



Boarding Schools As An Antidote To Pupils Academic Quest And Success: A Case Study Of Public Primary Schools In AMAC Area Council, FCT

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ABSTRACT

Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT. Mean scores, standard deviation and rank order was used to answer the research questions and z-test of difference for independent sample was used to test the hypotheses at a 0.05 level of significance. Results of study indicates that health care services identified by teachers and head teachers in course of the study includes: Family medicine, Improves the child's speaking, reading and writing skills in line with the acceptable language, Eye test, and Retroviral and hepatitis test, Widal and mp test and First Aid and The facilities available as identified by head teachers and teachers includes: Constant power, Libraries and Adequate beds and mattress as revealed by the findings of the study. The study concluded by revealing the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT And also, Health care services available in the, Facilities available in the boarding system that influences the academic performance of pupils in public primary schools in FCT and Well equipped clinic, with qualified medical personnel should be made available boarding schools, Adequate facilities and infrastructures should be provided

Keywords: Boarding , public school, pupils, academic quest

INTRODUCTION

The boarding system however, is a matter of choice for parents who can afford the cost. For others, they may prefer coming to school from home since they cannot afford it. A boarding school is a school in which most or all the pupils live in school hostels during the part of the year that they go to lessons. The word "boarding" is used in the sense of "bed and board ie, lodging and meals. (Moris,2013). The first boarding school was established in the Western world during the 19th and 20th centuries to educate Native American children according to the European American standard. In Nigeria boarding schools were first established by the Missionaries of various denominations who often started schools on reservations and founded boarding school to provide opportunities for children who did not have school nearby, especially in the lightly populated areas of the West. (Moris, 2013).

However, in the past the government paid religions societies to provide education to Native American children on reservation. Although, boarding school were established in 1949 to look after war orphans of the civil war as well as children of new community party leaders who suddenly found themselves too busy for childcare. (Behoglely, 2015), observed that many countries of the world including African countries later joined and concurred with this idea of boarding schools with many reasons, differing from family to family and probably country to country. (Moris,2013), also observed that the experience in boarding schools was often harsh especially for the young children who were separated from their families. This study seeks to explore the influence of boarding school to young primary pupils that are the effect of boarding school on young children social life, academic performance and psychological development. The question of whether more facilities should be provided for boarding

schools or not has in recent times engage the attention of government as well as educators and parents alike.

Statement of the Problem

Inadequate provision of boarding facilities like chairs, reading tables, water, bed and other teaching facilities appear to be a great challenge, Inadequate electricity, Poor feeding and lack of balance diet for proper mental alertness of pupils, Poor and inadequate security for proper safety of pupil, Lack of professional teachers, Inadequate and ill equipped class rooms, Poor health care facilities and services are problems that necessitated this study.

Aims and Objectives of the Study

The aims of the study are to examine the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT and specifically sought to:

1. Identify the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT
2. Identify the facilities available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT.

Research Questions

1. What are the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT ?
2. What are the facilities available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT ?

Hypotheses

1. There is no significant difference between the mean rating and opinion of Head teachers and teachers on the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT.
2. There is no significant difference between the mean rating and opinion of Head teachers and teachers on the facilities in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT..

Literature Review

Moris et al (2013), opined that a boarding school is a school in which most or all the students live in the school hostel during the part of the year that they go for lesson. That the world boarding is used in the sense of “bed and board. Boarding systems were first established by Christian Missionaries of various denominations to provide opportunities for children who did not have schools nearby to attend especially in the lightly populated areas (Moris, 2013). It was also observed that boarding school is a school where pupils are meant to live within the school environment for as long as lessons continue. It was introduced to help in great achievement of academic performance since it gives the pupils the needed and necessary time to attend to their studies and deprive them of a homely distraction that normally disturb the pupils from studying hard.

A boarding school is seen as a system that provides education for pupils who live on the premises, as opposed to day school. The word “boarding” is used in the sense of “room and board” also lodging and meals. It is also viewed as a preparatory centre or institution where pupils and teacher live and study together in a safe and secure environment. (Douglas, 2002). Sokan, (2002), view it as a school which some or all the pupils live in during the school term. Also an arrangement by which the pupil live at school during the school term. Where pupils live and study, it is a school that must be well equipped with rooms and learning facilities for effective learning exercise. The pupils also receive boards and lodging during school term (Movis, 2013) it is also viewed as a school providing living accommodation for some or all of its pupils. He observed that a boarding school is not an easy enterprise to run because it is solely dependent on the economy and demographics. As the department of a major family from an area can affect or challenge the existence of private boarding schools, as residential schools are also subject to national and global economic trends. A boarding school is

generally seen as a school in which most or all pupils live during the term or part of the year that they go for lesson. The word boarding was used in the sense of “bed and board, i.e. lodging and meals. (Movis 2013) observed that the first boarding school was established in the late 19th Century and early 20th Centuries to educate native children and youths according to American standard. The schools were established by Christian Missionaries of various denominations who often started schools on reservations opportunities for children who did not have schools nearby especially in the lightly populated areas of the west (Moris, 2013).

