TIME USE IN MALAWI PRIMARY SCHOOLS: AN INVESTIGATION ON EXTENDED SCHOOL DAY TIME MANAGEMENT IN MACHINGA DISTRICT

MASTER OF EDUCATION (POLICY, PLANNING AND LEADERSHIP)

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THESIS

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DECLARATION

I the undersigned hereby declare that this thesis is my own original work which has not been submitted to any other institution for similar purposes. Where other people's work has been used, acknowledgements have been made.

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31st August 2021

CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

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DEDICATION

To my parents: mum late Edna Zacharia Marko and dad, Jonas Marko Musiyapo

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ABSTRACT

This research was carried out to establish how extended learning time is being managed in primary schools in Malawi. It was noted centrally, that performance of primary school learners was poor and this was attributed to inadequate school time. As such, extended learning time (ELT) policy was considered as a solution. However, during working days, one would still see many leaners going to school when it is past the official school day starting time. This raised the interest to study how schools implement the ELT policy. The research employed mixed method for generating and analysing data. Data was generated from senior primary school learners, their teachers, head teachers as well as the Primary Education Advisors (PEAs) of the selected zones, through lesson observation and interviews. The conceptual framework used, was adapted from strategies for effective ELT which advocates it's use by both teachers and learners. Pickle Jar and Goal setting theories were applied. The study has shown that some teachers use ELT for professional development activities and some learners benefit through some activities, however, the activities are not in the school time table. Additionally, despite use of centrally drawn timetable as a tool to guide implementation of the policy, schools rarely adhere to the subject and time allocation resulting to loss of even the initial allocated time. The findings imply that the link necessary for effective implementation of ELT as a policy add time for activities that improve teacher practice and increase learner engagement is missing. Finally the mechanisms for monitoring adherence to set guideline, the common timetable, is not adequately instituted. As such further studies should focus on management of time wasters in Primary Schools.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

ASLI	African Students Learning Index
ELT	Extended Learning Time
ESIP	Education Sector Implementation Plan
IPTE	Initial Primary Teacher Education
NAEP	National Assessment of Education Progress
NAESP	National Association of Elementary School Principals
NCES	National Centre for Education Statistics
NCTL	National Centre on Time and Learning
NRP	National Reading Program
ODL	Open and Distant Learning
PIRLS	Progress in International Reading and Literacy Studies
PISA	Program for International Students Assessment
PSLCE	Primary School Leaving Certificate
SACMEQ	Southern African Consortium for Monitoring Education Quality
MASTEP	Malawi Support to Education Program
MITTEP	Malawi Integrated In-service Teacher Education Program
MSCE	Malawi Schools Certificate of Education

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Chapter Overview

This chapter provides the background of extended schools time policy in Malawi, the problem statement, the purpose of the study and the research questions. Next, is the significance of the study and its assumptions. Chapter ends with a summary.

1.2 Background Information

Globally, Primary School learners' performance has been rated poor for more than a decade**.** For instance, over the past 20yrs, in the US there has been a drastic reduction in reading scores (PISA, 2012; NAEP, 2013, 2015). The average reading performance had been below proficiency in 2013 as reflected by 62% of high school students, 64% of eight graders and 65% of fourth graders being below proficiency in reading. In Sub Saharan Africa, Research conducted in Kenya, Malawi, Uganda and Ghana reported of the implementation of Universal Primary Education (UPE) policy as having been constrained in maintaining high level of performance at primary school level (Nishimura et al.,2014). Earlier, Mwabu and Ackman (2013) commended improvement of access to primary education in Sub-Saharan Africa since the introduction of free primary school but lamented on learner achievement remaining alarmingly low. They reported of regional assessment having shown that only 28% of 6th graders in Tanzania could read, 19% in Kenya and less than 10% in Uganda.

In South Africa findings from research conducted by Progress in International Reading and Literacy Studies (PIRLS) indicated that there was no significant difference for learners in writing English from 2006 to 2016. The study revealed that 78% of grade 4 learners could sound words but could not demonstrate an understanding of the meaning. For Malawi in particular, studies on quality of education in Sub-Saharan Africa, have shown low levels of learner achievement not only in literacy but numeracy too. Research conducted in the year 2000, revealed that only 19.4% of standard 6 learners reached minimum level of mastery in reading (SACMEQ I, 2000). More so, Malawi was ranked number 14 out of 15 countries in reading English and 13 out of 15 in mathematics (SACMEQ II, 2005). Five years later, learner achievement dropped to 8.6%. Performance of learners in Malawi still continued to drop such that in 2011, she became number 15 out of 15 in reading English and 14 out of 15 in numeracy (ESIP 2013/14-17/18, SACMEQ III, 2011). This shows that Malawi has been consistently performing poorly in attainment of cognitive skills at primary school level. Furthermore, since 2006/07 academic year to 2016, basic education performance is reported to have suffered declining trends as reflected by Primary School Leaving Certificate Examinations (PSLCE) results (ESIP 2013/14- 2017/18). The evidence being the decrease of pass rate between 2006/07 and 2011/12 from 74.4% to 68.9% with a growing gap in performance in favour of boys. The report claims that poor attainment of cognitive skills resulted into poor learner performance at Primary School Leaving Certificate Examinations (PLCE).

Consequently, as an effort to improve learner performance at the end of primary school level, Ministry of Education Science and Technology (MOEST) increased periods for literacy classes. The Ministry also implemented Extended Learning Time policy with a

centrally made school time table for all primary schools to follow. However, Bell and Stevenson (2006) reports of situations where policy implementation is challenged by stakeholders at school level resulting into reduced impact. This study therefore seeks to explore the implementation of extended learning time policy by establishing how the school time is being managed. It is worth noting that apart from the claim that poor literacy background leads to failure of a learner to comprehend every subject taught in school, there are 3 schools of thought that expound this Researchers attributed poor learner performance to: low literacy levels, inadequate time allocation to school and poor time management (Kaplan and Chan, 2012; Checkoway et al.,2013), 2013; Grissom et al.,, (2013) and Farbman, 2015a). In order to address the challenge of inadequate time allocation, education policy makers have responded by extending school time. As a popular reform, extended school time is known as extending learning time (ELT) and it takes the form of extended school year (EY) and or extended school day (ED) or a combination of the two. In Malawi, MOEST implemented ELT which included implementation of National Reading Program Strategy (NRP) for junior section (standard 1-4) coupled with Extended Learning Time in form of extended school day (ED) from 2016/17 academic year for both junior and senior sections (MOEST, NRP presentations 2016).

The senior section in Malawi Primary schools has standards 5 to 8. The ED in this section is such that there are two (2) additional periods of thirty-five (35) minutes in a day. However, 35 minutes is distributed to break times and the other 35 minutes is allocated to a lesson. As such in each day, there is one additional lesson period, making a total of five (5) additional periods a week. This translates into a total of one hundred and seventy-five (175) additional minutes a week. As such, for a term of thirteen (13)

learning weeks there is an addition of two thousand two hundred and seventy-five (2275) minutes to the conventional school time. The school day extension has been guided in favor of languages thereby indicating efforts to address the problem of proficiency in language, language being seen as a carrier of instruction. This shows efforts in addressing low literacy levels and inadequate time allocation. However, the aspect of time management seems to be silent in the policy guidelines except that there is a common time table prepared by MOEST for all schools to use. As such, the added time has to be managed properly in order to translate to increased learning time of 2275 minutes.

