

# Experiences of Day Scholars in Boarding Schools in Zimbabwe: Implications for Educational Management

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## Abstract

The purpose of this study was to explore experiences of day scholars in boarding schools and the nature of their relationships with their peers and their teachers. This was motivated by the fact that literature on school management has not covered much on experiences of day scholars in boarding schools in Zimbabwe. A qualitative grounded theoretical research design was adopted to study experiences of day scholars in two boarding schools. A survey of a purposive sample of two boarding schools, five parents, ten teachers and thirty-day scholars provided leads for participant observations, interviews and documentary analysis. The study found that, parents are for day scholar inclusion in boarding schools. Teachers and day scholars are not for it. Day scholars in boarding schools experienced social rejection, social discrimination and segregative treatments in sports. Day scholars experience a lack of teacher support and stiff academic competition from boarders, which negatively affect their aspirations, motivation and their learning. The study recommends that day scholar inclusion in boarding schools be done after teacher staff-development. Children of the same academic potentials should be placed in one class. Provisions for day scholars' lunch should be seriously considered. Further research can be done to verify findings from this study using other schools.

**Keywords:** Day scholar, Boarding schools, Educational management

## 1. Introduction

Although the inclusion of day scholars in boarding schools in Zimbabwe is considered as part of the implementation of the 1987 Education For All policy, research has not evaluated its influences on the included children. This study is ecological in the sense that, it explores relationships between day scholars and their boarding peers, teachers and the boarding school environment, in the context of inclusive education in Zimbabwe.

The concept of inclusive education can be traced from Stainback and Stainback (1980), Jomtien World Conference declaration (UNESCO, 1990) and the Salamanca statement (UNESCO, 1994). In Zimbabwe, inclusive education is catered for by the provisions of the revised Education Act of 1996 and the 1987 education for all policy, which aimed to reduce all forms of segregation in education. In this study enrolling day scholars in boarding schools is part of inclusive education.

Zimbabwe's academics have taken initiatives to explain the concept of inclusive education and its implications from different angles. Peresuh (2000:17), regarded the concept of inclusive education as conveying a right for every child to be in the school's mainstream and a joint undertaking by parents and teachers to end educational discrimination. In this case, parents, teachers, administrators and peers are considered partners for the success of inclusive education.

Peresuh's view (2000), considers specialized education as a form of educational discrimination. The view is supported by Clarizio et al (1987:279) who explained that, "by placing a person in a separate category or system of education, it becomes possible to treat that person in ways which could not be tolerated by others or that particular individual." In this case placing some children in a boarding school where they receive different treatment from the rest of Zimbabwe children can be regarded as inclusive education.

The segregation starts by labeling. Use of such names as the deaf, blind, slow learner, deviant, boarder or day scholar, which segregates and categorises children into small groups are indicators of segregation in the classroom. The authors accept that, children are and have differences, but object to the differences being used as justification to label, segregate or maintain a dual system of education contrary to the concept of inclusive education.

Murinda (2004) proposed a social perspective of inclusive education as focusing on those groups which had been excluded from opportunities such as, children living in poverty, children in remote areas, children with disabilities and children with other special educational needs. Zindi (2004) expanded the list by including the needs of all marginalized, socially disadvantaged and oppressed pupils. All these are supposed to be enrolled in the schools' main stream and teachers provided appropriate teacher training.

These academics' views converge to the fact that, bringing day scholars into the boarding school mainstream is a dimension of inclusive education. Dorsey (1996:9) encourages the influx of day scholars in boarding schools from an equity angle. He views it as a move to reduce, "inequalities of access to good schools for children in rural areas and those from low income families." Chung (1989:29) took an economic position when she justifies

the inclusion of day scholars in boarding schools and introduction of upper-tops as, “a low cost alternative” for providing access to good neighbourhood schools by poor neighborhood children.

An analysis of UNESCO policy of inclusive education done by Kisanji (2002) in Zindi (2004:14) suggested six dimensions of changes required at school level for inclusive education to be successfully implemented. The changes include a move away from:

1. A parallel to a uniform system of education.
2. A disability to a special needs perception.
3. A special needs to education for all view
4. A schools for some to affective schools for all
5. A competitive to a collaborative school learning mode
6. An education at school to education in and in partnership with the community.

These dimensions can provide useful indicators for assessing successful day scholar-boarding form of inclusive education in Zimbabwe. In fact one can add that changes can include a school for boarders to a school for all children.

