ship to perform better in academic pursuits.
- Try to acquire better parenting skills by attending trainings like seminar, workshops, teacher- parent meeting etc.
- Advise the children on a daily basis about the importance of studies and their future prospects.
- Timely enquire about the performance of children with teachers and management for better understanding of their children in all round development.

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