As indicated previously, time management can also be a factor which can contribute to poor academic performance in schools. Cuban (2007) and Kaplan and Chan (2012) argue that extending school time alone cannot result into improved performance but how that time is being used. The stress is on quality of time and suggests proper use of allocated time without extension at all. In agreement, Rocha (2007), Econothwest (2008), Romash (2010) and Balsz (2014) report that, successful extended time, allowed use of the time by different school stakeholders for improved performance to be realised. The stakeholders included learners, teachers, school managers and the community. Therefore, unless extended learning time is properly used and different stakeholders make use of the extension, poor performance will continue being a challenge.

In Malawi primary schools, teachers and learners are expected to be at school by 7:00am so that they clean up, at 7:15am they have assembly and at 7:30 lessons start following the time table provided by MOEST which is a schedule of what lessons to be

taught at a particular time. Senior classes which include standard 5 to 8 have lessons planned from 7:30am to 14:30 hours as a result of ELT. This is a motivation to establish how the allocated time is being managed.

1.3 Statement of the problem

Malawi just like other countries has registered declining trend in performance at Primary School Leaving Certificate Examinations (PLSCE) since 2006 to 2016 (Education Sector Implementation Plan, 2013/14-17/18). It is assumed that the poor performance results from inadequate learning time and poor literacy back ground. Consequently, extending the school day means extending learning time which can translate into improved performance. However, Patall (2010) reports of disagreements of researchers in attributing extended school day to improved learner performance. In agreement, Farbman (2015b) clarifies by indicating that extending school day increases learning time, provides more time for enrichment, teacher collaboration, increases time on task and promotes less hurried pace of a lesson. On the contrary, Cuban (2007) and Econorthwest(2008) argued that ELT increases fatigue and boredom in learners, creates pressure on preparation time, leads to teacher burn out and does not necessarily translate to increased instruction time. Ngowo (2013), substantiate by stating that late coming, absenteeism, poor planning, lack of empowerment in teaching skill and poor time management affect performance of learners in Tanzania. This raised the interest to find out how Extended Learning Time policy is being implemented by focusing on how the school time is being managed with the provision of the time table. Interestingly, as one travels across the country during school time, the movement of learners and staff to and from school seem to be inconsistent with the school timetable despite implementation of ELT policy. This motivates one to establish how schools in Malawi manage time so

as to maximise the use of the available time periods. In essence, it is necessary to establish how the extended learning time is being managed in an effort to address the challenge of poor performance.

This research, therefore, seeks to establish how schools in selected areas of Malawi manage the available school time since studies have shown that time management contribute to learner performance not just increasing time or extending the school day. This has implication on policy implementation.

1.4 Purpose of the Study

The purpose of this study was to establish how primary schools in Malawi manage extended learning time as a policy for improving learner performance.

1.5 Research Questions

The main question guiding this research was: How is extended learning time being managed in senior section of selected Primary schools in Machinga District in Malawi.

The sub-questions were:

1. What activities are done by senior primary school teachers and learners during extended learning time?
2. How does the prescribed common school time table promote time management during implementation of ELT policy?
3. How much of the extended learning time is used for teaching and learning in the senior primary school?

1.6 Significance of the study

This study provides an understanding of how extended learning time is being managed in senior section of selected Primary schools in Machinga District in Malawi. It provides information on whether the school schedule is being adhered to or not, implying that the extended time is either being made use of or not. Literature has shown that research on extended learning is confined greatly to developed countries despite learner poor performance being considered a global concern. In Malawi, Mankhwala (2014), conducted a study which only focused on time on task in Secondary Schools practising double shift with specific focus on social science, hence primary schools have not been targeted. Since research has not focused on how primary schools in Malawi use the school time, let alone extended learning time being a new policy of 2016, this research provides information on how selected schools in Machinga manage school time which has been extended.

This research also provides information on how teachers and learners manage extended learning time. As such it informs policy makers on the status as regards implementation of this policy. More so it informs the system of existence or non-existence of time wasters which has an effect on effective implementation of ELT. Consequently, it would inform policy makers, which areas to focus on, in order to complement the ELT implementation strategy. The results of this research also would add to the pool of literature that can be used to guide further research.

1.7 Assumption for the study

The assumption in mind is that the schools share the universal concern of poor education outcomes and embrace efforts to address the same. In addition, schools are

of the understanding that the goal of ELT is to improve learner performance by adding time to schools and that the use of a common timetable is a strategy for effective implementation of the same. Apart from that, teachers and learners appreciate and value the additional time so that they put it to good use as a way of appreciating that extending learning time may not imply a gain in allocated school time unless there is compliance to the school schedule.

1.8 Chapter summary

This research aims at establishing how the senior section of primary school manage extended learning time policy which is aimed at increasing the amount of time students are learning. The chapter has provided background to the adoption of the policy of extended learning time by MOEST. The chapter has also areas which this research has focused on. The areas include identifying activities done by teachers and learners during extended learning time, how much of the extended time is being used for teaching and learning as well as what lessons are learnt in relation to policy implementation.

1.9 Thesis Presentation

There are four other chapters being presented. Chapter 2 is literature review and theoretical framework and covers forms of extended learning time and strategies applied to manage time and make ELT translate into improved learner performance. It also presents time management as a link between ELT and improved leaner academic performance. Chapter 3 discusses the methodology used to address the research question. It includes the research design and sample population. Chapter 4 presents research findings and discussions and lastly, chapter 5 presents conclusions and implications of the findings.

CHAPTER 2

LITERATURE REVIEW

2.1 Chapter overview

This chapter is a reflection of some of the literature on extended learning time and theories on time management presented in sections. Section 2.1 provides introduction of the policy of extended learning time by focusing on form, approaches to extended learning time and contrary views about extended learning time attributing to improved learner achievement. Section 2.2 focuses on time management while section 2.3 presents time management as a link between extended learning time and improved learner outcomes. The section focuses on strategies that have been used where ELT has been effective in improving learner achievement. Section 2.4 is on implementation of ELT policy. Sections 2.5 and 2.6 are on theoretical frame work and conceptual framework respectively and these guide this research.