Since the suggested changes occur at the implementation stage in the school, the teacher variable becomes the crucial determinant of the success or failure of inclusive education. So far, studies carried out in Zimbabwe show that, teachers are not in support of inclusive education. Mushoriwa (2001:304) found the majority of teachers rejecting inclusion of blind children in the normal stream. Teachers cited two major factors. First, is that children with disabilities would be frustrated because of social and academic rejection. Second, teachers were not able to provide the disabled children with relevant, appropriate skills and knowledge because of high teacher-pupil ratios. Peresuh (2001:24) who focused on the mentally retarded children, also found mainstream teachers being, “Another obstacle to educating disabled children under inclusive settings.” Teachers argued that, they lacked resources and understanding of services required by the included students. Literature has not yet explored experiences of day scholars in boarding schools.

This study considers the teacher as the most important asset in the school, more so when change is being implemented. He / she interprets the change and activates all other assets to facilitate or retard the change implementation. Teachers’ perceptions, attitudes and experiences are communicated to pupils in a number of ways, overtly and by subtle means. For example, segregative attitudes are conveyed by face to face interaction such as hostile staring, silence, joking mockeries and labeling. From these considerations, it can be inferred that, teachers’ negative attitudes to inclusive education can be communicated and can affect the pupils that they interaction with in the school.

Goodacre (1971) observed that, pupils’ self -concept in relation to their academic ability are to a large extent, acquired in the school during their interaction with their teachers. The teacher’s pivotal role is emphasized by Malmberg et al (2000:128) who concluded that, “the way teachers structure their teaching, provide feedback to pupils and award grades, are related to students’ belief that they have effort, can put effort or are lucky.” These pupils’ deductions influence their study techniques, aspirations, motivation and academic performance. Names such as day scholars may influence day scholars’ aspirations.

Ngara (2002a) found teachers regarding a child’s intellectual or academic domain as the child’s giftedness. Such a view influenced teachers’ teaching methods. In cases where pupils were screened according to academic abilities, Urombo (1999) found a positive relationship between special class placement and slow learners’ performance in mathematics. Chisaka (2001:33) deduced that, there were no superior instructional strategies for learners in high ability classes, which justifies inclusive education in Zimbabwe. It can be inferred that if teachers regarded day scholars as low academic achievers, it would affect their teaching methods.

One cannot ignore the negative effects of teachers’ attitudes towards labeling children. These include preferential treatment, which was observed by Chisaka and Vikalisa (2003). They noted that, teachers absented themselves from lessons, allocated inadequate notes and inadequate books to low ability groups. Teachers preferred and were more prepared to teach high ability groups. Such pupil discrimination disturbs the researcher who considers it as denying the child his/her right to quality educational resources contrary to the concept of inclusive education.

Casing up this secondary data brings out five major issues. First, that Zimbabwe is implementing inclusive education in various forms. Second, that Day scholar inclusion in boarding schools is a dimension of inclusive education not yet recognized and researched. Third, is that teachers’ attitudes, perceptions and expectations on a group of students has a strong bearing on those pupils’ aspirations, motivation and academic achievement. Forth, that teachers in the mainstream are not in support of including the blind, physically handicapped, mentally retarded and hearing impaired. Last, the majority of blind children whose views were captured by Mushoriwa (2001) in a survey, were against inclusive education. They experienced social and academic rejection.

These findings are silent about day scholars included in the boarding mainstream and are dumb on teachers’ and pupils’ views on such a form of inclusive education. This silence left a gap for the current study, which is interested in the relationship between day scholars and their boarding peers, teachers and the boarding school

environment in the context of inclusive education in Zimbabwe.

### **1.2. Research problem**

The study is disturbed by the observation that to date (2014) almost all boarding schools in Zimbabwe have a day scholar component and yet very little research has been done to assess the compatibility of this form of inclusive education. The problem is compounded by the fact that, no training was done to prepare teachers for the change as advised by Zindi (2004). Second is the seemingly polarized realization that, teachers in the mainstream are not for inclusive education and blind children are not for it either.

This study is motivated by the assumption that, unless teachers and pupils view inclusive education positively, day scholars may be experiencing social and academic rejection in boarding schools to the extent of developing a culture of silence. Given this disturbing scenario, the researcher set out to explore experiences of day scholars in boarding schools.

