Comparing the Internal Efficacy of Boarding and day High Schools from the Perspective of Teachers in Bijar City

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Abstract

Objective: This study investigates the input factors such as the students and teachers' performance, educational content, facilities and equipment, school management, school budget, structures and organization with the aim at comparing the internal efficacy of boarding and day high schools in Bijar City. Background: The statistical population of this study consisted of the teachers in male and female boarding schools during the school year of 2009-2010 and they were teaching at both schools. 109 teachers are studied and the sample size is obtained equal to 83 according to Morgan Table.

Results: The 22-item questionnaire is the measurement tool in this study and seven results are obtained through the inferential statistics of t independent groups as follow:

Conclusion: There is a difference between the learners' educational performance at day and boarding schools; in other words, the learners' performance is better at day schools than the boarding ones. There is a difference between the teachers' performance at day and boarding schools; in other words, the teachers' performance is better at boarding schools than the day ones. There is a difference between the educational content of day and boarding schools; in other words, the educational content is better at boarding schools than the day ones. There is a difference between the facilities and equipment of day and boarding schools; in other words, the facilities and equipment are better at boarding schools than the day ones. There is a difference between the mangers' performance at day and boarding schools; in other words, the management is better at boarding schools than the day ones. There is a difference between the budgets of day and boarding schools; in other words, the higher budgets are considered for boarding schools. There is a difference between the administration and organization of day and boarding schools; in other words, the administration and organization at boarding schools is more complex than the day ones.

Introduction

Nowadays, the education and its role plays the important role in development of knowledge and improvement of life and the knowledge generation and transfer is one of the objectives of education in all systems. The science and learning can be helpful if it will lead the human to perfection and provide the conditions for intellectual, emotional, moral, cognitive, physical, and behavioral growth and is a tool for solving the real needs (economic, political, social, cultural, etc.). [2]. Therefore, it can be concluded that a healthy and developed society does not only refer to the good situation and geographical space, resources, diversified mines, financial resources, political power, etc, but also indicates a dynamic and progressive education system which leads to the righteous, independent, free, creative, innovative, enthusiastic and committed to help their community in all fields of industry, economy, service, policy, and culture and lead to the safety and health. Probably, the social unrest and turmoil, with which our society is faced, occur when we do not have the proper and vast understanding of all social reforms. We have not known that training is the most important and perhaps the only tool for desired change of society and training should be preferred to any type of social and political measures, and we have not understood that training is far broader than what the elementary and secondary schools do, and training should be mutually consistent with all other programs and purposes in order to lead us to a desired goal. Nowadays, the educational systems are among the powerful tools of economic, social, and...
even political development programs because the educational systems train and supply the experienced and skilled manpower for economic, social and political development programs through various channels. In this regard, the identification of existing actual and potential facilities and the turmoil, deprivation and dull spots of development policies is among the policies of public education system in Iran. Therefore, the boarding centers are established after professional studies in order to eliminate the poverty, and discover, develop and strengthen the talents in remote and underdeveloped areas of country with facilities particularly in rural and remote areas and support the large and poor families with elite, talented and creative child (or children) through ways such as establishing the boarding high school including the rural, public and agricultural schools, and so on. This study investigates the internal efficacy of boarding schools. Since the equitable distribution of educational opportunities is one of the tasks and goals of education in the country, the educational coverage in deprived areas and villages is one of the ways of achieving this important issue. The family environment is a place full of kindness and peace for children and the school is a place for learning the science, education and developing the talents. [1].

The evaluation is defined as a process which "systematically outlines the strengths and weaknesses". The efficiency means doing something well without any loss and waste, and the performance evaluation is done in both internal and external dimensions [3].

The efficiency is the ability to achieve the specific objectives. The efficiency is measured by comparing the standard rate with objective and the obtained quality [7].