2.2 Introduction to extended learning time

Extended Learning Time (ELT) refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps and achievement gaps Globally, ELT is one of the policies gaining momentum because it is being considered as a breakthrough in addressing the global challenge of poor academic performance of learners. Extended learning time is not a 20th century policy, it stems back from 1983, but in America, adoption scaled up in response to the

"No Child Left Behind" act of 2002 (Patall, 2010). As a strategy for implementing the policy, the federal government scaled up their role in holding schools accountable for students' outcomes. The schools risked closure and loss of financial support in case of low student outcomes (Miles & Baroody, 2012). This led to a rise in the number of schools practising ELT in an effort to improve learner performance and save their schools from closure. Massachusetts was the first state to embrace ELT on a large scale such that a total 19 schools from 9 districts had started ELT by 2005 (Schechter, 2011). In the period 2013-2014, in United States of America 1,200 traditional schools and 800 Chartered schools offered extended school day. Interestingly, according to Schechter, Asian countries such as Singapore, South Korea, Japan and China had already extended the school day ahead of America. Apart from America and Asia, Australia also implemented extended learning time intervention but in combination with other approaches for instance, phonics-based reading lessons after school (Melbourne Graduate School of Education, 2016). In Africa, particularly Sub-Saharan Africa, ELT was recommended based on results of research carried out in the region on leaner performance. Between 1996 and 2006, an international assessment of senior class learners in 31 Sub-Saharan Africa countries was conducted. The results showed low performance of learners from low income countries (Bashir et al.,2018). The results showed that the average African Students Learning Index (ASLI) for low income countries was 45% as opposed to 54.1 for middle income countries. This meant that, in low income countries, on average, students learnt less than half of what was expected of them. They only learnt 45% of what they were expected to learn while in middle income countries, students learnt 54.1% of what was expected of them to learn. Malawi was one of the 31 countries under the study and had ASLI of 37.5%. This meant that only 37.5% of the learners learnt what they expected to learn. Following these findings,

one of the recommendations made was to extend learning time. Consequently, ELT policy was considered as a reform aimed at addressing the crisis of low learner outcomes. The implementation of ELT in Malawi in 2016, was a response to recommendations made from the revelations of this assessment of 1996 and 2006.

In essence, the popularisation of ELT policy stems from the revelation by research that it answers to the crisis of low students learning outcomes. As such, there is a goal to reach when implementing ELT and that goal is high learner achievement. Hoxby, Murarka and Kang (2009) report that, total learning time was one of the strongest predictors of student outcomes among the long list of policies they had identified and analysed in their research at Stanford University. Likewise, American Institute of Research reported that one of the major structural differences that contributed to difference in learner performance between 4 charter schools and district schools was the length of the school day (ECONorthwest, 2008). ELT implementation is hypothesised to lead to a number of desired outcomes for students. A recent review of the literature found that although designs were generally weak for making causal inferences, extending school time can be an effective way to support student achievement, particularly for disadvantaged students especially when attention is paid to how time is used Despite the positive perspective, research on extended learning time has given confusing results which tend to be hard to reconcile. For instance, while Massachusetts had great success in extending the school day, other district and state schools haven't found the same to be true. An independent evaluation of DC-area schools for instance, found that, with the exception of higher science scores for fifth graders, there were no statistically significant differences between schools with expanded schedules and those with conventional days. In order to counteract the

argument, those in support of ELT report that when the extension is too small, for instance, adding only 30 minutes in a school day, there cannot be a significant change in learner performance (Staff reporter, 2012). Non responsiveness of the policy is attributed to little extension of less than 90 minutes as well as the form ELT takes. Malawi extension is 30 minutes each day as such it may have an impact or not on learner performance but the priority of this research is to establish the time management component.

2.2.1 Forms of Extended Learning Time

Researchers have looked at the forms and approaches ELT take in an effort to understand differences in outcomes as well as gain a wider picture of what the policy entrails. Those implementing ELT have used different forms. Extended learning time can take three forms. One form, involve adding time to existing school days or offering after-school programs. Another form involved adding days to the school year or having summer sessions thereby extending the traditional school calendar and reducing the long summer break. The third form involved a combination of the two. These forms are described further in the subsections that follows.

2.2.1.1 Extended school day

One form of ELT is extending school hours in a day beyond the country's conventional time of 6 hours 30 minutes (ECONortwest, 2008).

For instance, in America, 2 hours were added from 15:00hrs to 17:00 hours, during which learners were provided with mixed academic enrichment, homework help, character building, art and craft as well as communication skills (Romash, 2010;

National Centre for Education Statistics,(2012 & After School Alliance, 2015). It was reported that learners involved in such a program improved their standardised test scores. Literacy levels of learners and numeracy skills also notably increased. This is a case where the extension of more than 90 minutes, claims success. In Massachusetts in particular, the traditional school day of 6hours 10 minutes was extended to 7hrs 40 minutes which translated to addition of 90 minute every day. The districts however, were given autonomy on use of the time (Caven, M. A., Gamze, B.,Velez, M. & Wu. S., 2012). Despite the little time extension, Massachusetts is known for a successful ELT. The success of ELT in Massachusetts was attributed to commitment from stakeholders.

The schools created a parent engagement department that liaised with parents on their supposed service towards their children's learning as well as character building (Kaplan & Chan, 2012). The Parent engagement department can be likened to Parent Teacher Association (PTA) in the case of Malawi only that, in their case, emphasis was on their contribution towards improved leaners' performance. Apart from that, the community was part to the implementation of the policy by being involved in the establishment of learning centers as an afterschool program. It is worth noting that despite use of the same form of ELT, both the length and approach to ELT varied. However, Patall (2010) warns that the length of school day extension if small may not give meaningful impact.

2.2.1.2 Extended school year or increased school days

The other form of ELT involved increasing the school days beyond the conventional 180 days such that summer holiday duration is reduced. The thinking behind reducing holiday time being that the child does not shut off school completely thereby struggling

when school resumes. During the holidays learners attended summer schools programs. Elementary, middle and high school students were provided with exciting learning environment during holidays (NCES, 2012; PISA, 2012). For instance, students would go for field visits and summer camps instead of completely being on holiday.

2.2.1.3 Extended school day and year

This involved increasing the school day hours as well as the school days such that, not only is the out of school time in the day reduced but the holiday time as well. In USA, a national survey was conducted on charter schools to check on commitment of the community to ELT policy implementation. It was found out that 57 percent of the respondents were for expanding learning time. Out of the schools practising ELT, 24 percent expand the school day, 20 percent expand the school year and 13 percent expand the school day and year (Center for Education Reform, 2005). This shows there was autonomy to choose the form of ELT communities wanted and the community embraced the policy implementation. The case of Malawi is that all schools follow the same form, the extended school day.

Interestingly, contrary to the idea of adding more time to the school other policy direction being advocated is optimising the current time spent in school rather than adding time (ECONorthwest, 2008; Annenberg Institution, 2011). These opposing policy directions raise the question of time management in schools which directs this research.

2.2.2 Approaches to ELT

Apart from ELT taking different forms, the approaches also vary. The approaches used when implementing ELT include group targeted ELT, financed ELT and subject specific ELT. However, the approaches are not used in isolation in certain circumstances they complement each other.