Specifically, the study seeks to:

1. establish the experiences of day scholars in boarding schools.
2. suggest management strategies to facilitate the learning of day scholars in boarding schools.

### **1.3. Significance of the Study**

The study derives its major importance from the observation that, it is most probably the first to identify day scholars in boarding schools as a dimension of inclusive education. Not much research has been done to determine the experiences of day scholars in boarding schools and suggest management strategies to facilitate their learning process. The study is a rich source of insights for policies on managing day scholars in boarding schools and further research. This study contributes significant literature and insights to the learning of day scholars in boarding schools. The study's findings can be very helpful in improving managing the learning of day scholars in boarding schools.

## **2. Methodology**

### **2.1. Research Design**

The purpose of the study, (seeking insights into day scholars experience in boarding schools) renders the study exploratory, with no theory available to explain the behavior of participants in their natural settings, suggests a qualitative approach. A qualitative design was considered appropriate because of the study's subject (teaching and learning experiences) which take place in a real world of education (school environment) with a specific culture. The researcher got attracted to grounded theory research by the promise of discovery and yielding of novel surprising results as pointed out by (Spradley, 1980). Grounded theory was justified for this study by the fact that, the researcher gets new theoretical perspectives by studying what people actually say and do in relation to particular experiences (Fox, Martin and Green, 2007). According to Nyawaranda (2003:6), "A qualitative study does not require a formal research design, except a detailed research method because it is naturalistic, practical and full of the unexpected."

This idea of a fluid design was echoed and supported by Bogdan and Biklen (1982) who added that, the design is flexible and data collection methods contingent with the setting. Lincoln and Guba (1985) recommended the use of an emergent research design in which data collection and analysis are simultaneous and continuous activities. The current study leaned heavily on the interpretive ethnographic approach based on, "naturalistic modes of inquiry such as participant observation within a predominantly inductive framework." (Gill and Johnson, 2002:123). The major strength of this design being that, it allows the fieldworker to use the socially acquired and shared knowledge available to participants to account for the observed patterns of human activity.

### **2.2. Instruments**

In this qualitative research, I the researcher was a key instrument of data collection as advised by (Lincoln and Guba 1985, Borman 1986, Miles and Huberman 1994, Chisaka 2001 and Nyawaranda 2003). I structured and administered a five open-ended item questionnaire seeking teachers and day scholars' views on experiences of day scholars included in boarding schools. The questionnaire enabled data from this literate population to be collected simultaneously. Responses to this instrument provided leads and insights for observations and interviews.

I relied on participant observation, unstructured interviews and documentary analysis in the collection of data for this study. I was involved in capturing events, establishing social relationships, deducing and interpreting personal feelings, meanings, patterns and emerging themes. Under these circumstances, personal subjectivity is acceptable as valuable data for interpreting events.

### **2.3. Validity and Reliability**

Validity and reliability of this study is enhanced at four levels. First, was by providing detailed descriptions of methods to promote plausibility. Second is the use of source, method and sample triangulation. Third is by involving two assistant researchers. Last but most important for qualitative research is the involvement of participants at three levels. At the beginning, during data capturing and at the end when respondents verify notes and report for co-ownership of captured content, attached interpretation and meaning that participants intended

to convey.

#### **2.4. Population sampling**

In this qualitative study, purposive sampling of two boarding schools, thirty day scholars, five day scholar parents, ten boarders and ten teachers was done, basing their inclusion on the perceived richness of the informant's experiences in the required variable (experience of the day scholar in boarding schools).

We considered this sample adequate by qualitative standards, in which adequacy is at saturation point (Strauss and Corbin, 1988:212). The saturation is determined by three indicators:

- (1) when no new or relevant data (experiences) seem to emerge from the group
- (2) The group is well developed in terms of its properties and dimensions demonstrating variation and
- (3) The relationships among categories are well established and validated.

Black Dove (pseudonym to protect institutional interests as required by Verma and Mallick, (1999) and Chisaka (2001)) was a boys' boarding school, which had 743 boys and 51 girls as day scholars during the study. Purple dove (pseudonym) is a sister mission school of Black Dove mission. It was a girls' boarding school which had 516 girls and 34 boys as day scholars. The two schools were chosen as rich sources for a gender balanced day scholar school environment for day scholars and improve the study's ecological validity. The schools belong to the same responsible authority which enabled the researchers to consider administrative variables constant.