There are no necessary facilities and equipment for education of a large number of students in some regions of Kordestan Province particularly in rural, and remote and deprived areas, thus the boarding schools are established based on the Statute of the Supreme Council of Education dated 21/8/1986 for students in some towns and villages with low population and also for development of technical and professional training which requires the students' presence. These schools have the tasks in addition to the tasks of normal schools such as providing a boarding environment with sports, health, welfare, and food source facilities. In other words, the boarding school plays as a larger family for students. Due to the remoteness of villages from cities, districts, and counties, scattered villages, coldness and cooling weather especially in autumn and winter, and other problems in Bijar City, the villagers have some ways for living. Probably, according to a way, all family members migrate to city, so that one or more individuals can continue their education, but this has numerous harmful effects such as the urbanization and evacuated villages. Another way considered as the solution for problems is to provide the rental houses in the city for students and this will have the harmful consequences due to their low age. However, it seems that the use of boarding schools is the best solution. These schools are put into two groups; some of the students only send several times for education at boarding schools and then come back to their houses and the others go to dormitories and spend the whole night there after classrooms. This study assesses the internal efficacy of these schools. Some researchers have paid attention to damages resulting from educational failure and concern about enormous budgets which are lost by education quitters or re-educators. Another group have emphasized on students' loss of life and resulted damages. Most of the educational psychologists and theorists believe that due to the children's educational failure, they will lose their self-confidence and cannot face with problems in adulthood. When the student fails at school and this future affects his future, both his internal and external efficacy will be affected. Conducting the research on the internal efficacy of educational systems and defining the appropriate indexes for this type of studies and finding the number of students, who have successfully passed a course, as well as the number of those, who are excluded from educational system at each grade or the dropouts, all enable the planners to identify some existing difficulties in achieving the educational goals and solve them by investigating the causes and factors.

Investigating the internal efficiency of boarding schools, which account for a large part of schools inside the country (According to the official statistics of the Department of Education, the number of boarding schools has been enhanced by 1291 in the year of 1998 compared to the year of 1978) enables the managers, planners and those involved in education inside the country to be aware of the shortcomings in these schools and try to solve them. Understanding the internal efficiency of boarding schools and comparing them with day schools in cities including Bijar city, where includes the rural youth who come to educate there, enables the involved people to have the appropriate plans for avoiding the waste of resources and investments and the importance of educational quality according to the social status of Bijar city.

**MATERIALS AND METHODS**

**Main question:**

How is the internal efficiency of boarding schools compared to day schools?

**Subsidiary questions:**

1- Is there a difference between the students' performance at boarding schools compared to day schools?
2- Is there a difference between the teachers' performance at boarding schools compared to day schools?
3- Is there a difference between the educational content (curriculum) of boarding and day schools?
4- Is there a difference between the facilities and equipment of boarding and day schools?
5- Is there a difference between the management performance at boarding and day schools?
6- Is there a difference between the budget status of boarding and day schools?
7- Is there a difference between the structures and organization of boarding and day schools?

Research Methodology:
This research has the survey type and performed according to descriptive method.

Statistical population, sample and sampling method:
The statistical population of this study consists of all 109 female and male teachers at five day and boarding schools of Bijar City during school year of 2009-2010. Morgan Table is applied to determine the samples of this study and since the population was equal to 109, the sample size was obtained equal to 83. Then again, the statistical samples of each five studied schools were determined by Morgan Table and they were from 14 to 15 samples; afterwards, the questionnaires were distributed among the samples by simple random method.

Research Tools:
The library collection method is applied in this study to collect data of studied issue and use of resources, documents, articles and dissertations. The required data is collected from statistical sample to evaluate and test the research questions of 22-item researcher-made questionnaire at four-point Likert scale.

Results:
Data of implementing the questionnaire are analyzed in both descriptive and inferential statistics. In descriptive statistics section, the parametric tests are performed by measuring the central indexes, dispersion, skewness, and its standard deviation (0.030) which is smaller than $z=1.96$. In inferential statistics section, the $t$-test of two independent groups is applied according to the type of hypotheses.

Main Question:
How is the internal efficiency of boarding schools compared to day schools?
The findings of this study indicate that from seven cases, which are applied for comparing the efficacy of boarding and day schools, only one case, the learners' performance at day schools, has better efficiency. However, the boarding schools have better efficiency than the day schools in other six cases and this indicates that generally the internal efficiency in boarding schools is better than the day schools in Bijar City.

Question 1- Is there a difference between the students' performance at boarding schools compared to day schools?

Table 1: t-test of learners' performance at boarding and day schools.