2.2.2.1 Group targeted ELT

One approach to ELT is targeting the slow learner, the economically disadvantaged children and the rural schools (Farbman et al., 2014; Rocha, 2007). Farbman and Kaplan (2005) also suggested that adding more time to school day or year could have a meaningful impact on learner's proficiency as well as the entire learner educational experience more especially for economically disadvantaged learners. This is in support of ECO Northwest (2008) who stated that extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status households. Furthermore, expanding learning time holds potential when planned and implemented well, such that it benefits both teachers and learners. The targeted groups are therefore both teachers and learners. More time for teacher quality improvement and more learning time for specified students. Two models were used to help slow learners catch up and these were, pull out and Push in model.

In pull out model, the slow learners were given extra hours for enrichment, they were pulled out from their classmates and were given remediation. Push in model, it's where additional teachers were brought in the class as a way of increasing teacher leaner interaction. In Massachusetts, both models were employed however, teachers were given autonomy to decide on how to use the 300 additional hours assigned by the state

(Checkoway et. al., 2013; Miles and Barrody, 2012). In Florida, the extended school day was implemented together with increased staff. Some preferred to extend time for sciences, others for arts and others lunch, homework and recess (Folsom et al,, 2016). If Malawi is to choose from these models, the pull out model seems more ideal since there is high pupil teacher ratio in primary schools. As such, more time for learners in Malawi ought to take the form of remedial lessons which in essence is the pull out model.

2.2.2.2 Financed ELT

ELT is deemed effective for the economically disadvantaged learners, rural schools and slow learners. These groups are assisted financially for them to catch up and have an environment conducive for learning. In Massachusetts, government supported the disadvantaged learners by giving them $1,300/year for school meals so that they can remain in school without being hungry (Checkoway et al., 2013). Another way of financing the schools was by paying the teachers for the extended time (Holland, 2015).

2.2.2.3 Subject specific ELT

In this approach, additional time was allocated to a particular subject area/s of interest. In Massachusetts however, teachers were given autonomy to select from prioritised areas which included core academic subjects, enrichment of slow learners, planning and professional development of teachers (Checkoway et al., 2013). Some schools were even more specific and focused on one or all aspects of English; reading, writing and spellings. In Florida for instance, apart from prioritising English and provided guidance on use of the extra hour they also promoted adherence to proposition (Folsom et al., 2016). It is worth noting that the way ELT policy was implemented in Florida,

addressed multiple issues like low literacy levels, inadequate time allocation to school and poor time management. As for Massachusetts, although there was autonomy in selecting what to use the extra time for, the focus was on two areas; more time for learners to interact with the subject matter and more time for improving the quality of the teacher. One can therefore say that success of ELT policy depends on implementation strategy and adherence to such.

2.2.3 Contrary view on ELT

Despite ELT being considered a solution to improving learner achievement by employing different forms and approaches, some research present a contrary view in attributing it to improved learner achievement. Zimmerman, Aronson and Carlos (1999) reported that it is not consistent that a causal relationship exists between ELT and Learner achievement. Further to that, a study on learner achievement reported that, it's not time but other factors such as economic, social and cultural factors that have a role on learners achievement (National Council for Education Statistics, 2012). Bickford and Silvernail (2009) reports that in the United States (US), children go to school for six or more hours per day, five days per week, for approximately 185 days. As such, the average time spent at a school in the U.S. totals over 1,100 hours, almost double that of children in Finland. By the time children reach the age of 14 in Finland, they will have gone to school for 2,500 fewer hours than students in America (the equivalent of two to four years of schooling). Despite much longer school days, American students routinely score 10% to 20% lower than Finnish students on international tests of achievement. Here the argument is that it is not just time but there is more to it, probably the strategy being used or effectiveness of implementation.

Rocha (2007) reports that extended school day results to improved outcome where the principals, communities and leaders take an active role. In agreement, Cuban (2007) alludes that extended learning time is a way of avoiding real changes in education more especially on how schools are managed. According to Cuban, ELT result to not only teacher and administrator burn out but also reduced time for teacher planning, extra curriculum and learners' rest. There is an argument that too much attention is being focused on length of school day when the real issue is quality of education. Other researchers therefore recommend maximising available time other than extending time (Silva, 2007). It is such ideas that provide the motivation to analyse time management in schools to justify the need for extending learning time.

Holland, Alfaro and Evans (2015) conclude their report on research carried out in Latin America by making a policy suggestion. They proposed that if policy makers are to decide that now is the time to extend learning time universally, the ambiguity of the results of research suggest that they should seize the opportunity to introduce more extensive reforms that go beyond the school schedule in order to maximise the probability of positive impacts. In their opinion, more hours may help, but hours better-spent will likely help much more and at a lower cost. They even proposes that to better inform future program roll out and scaling up of existing programs, future research should strive to better track how additional hours are used and to isolate the impact of contributing factors, whether time on core curriculum, time in extracurricular, teacher training, or school lunches. This in a way, builds on the proposal by Nickerson (1971) that when both quality and quantity of time are considered, ELT can be promising in improving learner achievement. By extending school day, quantity of time is being

considered and by ensuring time is being used properly, time is being managed resulting to improvement in time quality.

2.3 Time management

There are so many expressions reflecting that one should be cautious with time. For instance, time is money: Lost time is never gained and time is limited. Such expressions imply that time has to be managed properly because it has an influence on institutional performance. Many authors have defined time management. However, there are some definitions that link well with the reason for the implementation of extended learning time policy.

For instance, Lake (2003 as cited in Okorie,2014) defines time management as the art of arranging, organising, scheduling and budgeting one's time for the purpose of generating more effective work and productivity. In agreement, Kililov (2015) stated that time management presupposes conscious control over amount of time which is spent on particular type of works.

These definitions link time management to goal setting and pursuant of the goals so that targeted achievement is met within prescribed period. The school has a prescribed period, the academic year, a period within which activities have to be properly organised and scheduled. At the end of the period, productivity has to be measured through resultant learner performance. This signifies that time management is crucial to school achievements. This is made clear by the definition that time management is the ability to use time systematically by deploying skills, techniques and means, that maximise time value to help individuals or organizations efficiently complete tasks and

achieve goals (Valeeva & Kraysman 2014, Grazyna & Miroslawa, 2015, Sandhya, Shuchita, Kaumudi, & Ravi 2012, Robles & Franzoni, (2015) as cited in Li1, Liu1, and Wang (2016). As such, the essence of time management is goal attainment and for a school the goal is the acquisition of the expected knowledge, skills and attitudes which is referred to as high academic achievement. However, research has shown challenges with school time management.

Abadzi (2007) reports that visits to schools revealed that students are often taught for only a fraction of the intended time, particularly in lower-income countries. Many schools registered time wastage due to informal school closures, teacher absenteeism, delays, early departures and sub-optimal use of time in the classroom. Further to that, schools operated fewer days than expected. She cited examples of school time wastage in Mali, Honduras, Nepal, Burkina Faso and Ghana. In Mali for instance, schools were found to function 70% of the official time. In 2001, Honduras schools operated for only 114 days out of the official 200 days, wasting 86 days. In Nepal, schools operated for three hours per day on average, a fact that halved the teaching time available that is from over 1,000 hours to just 540 hours. In Burkina Faso, a minimum of 16% of the official allocated time was lost due to breaks and exam periods; and in Ghana, a large portion of rural school teachers did not follow the prescribed weekly timetable as such they did not keep a good track of the time that should be spent in various topics throughout the year. Such scenarios of curriculum implementation defeated the cause for implementation of ELT policy.