Five teachers were chosen from each of the two schools, one of them volunteered to be a research assistant. This was done to facilitate entry and access to students and any institutional barriers. The ten teachers from the two schools were volunteers. Among the thirty, day scholar participants, four (13%) were prefects specifically chosen to represent day scholar leadership perception.

#### **2.5. Participant Observation**

In this study, much of the data was collected by participant observation. I the researcher joined Black Dove, as a guidance and counseling teacher from 01/05/ 13 to 31/07/13 (term two) and Purple Dove from 01/09/13 to 30/11/13 (term three). Two terms were considered a long enough contact period to satisfy Miles and Huberman's (1994:6) requirement stipulating that, "Quantitative research is conducted through an intense and / or prolonged contact with a 'field' or life situation." This allowed events to unfold naturally in the two schools.

Observations helped researchers to read participants' minds by observing their activities, listening to them talk about themselves, their activities and lives. One can determine whether people did what they said, rendering observation a more reliable form of gathering cultural data and experiences.

Facilitating guidance and counseling enabled me to discuss among other issues experiences of day scholars in groups and with individual pupils. Teachers allowed us to observe their lessons, in which we recorded instructional strategies, teacher behavior and utterances we considered to have segregative connotations for border and / or day scholars. We noted pupils' responses and behavior in class, at assembly, during lunch hours and during sports.

Out of the classroom and in the staffroom, we noted routine behaviors by staff members, administrators, other students and inductively deduced implied meanings for day scholars. I spent several lunch hours with day scholars chatting and noting what they did, eat and talked about. I also verified information from the sociograms during break, lunch and sports time. I was fortunate enough to participate in one consultation day at Black Dove High School and held informal interviews with parents of both day scholars and boarders.

#### **2.6. Interviews**

In qualitative research, informal interviews are a rich source of information about people's feelings, experiences, perceptions, and emotions. I considered the following major benefits from interviews: they help to access information that cannot be accessed by observation (Nyawaranda, 1989). Interviews can enable researchers to probe into a respondent's background information, which is used to explain the present. Of major importance is the interview's ability to act as a window into a respondent's mind reflected by non-verbal explanations of particular behaviors.

The following questions were used to initiate interviews with students:

1. What are your experiences as a day scholar in this boarding school?
2. How does being a day scholar promote your learning?
3. How does your being a day scholar affect your learning?
4. If you had a chance to choose, would you prefer to be a day scholar in a boarding school or a day scholar in a day school?
5. Why do you make that choice?

During interviews, much of the talking was left to the respondent. The researchers were permitted to use an audio-tape recorder, which was played back to the respondent for verification. We were also allowed to jot down notes to aid our memories.

#### **2.7. Documentary Analysis**

Documentary analysis is critical in qualitative research. It provides data revealing what people writing them thought about others and the world around them. In this study, I analysed school syllabuses, teachers' schemes



and records of work to ascertain any provisions for special instruction. Schemes revealed what teachers focus on in class, their expectations and perceptions of day scholars revealed by their evaluation comments. An analysis of students' sociograms provided insights on the social influence of day scholars in boarding schools. It identified leads to informative aspects for observation and interviews.

### **2.8.Data Analysis and Interpretation**

In qualitative research, data collection, analysis and interpretation are simultaneous and continuous processes (Lincoln and Guba, 1985). In this study, a successive approximation method was adopted. We favored a critical methodology and mode of analysis, which oscillates between empirical evidence on one hand and social analysis and structure on the other. We carefully analysed instances where theory and conceptual context were in tension as well as where they appeared to complement each other. Successive approximation was used to analyse data at three levels, during data collection when data was coded into chunks, then in office where data was coded around thematic axial of experiences and management strategies. Finally selective coding was used together with key informants to interpret, infer and deduce participants' meanings.

I started with research questions, then collected data on inclusive education from literature, which I cased to form assumptions about day scholars included in boarding schools. I collected adequate inferential information and coded it into categories or chunks as advised by Miles and Huberman (1994:560). Chunks were based on recognized patterns from which thematic axial such as day scholar management which emerged. Axial coding stimulated identification of linkages between converging events, conditions and the learning process of the day scholars in a boarding school.

Data analysis was folded by selective coding in which we (researcher, assistant researchers and key informants) looked for multiple instances of empirical evidence. Cases, events and episodes that illustrated themes were selected, highlighted, compared and contrasted to deduce meanings as required by Neuman (1997:424) for qualitative research.