<table>
<thead>
<tr>
<th>First research question</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Mean difference</th>
<th>Significance level</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22.756</td>
<td>82</td>
<td>9.73</td>
<td>2.69</td>
<td>6.73</td>
<td>0.000</td>
<td>83</td>
</tr>
</tbody>
</table>

Since the obtained $t$ value (22.765) and significance level (0.00) are less than research alpha (0.05), it can be concluded that there is a significant difference between the learners' performance at boarding and day schools. In other words, the learners' performance is better at day schools than the boarding ones.

Question 2- Is there a difference between the teachers' performance at boarding schools compared to day schools?

Table 2: $t$-test of teachers' performance at boarding and day schools.

<table>
<thead>
<tr>
<th>Second research question</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Mean difference</th>
<th>Significance level</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25.219</td>
<td>82</td>
<td>325.10</td>
<td>0.290</td>
<td>32.7</td>
<td>0.000</td>
<td>83</td>
</tr>
</tbody>
</table>

Since the obtained $t$ value (25.219) and significance level (0.00) are less than research alpha (0.05), it can be concluded that there is a significant difference between the teachers' performance at boarding and day schools. In other words, the teachers' performance is better at boarding schools than the day ones.

Question 3- Is there a difference between the educational content (curriculum) of boarding and day schools?

Table 3: $t$-test of educational content at boarding and day schools.

<table>
<thead>
<tr>
<th>Third research question</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Mean difference</th>
<th>Significance level</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.665</td>
<td>82</td>
<td>7.86</td>
<td>2.04</td>
<td>4.86</td>
<td>0.000</td>
<td>83</td>
</tr>
</tbody>
</table>
Since the obtained t value (21.66) and significance level (0.00) are less than research alpha (0.05), it can be concluded that there is a significant difference between the curriculum at boarding and day schools. In other words, the curriculum is better at boarding schools than the day ones.

Question 4 - Is there a difference between the facilities and equipment of boarding and day schools?

Table 4: t-test of facilities and equipment of boarding compared to day schools.

<table>
<thead>
<tr>
<th>Fourth research question</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Mean difference</th>
<th>Significance level</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29.16</td>
<td>82</td>
<td>8.53</td>
<td>1.72</td>
<td>5.53</td>
<td>0.000</td>
<td>83</td>
</tr>
</tbody>
</table>

Since the obtained t value (29.16) and significance level (0.00) are less than research alpha (0.05), it can be concluded that there is a significant difference between the facilities and equipment of boarding and day schools. In other words, the facilities and equipment are better at boarding schools than the day ones.

Question 5 - Is there a difference between the management performance at boarding and day schools?

Table 5: t-test of management performance at boarding and day schools.

<table>
<thead>
<tr>
<th>Fifth research question</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Mean difference</th>
<th>Significance level</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36.95</td>
<td>82</td>
<td>12.84</td>
<td>2.42</td>
<td>9.84</td>
<td>0.000</td>
<td>83</td>
</tr>
</tbody>
</table>

Since the obtained t value (36.95) and significance level (0.00) are less than the research alpha (0.05), it can be concluded that there is a significant difference between the management performance at boarding and day schools. In other words, the management performance is better at boarding schools than the day ones.

Question 6 - Is there a difference between the budget status of boarding and day schools?

Table 6: t-test of budget status at boarding and day schools.

<table>
<thead>
<tr>
<th>Sixth research question</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Mean difference</th>
<th>Significance level</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22.095</td>
<td>82</td>
<td>6.40</td>
<td>1.40</td>
<td>3.40</td>
<td>0.000</td>
<td>83</td>
</tr>
</tbody>
</table>

Since the obtained t value (22.095) and significance level (0.00) are less than the research alpha (0.05), it can be concluded that there is a significant difference between the budget status at boarding and day schools. In other words, the allocated budget status is higher for boarding schools than the day ones.

Question 7 - Is there a difference between the structures and organization of boarding and day schools?

Table 7: t-test of structures and organization at boarding and day schools.

<table>
<thead>
<tr>
<th>Seventh research question</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Mean difference</th>
<th>Significance level</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.94</td>
<td>82</td>
<td>3.78</td>
<td>1.80</td>
<td>1.78</td>
<td>0.000</td>
<td>83</td>
</tr>
</tbody>
</table>

Since the obtained t value (8.94) and significance level (0.00) are less than the research alpha (0.05), it can be concluded that there is a significant difference between the structures and organization of boarding and day schools. In other words, the structures and organization of boarding schools are more complex than the day ones.