In addition, Benavot and Gad (2004) report of school-based surveys of teacher activity carried out in four Indian states having revealed that only half of the schools visited,

had teachers actually teaching in their classrooms. This is a reflection inability to manage time. He furthers alluded that, while such surveys did not provide a comprehensive picture of teacher classroom (in)activity over the course of the school year, they did indicate that, the active engagement of teachers and pupils in learning activities, is not always the defining feature of classroom life .

In agreement to the challenged policy implementation, Ngowo (2013) also stated that late coming, absenteeism and other commitments of teachers, wasted time allocated to learning. Poor time management practices and lack of control of time wasters affect use of the precious resource, time. What is clear from this therefore is that time wasting reduces productivity and goal attainment in any working environment including the school. In a school, learner performance suffers and just like in other working environments, targets are not met. As such, the goal for extended learning time is compromised in schools where time is wasted.

2.3.1 Linkage between time management and learner performance

According to Cyril (2015) there is correlation between time management in schools and academic achievement. In education, the primary goal is high academic achievement. Academic achievement refers to the level of schooling one has successfully completed and the ability to attain success in one's studies. When one receives great grades, this is an example of academic achievement. When countries lament that learner achievement is poor it means targeted performance is not met. Li1, Liu1 and Wang (2016) links learner performance to time management in his statement where they stress that time is a non-renewable resource which when managed well can result into success in life, let alone improved grades in a school as a production entity. Poser (2003)

clarifies how the linkage comes up. He indicates that time management should start with goal setting as a means of establishing targets to be attained in a defined period. In so doing, creating consciousness about the need for time management, tracking time management by producing time logs. This implies that schools should have time logs to adhere to for targeted achievement to be realised. This is already taken care of when planning the curriculum because during curriculum planning, amount of subject matter for a particular class to cover is linked to periods. In the case of Malawi, documents such as teacher's guides which are meant to guide curriculum implementation have an indication of the number of periods for particular content. Based on the same period allocation, a time table is designed to guide implementation of the curriculum.

School time has several categories (Zimmerman, Aronson and Carlos, 1999). Available school time refers to time for all school activities in a year. It includes time for recreation as well as social, academic and hidden curriculum. Within it there is allocated school time which is the total number of hours in a school day as prescribed by curriculum specialists as time at the disposal of a teacher. This means that the allocated school time is shared among the subjects to be taught as guided by the time table. Part of the allocated time is academic learning time**,** the precise period when an instructional activity is perfectly aligned with a student's readiness and learning occurs. Allocated school time can be subjected to proper management or poor management despite the knowledge that time is a scarce resource with special characteristics.

Gortner, Lahmers, and Zulaut (2000) as cited in Poser (2003) recommend that having so many things to do in life; learners, teachers and school managers ought to manage the available school time to ensure productivity in the form of high learner achievement

is realised. Additionally, Gocke (2012) advises that time spent at school should be used effectively in order to realise high leaner achievement. The way time is being managed can determine whether learners can be accorded the opportunity to realise their academic potential or not. In essence, poor management of allocated school time reduces academic learning time thereby negatively affecting the performance of learners. If well managed, more of the allocated time will translate to more academic learning time. Implementation of ELT that results to increasing academic learning time is likely to reduce learner achievement gap.

Good school time management is when the allocated time translates to more engagement and academic learning time other than wasted time. This means that improved learner performance can be realised when both teachers and learners are time conscious hence managing it properly by adhering to the time table so that the set achievement goals are met (Berliner 19900). Cyril (2015) argues that, if time management was taken seriously, there would be no need to allocate more time to an activity or schools for improved performance but what would be essential was to look at allocated time as a constant and change in the way it is being used. In essence, goal setting and time management are key to improved learner achievement. Bearing this in mind, the theoretical framework selected which guides this research makes a link of these three aspects.

2.4 Linkage between ELT and high learners' academic achievement

Academic achievement is a measure of effective teaching and learning. Extended learning time can result into high learner academic achievement only when planned and utilised well such that it benefits both the teacher and learner (Farbman, 2015b).

Farbman suggests that, extended learning time will add meaning if it translates to more engagement time which allows for broader and deeper curriculum coverage ,more devotion to enrichment classes, more dedicated time for teacher collaboration and professional development. Professional development in this case is not limited to seminars and workshops but activities that teachers do as colleagues with the aim of strengthening classroom practice and promoting their capacity to make learners learn. NCTL carried out a research which revealed that schools sought to expand learning time without checking first how they use the time they already have (Kaplan andChan , 2012). Consequently, they devised a tool to analyse school time usage so that schools check whether they need more time or they just need to manage the allocated time. Expanding school time followed after realising how much time was lost in a year cumulatively and changing to time management. According to them, examination of current use of time by teachers. That is, teaching, individual preparation, and other duties, is of paramount importance in deciding on how additional time should be used. They propose use of extended learning time for teacher professional development and collaboration. They further clarify on activities considered as professional development by giving examples such as peer observation, coaching, analysis and use of learners' performance data. In addition, they consider teacher collaboration and professional development as hygiene factor that will motivate teachers to share commitment to high expectations, in this case, improved learner achievement. This means that ELT should translate to teacher activities that will add value to learning as the ones suggested.

Fryer (2015) suggests that high dosage of tutoring, consistent feedback to teachers, use of assessment data and cultivation of a spirit of setting high achievement expectation in teachers and learners result into high achievement. If these elements share the extended

time, schools can register high achievement in learner performance. This implies that where ELT has resulted into improved learner achievement, there were strategies which were put in place to ensure good time management by both teachers and learners. A review of these strategies provides basis on the framework used in establishing how schools in Machinga manage ELT.

2.4.1 Strategies for effective ELT implementation

Taking the example of Massachusetts, Schools that registered high performance due to extended learning time selected a strategy to employ out of three main ones. The three strategies were: optimising use of extended time for students, optimising use of extended time by teachers as well as helping students strive in school and beyond as discussed in the sections that follow.