## **3. Findings and Discussion**

### **3.1.Context of Day Scholar Inclusion**

Mission schools in Zimbabwe's rural areas are prestigious educational institutions. History has it that, for a pupil to be enrolled for form one at Black Dove or Purple Dove. He/ She had to, "struggle to enter by narrow door" as advised by Mathew 7, verses 13 and 14. Either the child's grade seven results were very good or the child's parents were well known members of that church. The screening mechanisms ensured high academic results, a name for the school and a strong assimilated religious culture. It was not surprising then to find that, (78%) of the student enrolment population at Purple Dove in 2013 came outside that school's district. These schools seemed not affected by the zoning and catchments confinements of the Zimbabwe education ACT NO. 8 of 1997. The act stipulates that, a child should be enrolled at the nearest school.

Pressure from politicians, affirmative action groups and girl child network activists compelled authorities at Black Dove and Purple Dove mission to enroll day scholars from the locality. Minutes of the first staff meeting of term, dated 08/01/2004 recorded the head of Black Dove saying, "Ladies and Gentleman, we had to comply and be seen to implement government policies. We have enrolled thirty five day scholars in various forms in the school." In that meeting, sentiments of day scholars being in their own class and day scholars lowering the school's pass rate were muted and recorded but did not materialize as the school had to be seen to serve the community in which it belonged.

From this document, we deduced that, the school was reluctant to enroll day scholars. Teacher preparation for the inclusion was in the form of a directive instead of marketing the idea during staff- development. A combination of rationale incremental model of responding to change was desired.

Day scholars welcomed their inclusion and were happy to be in the prestigious school. They did not write entrance examinations. This leeway allowed (54%) of the day scholars with 27 to 36 units at grade seven to be enrolled for form one at Black Dove in 2013. The boarder cut off point was 16 units. This finding could be the basis for teachers' fears of day scholars lowering the school's pass rate.

Since day scholars and boarders were in the same class, it is safe to accept that, day scholars accessed 'good' teachers and resources. Day scholar prefects at the two schools enjoyed the trip to Nyanga during a prefects' workshop. Ruth a form four, day scholar prefect bragged about the trip in comparative terms when she said, "I could not have gone to Nyanga if I was at any upper top. They (upper tops) don't have the Star-Liner bus that we use and they can't even hire any chicken bus." Ruth mentioned the "Star-Liner" as if to enhance the quality of bus and superior school in comparison to upper-tops.

### **3.2.Parents' Perceptions**

Parents interviewed on consultation Day at Black Dove, expressed positive sentiments and support for Day scholar inclusion in boarding schools. Parents' views are a new finding contributed by this study. Mrs. Shiri considered day scholar inclusion in boarding schools as a deserved benefit that was long overdue. She justified it saying, "Our fathers built this school. They molded bricks for these buildings. We are happy that our children are

using the school at a lower fee not equal to that of boarders.”

We wondered whether day scholar inclusion in boarding schools was one of the educational policies influenced by the social demand, equity provisions or both. Mrs Shiri considered it a financially affordable plan for them as proposed by Chung (1989). When asked to comment about day scholars’ academic performance, Mrs Shiri said, “Children from this locality are not bright enough. We (parents) never went for extra or holiday lessons but passed. These children will pass in this school where children are passing well. There are good experienced teachers here”

While the question of extra and holiday lessons deserve another study, we inferred that parents perceive academic performance as a school dependent variable. Parents have high expectations for their children in good schools even though they acknowledged their children’s low academic potential.

### 3.3. Teachers’ Perceptions

The survey showed that, the majority of teachers (67%) are not in support of day scholar inclusion in boarding schools. This is another new finding complementing Peresuh (2001) who focused on mentally retarded children and Mushoriwa (2001) concerned with the inclusion of the blind in the school’s mainstream.

Teachers identified the reflection of the society’s economic structures as embedded source of segregation between day scholars and their boarding peers. Mr. Chimwedzi a senior master at Black Dove analysed the economic structures saying:

*The majority of parents for boarders are from the middle-class, upper-class and those in the diasporas. Day scholar parents are the village people of Low economic level, you see.....[He chuckled]. Naturally, Children from the poor feel inferior; you see.....Their parents are not involved much in determining school policy, you see....Day scholars pay very little and they feel relegated to the subsidized poor folk, you see....Some of the day scholar parents exchange nuts and maize cobs for pieces of soup from boarders. It degrades the child, you see.....*

We inferred that, the pause after ‘you see.’ was intended to allow us to accept the preceding assumed factual sentiments. The chuckle seemed to express a mocking fact of life not worth comparing. Mr Chimwedzi continued with his explanations.