Needs for Boarding Schools

Among the reasons for boarding schools for your learners or pupils during the first world was the increased in the number of pharos due to the death of the parents and prolonged illness (Piccard, 2013). Other reasons are the communities that did not have a primary school nearby, children were sent away to boarding school from as early as age five. Additionally, some were orphans who have been removed from families due to propels and also served many children who were taken away from healthy families living in communities that did not have primary schools. (Sharp, 2005). With few exceptions, sometimes children were forced to go away to schools which often encourage developing traumatic situations in the child to feel neglected by the parent.

Micheal (2014), insisted in this view that the parents school understand their roles which cannot be replaced by boarding schools, also supported by (Zimama, 2012) who argue that for as much as what boarding school to unsettled families, child abuse in homes and change in behavior may outcome when they are left with relatives who may not completely replace the role of parents, especially at this tender age. Boarding Schools traditionally have highly qualified teachers who see to the academic needs to their wards and most boarding school have great sports facilities to enable the children enjoy extra-curricular activities to enjoy free time allotted for that. Boarding school pupils can focus better on their studies because television, video games, phones and other distracters are limited. These young schools usually perform better academically because they live in an environment that is conducive for learning. It is a unique setting that promotes common experience friendship, trust and honesty between children and adult. Some of the reasons for establishing boarding systems are

- To help pupils how to be self responsible
- To study with the best and most famous educational system around the world.
- To learn a new language and practice many others.
- To effect a Smarth transition from home to the school through difficult but the child gets some changes and new habits.
- To inculcate social norm as a way of behavior in appropriate acceptable way.
- The development of a sense of cooperation and team spirit.
- Libraries and media centres may be well equipped and stocks for pupils used.
- To enhance pupils level of performance and make him responsible for the future.
- To learn the rudiments of number letters, colours, shapes and forms through play as these is necessary for mental development of the child.
- To provide adequate care and supervision for the children while the parent are at work.

Benefits of Boarding Schools

Boarding school seems to have varied benefits for the learners future life like improving academically as they have all the time available to immerse in an education environment extra curium opportunities to get involved in new hobbies as they interact with others in the evening and weekends, but in social life where children will be living with funds for fun, fostering home boarding school still influence various traumatic experiences which affect learners personally (Zirima, 2012).

It was also observed that environment attests personality development as a result of lack of emotional expression. However, the respondents were of the view that sending children to boarding schools can help in eating the psychological and educational challengers of absent parenting (Moris 2013). Cameron, et'al (2014), observed that boarding schools offer many opportunities for all children including an extended range of education, supervised home work time prep before and after school activities and high fatality pastoral care. This is particularly important for vulnerable children coming from chaotic homes where they are not supported to make most of their educational opportunities. Boarding system also bring stability to children life, then can also reduce educational barriers and

improve educational outcome in terms of performance and high achievement. It is a one way of meeting the needs of young people in difficult situation to prevent family breakdown or a formal move into care system it can also help to raise the aspirations of the child and everyone around them (Cameron, 2014)

Procedure for Analysis

Descriptive survey was used in the study. The populations of the staff consist of 290 teaching staff and 10 head teachers in the ten public primary boarding schools in AMAC Area Council of Abuja which is a total of 300 respondents. A sample size of 265 representing 88% of the entire population is used for the study and it was drawn through a stratified random sampling technique .A self-structured questionnaire was used for the study to elicit response from the respondents. The reliability coefficient of the instrument was ascertained through a Cronbach Alfa reliability index test at a coefficient level of 0.76 and it was affirmed to be consistent and reliable for the study. The data retrieved from the field was collected and analysis using mean, standard deviation and rank order to answer the research question and z-text to test the hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1: *What are the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT?*

Table 1: Mean, standard deviation and rank order and opinion of teachers and head teacher on the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT.

