

**COMPARISON OF ACADEMIC PERFORMANCE IN MATHEMATICS IN
DAY AND BOARDING SCHOOL AT UCE: A CASE STUDY OF SELECTED
SCHOOLS IN TORORO DISTRICT**

BY

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DECLARATION

I, Babirye shakira, hereby declare that is report is my own original work and that it has never been presented to any university, college or institution for any award of a diploma or degree.

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

Babirye Shakira.

APPROVAL

This dissertation has been submitted for examination with the approval of my University Supervisor

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

Dr. Awichi Richard

DEDICATION

To my lovely mother Hadijah Asekenye, my brother Hashiraf waiswa, my aunt Madina Ismael Nakaziba, my friends Nakato Hellen, you were my inspiration challenge and encouragement all the way through my graduate studies.

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LIST OF ABBREVIATIONS AND ACRONYMS

OTL	Opportunity to Learn
PB	Personal Best goals
PISA	Program or International Student Assessment
PTA	Parents Teacher Association
SAL	Student Approaches to Learning
TIMSS	Third International Mathematics and Science Study
UCE	Uganda Certificate of Education
UNEB	Uganda National Examination Board
UNESCO	United Nations Education Scientific And Cultural Organisation
WHO	World Health Organisation

ABSTRACT

Attending boarding school has long been a part of the educational culture in Uganda. For a significant number of students, boarding is a necessity due to distance from suitable schools or potential lack of resources in remote or regional areas. The main objective of this study is to compare the academic performance in mathematics of day and boarding schools in UCE Examinations.

Secondary data was the major source of data collection and analysis which comprised of UCE results of three different schools to support in data analysis. The spearman's rank correlation coefficient and the average mean score were used for data analysis.

Results showed that there was a significant different in the academic performance in mathematics of boarding and day schools in Tororo, a difference in students learning approaches and environment affects the mathematics performance of day and boarding school. The results showed that boarding schools performance in mathematics with mean average score of C4 was better than day school performance with mean average score of p7.

The key Recommendations of this comparative study show that, government should ensure equal distribution of teaching and learning resources, reduce congestion of qualified teachers in boarding schools in order to improve on the academic performance day school.

CHAPTER ONE

INTRODUCTION

1.1 General Introduction

Over the years, whenever Uganda National Examination Board, UNEB releases Uganda Certificate of Education, UCE Examinations results, Mathematics is usually one of the worst performed subjects. This trend is not any better for schools in Tororo district. For the years 2000 till 2019, this trend has been very similar. Both Boarding and Day schools seem to have similar trend in performance of Mathematics. It would be interesting to compare how these two categories of schools prepare their learners for the examinations and how they then perform at the national examinations.

Under this chapter is a preliminary study on the comparison of the learners' performance in mathematics in day and boarding schools. It shall also contain the background of the study, statement of the problem, objectives of the study, scope of the study and the significance of the study.

1.2 Background of the Study

The advent of white men led to a formal and organized system of education in Uganda, but before then, Uganda had her own indigenous system of education. This system was basically traditional and largely informal which focused on teaching oral traditions where the young were taught the do's and don'ts of the society and survival skills and these included hunting, herding, agriculture and trade for the boys whereas for the girls they were trained to grow up in responsible housewives, but this has been replaced since the advent of European in the country. The boarding system schools were started by Roman Catholics and Anglicans for their missionary purposes in the 19th century when the missionaries had become more firmly established. This was 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. They established boarding schools for several reasons like the missionaries felt that in the boarding school it would be easier to extend the influence of the missionary effort and there was, and remains, the problem of transporting children from long distances. The school could

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