2.4.1.1 Optimising time for students learning

For this strategy, success was due to making every minute count, prioritising time according to focused learning goals and ensuring individualised learning time and instruction based on students' needs. One of the strategies used in Massachusetts in optimising time for students learning was making every minute count. This strategy focused on time management and getting the best from the available time. Al-Zoubi (2016) states that the inseparable factors in time management are planning the priorities, sequence of the activities to be done and allocating time within which the best results will be obtained. This was the case with successful ELT schools. The schools ensured that every minute was accounted for by preparing lesson plans that observe maximisation of time on task and student engagement. The plans were specific on time to spend for each activity, and strived for 100% learners on task. Each teacher was

mandated to submit a detailed lesson plan. The schools minimised non-instruction time (break time, assembly) by adding an instruction component in them (Kaplan and Chan, 2012; Annerberg Institution for School Reforms, 2011). School attendance was monitored intensively having noted that the greatest loss of learning time stems from late coming and absenteeism. To promote punctuality and presence of learners, they had parent truancy officer responsible for attendance who was recognised by both parents and students. Absentees had summer lessons, teachers visited them home, had interface meetings with parents marketing attendance to school. In addition, students who had perfect attendance for every level were rewarded and their names displayed on notice boards. In this case, the additional time translated to more time for learning as well as cultivating the spirit of high achievement.

The other strategy used was prioritising time according to focused goals. This strategy involved setting goals and prioritising time for the attainment of those goals. As such, goal setting motivated time management. One of the goals was provision of rigorous academic instruction with the view of preparing the learners to top performing institutions. The goals were arrived at by involving teachers in analysing school performance. The identified weak areas were then targeted and turned into goals which were given priority (Kaplan and Chan 2012). Goals were communicated to different stakeholders including the learners and parents through different means such as wall displays and teacher planning meetings. As regards wall displays, focus was on displaying the goals, progress towards achievement of the set goals and names of achievers. Research report that improved students' outcome was realised where the principals, communities, leaders and learners took an active role to meet set goals (Rocha, 2007). Schools that had successful ELT involved different stakeholders in

redesigning the school activities. In Massachusetts for example, they invited 200 organisations, including schools, the police department, libraries, recreation centers, boys and girls clubs, the humane society and others to create community "campuses" where students could be engaged in a range of programs from 2:45 to 6pm each afternoon (Annerberg Institution for School Reforms, 2011).This shows high stakeholder involvement at the onset of implementation of the program.

The third strategy was individualised learning based on students' needs. This was another way of optimising time for students learning by checking progress towards goal attainment, giving feedback on progress relative to attainment of set goals and coaching for advancement towards goal attainment. Progress towards attainment of set targets was monitored using weekly assessment data, students were then regrouped basing on performance and either remediated or enriched. This raised level of student achievement because teachers aimed at helping all learners to achieve, that is aiming at 100% of the learners attaining the high outcomes (Kaplan and Chan 2012). In Florida for instance, students were sorted into small groups based on students' achievement level and given specialised instruction unlike dealing with individuals (Folsom et al, 2016). However, the groups were formed based on the students' abilities.

Rocha (2007) alludes that expanding learning time is all about using time in a way that greatly benefits the learners. According to Rocha, students in a year-round program spend less time out of school on break and thus having less time to forget what they learnt, get in trouble, or otherwise set back their education. From this review of literature, ELT has to translate to additional learning time for students. This research

therefore focused on what learner activities benefit extended learning time and whether goals are set to guide effort towards improved learner performance.

2.4.1.2 Optimising time for teacher quality

This is another strategy in addition to that of optimising time for students' learning. In order to improve learners' performance, high performing extended learning time schools had dedicated the extended time to improve teacher effectiveness. According to NCTL (2012), one of the school factors that contributed to improved learner achievement was teacher quality. In schools where teachers were provided with frequent feedback and supported by coaching, the performance of the learners improved. In such scenarios, extended time was used to provide teachers with time to work together refining lesson plans, analysing students' assessment data and sharing skills to address the identified challenges. NCLT reports of some high performing ELT schools adding 85 minutes to the school day for collaboration and individual planning (NCTL, 2010). The report indicates that 23 out of the 30 studied schools, devoted 3 additional hours per week for collaboration and professional development. As such, time management included use of the time for improving teacher quality.

2.4.1.3 Use extended time to help students to strive in school and beyond

This is the third strategy used and aimed at strengthening the cultivation of a spirit of high expectation and mutual accountability to attainment of the same by students, teachers and parents. It involved promotion of agreed core values, setting and reinforcing expectations and communicating the expectations to all parties. It also included provision of all round education by taking note of learners' areas of skills and knowledge of career of interest and bringing in expatriates to act as partners in teaching

and support the students who advance (Miles, 2012; Rocha, 2007; Kaplan 2014). Using ELT to engage learners beyond the prescribed curriculum was seen as having a positive impact on improvement of learner's performance.

2.5 Implementation of ELT policy

Apart from selecting strategy to follow, compliance to the ELT policy is of paramount importance. The implementation of the policy has an effect on attainment of expected outcomes. According to Folsom et al., (2016), the elementary schools that implemented the extended learning time policy in 2013/14 reported increased reading instruction time, increased staffing, provision of instruction in the extra hour that differed from instruction during the rest of the day, and complying with the extended school day policy. Compliance with the policy was based on five broad categories: student enrollment, teachers, curriculum, assessment, and instruction. This shows that implementation of ELT policy is based on compliance to others aspects. Other than that, adherence to a planner is ideal for implementation of ELT. A school time table is the planner that is used to guide time management at a school (Lake (2003 cited in Okorie, 2014). Therefore, it can also be used to check implementation of ELT policy. Without adhering to the time table the implementation of ELT is challenged because other than gaining time, schools will lose time. These scenarios depict challenges in policy implementation. Such revelations strengthen the motivation to check time management in schools as ELT is being implemented.

ELT is meant to address achievement gap by providing additional time in school and existence of time wasters nullify the notion of increasing learning time. Consequently,

establishing the conformity to ELT implementation in schools is of paramount importance because strategies can be devised to minimize time loss if any.

This research therefore, provides an understanding of how extended learning time is being managed in the selected Primary schools. Instead of checking if at all extended learning time policy has gone beyond the school schedule or time table, this research just looks at whether the schedule is being adhered to implying the extended time is being made use of, hence ELT policy implementation being effective. It also provides information on teachers and learners activities benefiting from extended learning time. More so informs the system of existence or nonexistence of time wasters to control for effective utilisation of ELT. This research will therefore inform policy makers the areas to focus on in order to complement the ELT strategy for effective implementation or sustainability. The results of this research also add to the pull of literature that can be used to guide ELT policy implementation.

2.6 Theoretical framework

This research used the Pickle Jar Theory of effective time management by Wrights (2002). The theory focuses on setting priorities right in order to achieve a goal by attending to the most important task first. The focus is on how best to fill a pickle jar with rocks, stones, sand and water in a way that maximises the volume. Filling first the wrong material leads to a lot of space being left out. Proper priorities lead to maximising space. In order to maximise space, the pickle jar is filled first with large rocks this allows for the maximum number of rocks the jar can accommodate and the remaining space can be used by the other materials. Then large stones will fill part of the space that remained leaving some small spaces where sand can fit in .Though the jar may look

full, when water is added it will also sink in. In this case the space in the jar has been maximised because of proper priorities. Reversing the priorities, for instance, starting with filling it with sand the rocks that were able to fill it will not fit in. The pickle jar has limited space which can be maximised if priorities of materials to fill it up is done properly.