	What are the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT ?	Teachers (n=265)		Head teacher (n=10)		Mean Set	Rank Order	Decision
		Mean (\bar{x}_1)	SD	Mean (\bar{x}_2)	SD			
1	Widal and mp test	2.64	0.70	2.50	0.60	2.57	4 th	Agreed
2	First Aid	2.50	0.79	2.62	0.80	2.56	5 th	Agreed
3	Eye test	2.87	0.80	2.50	0.75	2.69	2 nd	Agreed
4	Family medicine	2.80	0.85	2.60	0.80	2.70	1 st	Agreed
5	Retroviral and hepatitis test	2.57	0.77	2.75	0.82	2.66	3 rd	Agreed
	Aggregate Mean	2.68	0.78	2.59	0.75	2.64		Agreed

The data in Table 1 showed that respondents agreed on the following items 9, 8, 10, 6 and 7 with mean scores of 2.70, 2.69, 2.66, 2.57 and 2.56 with rank orders of 1st, 2nd, 3rd, 4th and 5th from criterion mean of 2.5. The aggregate mean for teachers is 2.68 and 2.59 for head teachers showed that the respondents agreed on the list of items on the table as the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT since it greater than the criterion mean. The health care services identified included: Family medicine, Improves the child’s speaking, reading and writing skills in line with the acceptable language, Eye test, and Retroviral and hepatitis test, Widal and mp test and First Aid.

Research Question 2: *What are the facilities available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT?*

Table 2: Mean, standard deviation and rank order and opinion of teachers and Head teacher on the facilities available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT

	What are the facilities available in Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT?	Teachers (n=265)		Head Teacher (n=10)		Mean Set	Rank Order	Decision
		Mean (\bar{x}_1)	SD	Mean (\bar{x}_2)	SD			
6	Clean toilet	2.40	0.80	2.28	0.75	2.34	5 th	Disagreed
7	Adequate beds and mattress	2.65	0.75	2.70	0.80	2.68	3 rd	Agreed
8	Constant power	2.70	0.73	2.93	0.82	2.82	1 st	Agreed
9	Internet services	2.45	0.85	2.30	0.70	2.38	4 th	Disagreed
10	Libraries	2.80	0.92	2.82	0.65	2.81	2 nd	Agreed
	Aggregate Mean	2.60	0.81	2.61	0.74	2.61		Agreed

The data in Table 2 showed that respondents agreed on the following items 13, 15 and 12 with mean scores of 2.82, 2.81, 2.68, and rank orders of 1st, 2nd, 3rd, 3rd and 4th from criterion mean of 2.5. The aggregate mean for teachers is 2.60 and 2.61 for head teachers showed that the respondents agreed on the list of items on the table as the facilities available in the available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT since it greater than the criterion mean. The facilities available identified included: Constant power, Libraries and Adequate beds and mattress.

Hypothesis 1: There is no significant difference between the mean rating and opinion of Head teachers and teachers on the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT

Table 3: Mean, standard deviation and z-test scores on analysis of difference between the opinion of teachers and principals on the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT.

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Teachers	265	2.68	0.78	273	0.38	±1.96	Accept H ₀
Head teachers	10	2.59	0.75				

In table 3, the mean ratings of 2.68 and 2.59 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 273 degrees of freedom, the calculated z value of 0.38 was far less than the critical value of ±1.96. From the analysis above since the calculated z value was far less than the table value, thus researcher accept the null hypotheses and which indicate that no significant difference existed between the opinion of teachers and head

teachers on the health care services available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT.

Hypothesis 2: There is no significant difference between the mean rating and opinion of Head teachers and teachers on the facilities in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT.

Table 4: Mean, standard deviation and z-test scores on analysis of difference between the opinion of teachers and Head teacher on the facilities available facilities in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council, FCT

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Teachers	265	2.60	0.81	273	-0.042	±1.96	Accept H ₀
Head teachers	10	2.61	0.74				

In table 4, the mean ratings of 2.60 and 2.61 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 428 degrees of freedom, the calculated z value of -0.042 was far less than the critical value of ±1.96. From the analysis above since the calculated z value was far less than the table value, thus researcher accept the null hypotheses and which indicate that no significant difference existed between the opinion of teachers and Head teacher on the facilities available in the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT.

CONCLUSION AND RECOMMENDATIONS

The study concluded by revealing the Boarding Schools as an Antidote to Pupils Academic Quest and Success: A Case Study of Public Primary Schools in AMAC Area Council ,FCT like Health care services and Facilities available in the boarding system that influences the academic performance of pupils in public primary schools in FCT. Based on the findings of the study the following recommendations were made that well equipped clinic, with qualified medical personnel should be made available boarding schools and adequate facilities and infrastructures should be provided in boarding schools.

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