Discussion and conclusion:

The results of study in the field of first question indicate that: There is a significant difference between the learners’ performance at boarding and day schools and the learners' performance is better at day schools than the boarding ones (p <0.05, t=22.765). The results of this study are consistent with the findings of research by Clarkson (2007), Farja (2005), Hamilton (2007), Tucker (2005) and Esmaeil Sorkh [4], indicating that the learners’ performance is better at day schools than the boarding ones. In explaining this finding, it can be concluded that: Since, the students at boarding schools have less adaption to their peers and friends because of distance from family and its emotional problems and also due to the lack of concentration on the study leading to the excessive absences in the classroom, it will lead to their reduced educational performance. Therefore, it can be concluded that learning is better at day schools due to the lack of these problems. For second question, the results of study indicate that: There is a significant difference between the teachers' performance at boarding and day schools; in other words, the teachers’ performance is better at boarding schools than the day ones. (p<0.05, t= 25.219). The results of this study are consistent with research by Nosrati (2007), Guthrie (2006), Hamilton (2007), and Tucker (2005) indicating that the teachers at boarding schools have better performance than those at day schools. The implication of this finding indicates that since the family has more control over the teachers' work at boarding schools and the teachers spend more time on students and are communicated continuously with a large number of students if necessary, the students’ teamwork at these schools can help teachers to teach better and have better performance.
For the third research question, the results indicate that there is a significant difference between the curriculum of boarding and day schools. In other words, the educational content of boarding schools is better than the day ones (p<0.05, t=21.66). The results of these findings are consistent with the research by Ghorbani (2002) and Hamilton (2007) indicating that the students at boarding schools are more satisfied with educational content. In explaining this finding, it can be concluded that despite the similar educational content at both schools, the teachers at boarding schools present the contents properly according to these students' characteristics and their group lives. Furthermore, the results of research for the fourth question indicate that: There is a significant difference between the facilities and equipment of boarding schools and day schools; in other words, the facilities and equipment of boarding schools are better than the day ones. (p<0.05, t=29.16). The results of these findings are consistent with research by Nosrati (2007) and Shahi [8], indicating that the facilities and equipment of boarding schools are standard. This indicates that the facilities and equipment of boarding schools are better than the day ones, and the appropriate facilities and equipment can be effective in improving the level of knowledge and insight in these students. The use of welfare facilities in dormitory can be very helpful in occupying the students’ leisure time. However, due to the lack of widespread internet and its current slow speed, the lack of this leading technology is felt at schools. For the fifth question, the results of this research indicate that there is a significant difference between the managers' performance at boarding and day schools. In other words, the management of boarding schools have better performance than the day ones (p<0.05, t=36.95). The results of this study are consistent with the research by Abbasian [2], and Sharifi, [9], indicating that the teachers and students are more satisfied with the managers' performance at these schools. In explaining this finding, it can be concluded that the management has better performance at boarding school than day ones. In other words, due to the sensitivity to educating students especially the females at these schools in our country, the supervisors and managers' responsibilities are more important and crucial at these schools than the day ones. On the other hand, the day school is responsible for students only for several hours, but as the name of boarding school indicates, it has boarding responsibility. Furthermore, according to the results of sixth question, there is a significant difference between the budgets of day and boarding schools; in other words, higher budgets are considered for boarding schools (p<0.05, t=22.095). The results of these findings are consistent with the research by Hamilton (2007) and Tibbets (2006) indicating that higher budgets are considered for boarding schools. In explaining this finding, it can be concluded that according to the costs, which are spent at boarding schools compared to the day ones, they spend higher budgets on other educational sections. Despite the fact that spending this budget is proper for students at boarding schools, the measures should be taken to spend the budgets of these schools properly. Ultimately, the results of this study in the field of seventh question indicate that there is a significant difference between the structures and organization of boarding and day schools; in other words, the structures and organization of boarding schools are more complex than the day ones (p<0.05, t=8.94). The results of this study are consistent with research by Hamilton (2007) indicating that the boarding schools have higher complexity and organization than the day ones. In explaining this finding, it can be concluded that the organization of these schools are broader due to the extent structure of these schools since these schools utilize larger numbers of personnel such as the night shift supervisor, cook, guard, driver and so on.

REFERENCES