*We stopped day scholars from frequenting hostels when one of them was implicated in stealing shoes of boarders in the hostels, you see...That affects students’ relationships, you see....*

We deduced that teachers perceived two distinctive economic classes of children, insiders (rich boarders) and outsiders (poor day scholars labeled as thieves whose parents are involved in illegal batter trade with boarders).

Ms Gomba the senior mistress at Purple Dove called the intrusion of day scholars in boarding schools, affirmative action associated with this problem:

*The majority of day scholars are low academic achievers. They don’t write Entrance examinations and just walk in like that..... Everybody knows it. They face stiff unbearable academic competition from boarders. You hear boarders saying, ‘I can’t get a mark lower than that of a day scholar.’ That de-motivates day scholars and they are always bunched at the bottom of the class.*

Her sentiments show that, boarding schools attach a lot of importance to their entrance examinations. The school uses norm-referenced tests in which the academic performance of day scholars was compared by that of boarders. We gathered that, some grade seven pupils who pass entrance examinations are offered form one places before they write the grade seven examinations. This practice could be an expression of no confidence by secondary school heads in Zimbabwe’s examinations system. We also noted that, the day scholar preferential treatment (exemption from the entrance test) is actually a form of segregation and conflict contrary to the concept of inclusive education. The words ‘like that’ show that, entry into form one without an entrance examination was an anomaly that teachers did not approve but had no control over. ‘Stiff unbearable’ academic competition” conveys the conclusive view that day scholars’ academic performance cannot match that of boarders, which shows that, teachers have low expectations of day scholars. The researchers witnessed a day scholar among the top ten in a mathematics class test, which contradicts teachers claim.

### 3.4. Day scholar pupils’ perceptions and experiences

Ruva is one of the form three day scholars. He was bitter about the segregation and degrading of day scholars that he experienced at Black Dove. He said, “*It is just unfair Sir. We are equal children treated differently at this school. Think of it, no day scholar can be a vice captain. The highest ranks day scholars can think of is being a prefect.*” He stopped to compose himself from the engulfing emotions. We noted that his lips were trembling with anger and his fists clinching. We waited for Ruva to proceed and empty his emotional experiences on us:

*Did you notice the day my name was called out among the top ten? [We nodded]. The school jeered at me. It felt more of a mocking spectacle than praise. [there was dead silence]. Another issue is that, boarder prefects punish day scholars for being late and other offenses but no day scholar prefect punishes boarder offenders. It makes us day scholars feel like inferior offenders to be monitored by boarders. Every Friday, from 2.00 to 4.00 pm, day scholars clean classrooms while boarders are sleeping in their hostels. Yet we use these classrooms together. Is that fair?*

The treatment that Ruva complained about was supported by an assistant researcher who witnessed a boarder prefect administered corporal punishment to late day scholars. Administrators argued that, day scholars cleaned classrooms while boarders were cleaning their hostels but did not explain why there was hostel cleaning by boarders again on Saturday from 8.00 to 10.00 am.

Isaac a day scholar in form four, talked about discriminative practices in sports. He observed that, letting students organize their social activities excluded day scholars. He drew this from his experiences:

*Boarder students chosen as team captains by boarders, scheduled training sessions at odd times for day scholars. For example, I wanted to join the Handball team but cannot be here to train from 4.00 am to 5.30 am. When I joined the school football team, my boarder team mates never passed the ball to me. I ended up frustrated and withdrawing.*

Sentiments echoed by Isaac and Ruva were also common in the survey. Sociogram analysis results also confirmed that, day scholars socialized on their own. The researcher observed a form one day scholar girl failing to form a relay team because boarder pupils were not ready to team up with her. We concurred that, the day scholar girl had leadership abilities which did not pay dividends to her and the school because of social rejection. Social groupings observed were defined on day scholar, boarder lines confirming findings from the sociometries. After several interviews and observations, we had questions for day scholar prefects. We were interested in their perceptions from both a student and leadership perspective. We organized and recorded the following group interview session with day scholar prefects:

**Q:** *Do you notice any difference between boarders and day scholars in this school?*

**A:** *Yes, actually when I joined the school as a day scholar from an upper –top at form two level, form one boarders seemed cleverer than us day scholars [the group burst in a fit of laughter]. They knew almost every corner of the school, teacher and hostel. I discovered that, it was a result of the one week orientation that they did which we did not have [there were murmurs of agreement in the room]. Boarders are smarter than us, their uniforms, they have their khaki covers, cello tape and stencils ready on the first day. We day scholars borrow from them. I think our parents need to be educated somehow.*

The sentiments seem to be an objective assessment in which day scholars accept a second class position. It tallies with Mr Chimwedzi's account of the effect of the economic background of the child.