School time is like the limited space in the pickle jar. If the ELT is to be used to attain high learner achievement, most important activities must be prioritised and be done in accordance with the allocated school time. Priority should be given to most important activities that contribute to learner achievement so that no time is wasted just like all the space in the jar gets used to the fullest. Just as it is advocated in the strategies for effective ELT implementation, priorities have to be set right. The rocks which are the first priority are like optimising time for teacher activities that improve teacher quality and this entails professional development, collaborated preparation of timed lesson plans which address assessment gaps, peer assessment and coaching. Without good planning, teaching will be unguided and untargeted. The pebbles are learners' activities which are guided by the time table which is adhered to and target improved learner performance. For instance, using lesson time to maximise learning and remediation. The sand which feels the gap between the pebbles and still leave some spaces refer to frequent supervision and assessment which only gives feedback on progress. Finally, the water refers to the many activities that want the same school time used for teaching and learning. These are the time wasters. They can fit anywhere and if given priority the important activities that directly lead to improving learner achievement will lack time.

The extending learning time policy aims at increasing learning time so that there is more time for learners to interact with the curriculum, consequently reducing achievement gap. It also assumed that the available time is inadequate for expected learner achievement. Unless relevant teacher and learner activities benefit the extended time, which is well managed, ELT will not translate to increased learning time, consequently the targeted learner achievement will not be realised.

Linked to Pickle jar theory is the goal setting theory (Locke, 1960). Locke attributes 5 principles of goal setting to organisation performance and these are; clarity, challenging, commitment, feedback and task complexity. Locke indicates that for an organisation to effectively perform, it has to set clear goals which are challenging but attainable and the different stakeholders should be involved from the onset of goal formulation for them to be committed to its fulfillment. In order to strengthen commitment, feedback should be given own progress towards the attainment of the goal so that adjustments are made for timely fulfillment. The process of goal attainment can be broken into sub-goals that will push stakeholders out of their comfort zones in order to reach the goal.

Goal setting is a component within the three strategies used by the schools that reported successful extended learning time policy. According to Locke, goals should be set jointly with stakeholders and there should be sub-goals that contribute towards attainment of the main goal. If stakeholders agree that ELT is a policy to improve learner academic achievement, time management would form part of the sub goals among many others that would contribute to the main goal. Even time management would have sub goals such as 100% attendance as an example. Locke focuses on

feedback on progress towards goal attainment as is advocated in teacher activities that must benefit ELT. With ELT, feedback takes the form of leaner assessment and coaching as teachers' activities and remediation as learner activity. If the goal to improved learners' academic achievement earned community commitment and ELT was clearly linked to the goal then teachers, leaners and community would manage the extended time well so as to gain learning time. Consequently, time wasters would be reduced thereby adding value to ELT. Therefore, in this research, goal setting theory forms the base on which Pickle jar theory builds as in the conceptual frame work.

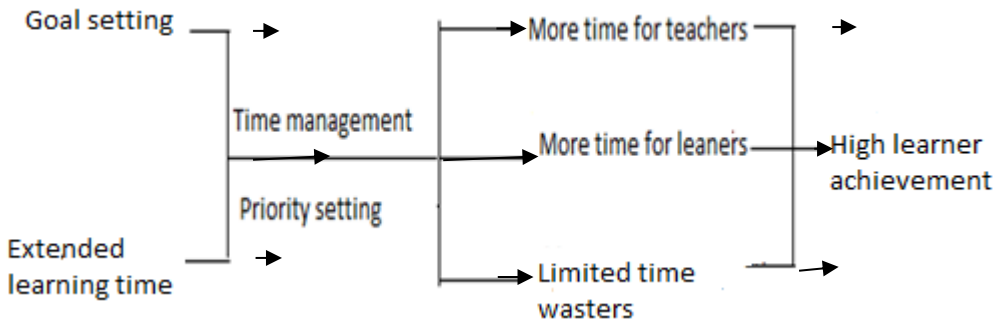

Figure 1: Conceptual framework. Source: Researcher

The conceptual frame work in figure 1 shows that when teaching and learning goals are clearly set, shared, agreed and extending learning time is deemed a necessity for attainment of the set and communicated goal, schools will manage allocated school time by prioritising teaching and learning. As a result, time management will mean more time for teachers, more time for learners and limited time wasters, consequently high learner achievement will be realised.

2.7 Chapter summary

This chapter has focused on how ELT is implemented as a solution to low learners' achievement. Time management has been indicated as the link between ELT and improved learner achievement. The strategies used for effective ELT implementation indicate that time management is central to effective implementation of ELT policy. Since goal setting is a motivator to institutional performance like a school and time management being key to effective implementation of ELT, Pickle Jar theory by Wright and goal setting theories guided this research.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Chapter overview

This chapter discusses the procedure that was followed to carry out the study. The section discusses the research design that was considered appropriate for the understanding of the research problem and the methodology used to address the research question. Hence, this section presents the research design in section 3.2, research approach in 3.3 and section 3.4 presents the targeted population which provided the information that answered the research questions. Section 3.5 provides the sampling techniques used and sample size and section 3.6 presents instruments used to generate data. Section 3.7 is on validation of instruments and how the data was managed while section 3.8 and 3.9 are on data generation and analysis respectively. Section 3.10 is on limitations and 3.11 is on delimitations. The last section 3.12 is the chapter summary.

3.2 Research design

Research design refers to decision regarding the what, where, when, how much and by what means of a research study. It is the conceptual structure within which research is conducted; it constitutes the blueprint for the generation, measurement and analysis of data (Kothari, 2004).

This research aimed at establishing how primary schools in Machinga manage extended learning time. Four education zones were involved in this research. This research is therefore a descriptive research where a survey was conducted on how ELT is managed and direct observation was employed too. A descriptive research describes the state of affairs as it exists at present and it reports what is happening. The researcher has no control of variables but just reports what has happened or what is happening (Kothari, 2004). For this research, there were no variables to control, only reporting what was happening as regards time management in the selected schools. In this research, observation was used. Observation is sometimes referred to as" ethnography". It is the key method of anthropology and in itself can consist of a mixture of techniques like informal interviews, direct observation, participation in the life of the group, collective discussions, analysis of personal documents produced within the group, self-analysis, life histories, notes, diaries and transcripts (Mc Donald & Headlam, 2008).In this research, direct observation was used. Standard 6 teachers were observed on what subject they were teaching and for how long. This was recorded on observation sheet (see appendix 4) and later compared with the prescribed subject allocation in appendix 10. The observations were done in the third week of third term from Monday to Friday and from the beginning of the first period to the end of the last lesson for the day. Later, interviews were conducted using a structured questionnaire with some open-ended questions to learn other uses of school time. In the same week, learners' attendance was recorded but registers were used to collect data on attendance in the first and second week of the term.