**Q:** *What do you say about the learning of day scholars in a boarding school?*

**A:** *Its an uphill task. Teachers regard us as political sign posts, of achievement. [burst of laughter]. Teachers favor boarders. They do not care about us. For example, if you are sharing a book with a boarder student, they want the book to be kept by the boarder. If the book gets lost we will all pay. At times teachers teach during the evenings from 6.00 to 8.00 pm and are not prepared to assist day scholars. They say we should copy notes from boarders [there was a unanimous yes! yes! that's true]*

There was an interjection from another student who said, "Imagine how disturbing it is when you are hungry and boarders come at 2.00 pm. Smelling meat" [there was a row of laughter].

Researchers observed that at these two schools, computer lessons were conducted on Monday and Wednesday from 6.30 to 8.30 pm and Saturday at 10.00 am. That arrangement automatically excluded day scholars. School administrators said, computers were an extra practical subject which could not fit on the time-table and required more money which day scholars could not afford. This explanation could not cover the fact that day scholars are academically being disadvantaged in the process.

**Q:** *What is the nature of relationships between boarders and day scholars in this school?*

**A:** *It is bad Sir! We are seen as intruders, undesirable elements, thieves, beer and drug traffickers [there was a row of laughter]. Boarders do not want to mix with us. They expect us to know nothing. For example when Ruva was among the top ten in the class, the deputy emphasized that he was a day scholar, as if surprised. Boarders mocked him, there on the stage. The next thing, his mathematics exercise book was found torn.*

While the deputy head's emphasis was to acknowledge Ruva's effort, it conveyed a different message and created enemies for Ruva. Ruva's mathematics teacher confirmed the case of the torn exercise book. Researchers witnessed the top-ten announcements and that students booed Ruva making him feel uncomfortable.

#### **4. Conclusion**

What emerged from this study of day scholar inclusion in boarding schools at Black Dove and Purple Dove high schools is that, there is preferential treatment of boarders which demotivates and negatively affects the learning of the included day scholars.

Parents perceived day scholar inclusion in boarding schools as an appropriate low cost mode of providing quality education. The majority of teachers (67%) consider it an imposed change that they do not desire. The majority of day scholars (74%) do not support day scholar inclusion in a boarding school. They prefer day scholars in a day school, which is segregation against inclusive education. An assessment of inclusive education using the six change indicators by Kasanji (2002) in Zindi (2004:14) showed that day scholar inclusion in boarding schools was not a successful form of inclusive education in Zimbabwe.

The study inferred that, day scholars in boarding schools suffered psychological and social rejection. They experienced degrading punishments, stigmatization as thieves. They experienced segregatory treatments in class and sports which resulted in the development of inferiority complexes. Stiff academic competitions and perceived lack of teacher support affected their aspirations, motivations and negatively influenced their learning.

### 5.Recommendations

On the basis of there being more disadvantages than advantages found in this study, we felt sorry that this form of inclusion was implemented before research and ask for it to be reduced. For it to benefit day scholars included in boarding schools:

1. Teachers should be inducted to the concept and philosophy of inclusive education as advised by Zindi (2004).
2. Pupils should be included according to their levels of academic performance as shown by their grade seven results.
3. Teachers' assessments should be based more on criterion rather than norm referenced reporting in which day scholars are compared to boarders.
4. All children should write the entrance test if it is necessary
5. Parents of day scholar pupils need to be inducted as well so that they provide for their children school requirements such as covers and cello tape so that their children are not seen begging for these little essentials.
6. An almost equal number of day scholars can be enrolled so that day scholars are not in the minority .in each class
7. Provisions of 10.00 clock tea and lunch for day scholars can be seriously considered by parents and school authorities.
8. School authorities supervise sports, punishments and the general cleaning so that they do not turn out to be segregatory and discriminative.
9. Further research be done to verify this study's findings in other in other boarding schools.

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