3.3 Research approach

This case study used both quantitative and qualitative approaches. When the two groups of approaches are used together, it is called 'mixed methods', not only is the complex reality of a situation interpreted but the implications as well. Creswell (2004) defines quantitative research as a type of research that `explains a phenomenon by collecting numerical data that is analyzed using mathematically based methods (in particular statistics). This research is quantitative in nature as it sought to indicate either adherence or non-adherence to time allocated to school activities which will be numerical. It is qualitative where opinion is sought to explain situation in order to deepen understanding of the issues. Creswell commends the strength that qualitative research has in its ability to provide contextual description of how people explain a given research issue and provide the human side of it.

3.4 Target Population

The study was done in Machinga Education District, one of the districts in South East Education Division of Malawi. The district has many interventions with the view of not only promoting education of the girl child but also improving educational activities for all learners. Being one of the districts blessed with many interventions, it is worth exploring if time is used to the optimum for the realisation of benefits from such interventions. Eight schools were selected from two zones which are St Tereza and Boma. The schools selected from St Tereza zone were Liwonde LEA, Chinguni, St Tereza and Namisundu. The other schools were Bisa, Msalabani, Likwenu and Machinga LEA in Boma zone. Out of the four (4) schools selected in each zone, 2 were in semi urban and 2 in remote rural setting. As such, schools in the semi-rural included

Liwonde LEA, St Tereza, Bisa and Machinga LEA. Chinguni, Namisundu, Msalabani and Likwenu categorised as remote rural.

In this research, the target population included standard 5-8 teachers. These were interviewed (see appendix 8) in order to find out activities done during school allocated time. Rocha (2007) considers the classroom teachers as the main leaders in the classroom who should highly invest in students learning by being available for the learner in the time provided. The class teachers were therefore involved in this research due to their vested responsibility in guiding the classroom activities in a manner that make learners benefit from the school time in every way possible. Standard 6 teachers were observed on adherence to the predetermined subject time allocation. This is the class SAQMEC has been focusing on in evaluating learner achievement. The head teachers of the selected schools as well as Primary Education advisors for the selected zones were involved as well. Ellis (1984 as cited in Bloom et al , 2015) suggested that one element that may be of particular importance in ELT Models is the role of the school director or principal and her ability to make optimal use of the additional hours offered. This statement guides the targeted sampling of administrators who include the head teachers and the Primary Education advisor.

In addition, learners in the senior section which is standard 5-8 were also observed to check on their attendance for the whole week in order to establish how many learners reported for classes each day of that week using appendix 5. Attendance for the previous weeks was obtained from the register using appendix 6. Apart from attendance, punctuality was checked by observing and recording the time learners arrived in class for the first lesson and from break. Learner attendance is viewed as a reflector of time

management by students. A structured questionnaire with both closed and open-ended questions was also administered to learners. Patall (2010) asserts that ELT may be most beneficial to older students for whom extra time can be envisaged as an opportunity to increase coverage unlike young children who are susceptible to fatigue, boredom and restlessness. Taking into account the proposition by Patall, senior section was targeted with the assumption that senior class learners are motivated to manage time by the anticipation of national examination, since they are capable of making sense of the importance of time management relative to their performance. More so, ELT in this section is implemented as a stand-alone policy where as in the infant and junior sections it is combined with the national reading strategy which has a component of teacher quality improvement.

The researcher therefore assumes that for successful implementation of ELT policy, the teachers and the administrators have to unite and have a common goal of managing time for improved learners' achievement. The learners too have to share the same goals and manage the school time for the achievement of the same as reflected in the theoretical framework. Attainment of the set goals should motivate teachers, administrators and leaners' set priorities right by not allowing time wastage through absenteeism, unpunctuality and non-adherence to the prescribed time table. Both the school staff and learners must assume a role in the fundamental changes of their schools to embrace time management for high learner achievement.

3.5 Sampling technique and sample size

Several sampling techniques were employed in this research. These include purposive and random sampling. Purposive sampling was used in selecting participants because there are already existing structures in schools whose involvement was expected to add meaning to the research. These include the head teachers, senior section teachers and the learners as targeted beneficiaries of time management. Senior section was selected purposively since it has older learners than infant and junior sections.

A sample size of one hundred and seventy (170) respondents was involved. The sample was collected from 2 zones, and four schools in each zone, making a total of 8 schools. Out of the four schools selected in the zone, two were from rural setting and two were from semi- rural setting. The sample included eight (8) Head teachers, thirty two (32) Senior Primary School teachers and two (2) Primary School Advisors (PEA), one from each zone. In addition, one hundred and twenty eight (128) senior section learners were involved. Four (4) learners from each class standard 6-8, two (2) best performers and two (2) low performers were purposely selected by using the progress book. From each of the 8 schools in this research participants included 16 learners, 4 teachers, one from each senior class (standards 5-8) and the head teacher, making a total of 21 participants per school.

3.6 Instrumentation

The research instruments which were used included observation sheets and questionnaires. Therefore, observations were made and interviews were conducted later. Observation is a method of generating information by way of own investigator's observation without interviewing the participant. The information obtained relates to

what is currently happening and is not complicated by either the past behavior or future intentions or attitudes of participants (Kothari, 2004). This means that the participant will both be observed and interviewed, observation should precede interviews so that the observed practice is not influenced by the exposure to the interview questions, For this research, observation was done in order to establish the extent to which the prescribed school time table made senior primary school teachers maximise available school time. Using appendix 4, Standard 6 teachers were observed from the start of first period to the last period from Monday to Friday. The time each lesson started and ended was recorded and the subject taught was indicated. Later, time management structured questionnaire with both closed and open-ended questions was administered to teachers in the senior classes (standards 5-8), head teachers of the 8 schools and the 2 PEAs (see appendix 3). The questionnaire focused on identifying activities that were done by senior primary school teachers and learners during extended learning time. Standard 6 class teachers were interviewed on the last day of observation so that the teacher time management during lesson is not influenced by the items in the questionnaire. The register was used to collect data on attendance of learners in the first two (2) weeks of the term (see appendix 5) and 4th week attendance data was collected by the enumerators. The learners' daily attendance observation form was used to collect data on number of standard 6 learners reporting late as well as daily attendance for the class for week 4. There were some challenges when collecting data using observation because at times the teacher would not be available. In such cases the head teacher was asked to allocate a teacher.

3.7 Validation of instruments

The tools were pre- tested in Mwanza Education District and relevant changes were made before final data collection and deciding on how to the collect data. The final tools were submitted to the supervisors for approval before data collection (see appendix 1).

3.8 Data collection

A letter of introduction was obtained from the department of Education Foundation Studies (see appendix 1). Then permission was sought from the District Education Manager for Machinga (see appendix 2). Thereafter, the schools were informed of the intention and arrangements were made to collect data. Before collecting information from the participants, consent was sought as well. Informed consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so that they can decide in a conscious, deliberate way whether they want to participate or not. Informed consent is one of the most important tools for ensuring respect for persons during research. Eight (8) enumerators who were data officers as well as qualified teachers were oriented on the tools and filled the observation form. Each enumerator reported to the assigned school by 7:15am so as to start observing the first lesson. Interviews were conducted with the proposed teachers, head teachers and Primary Education Advisors by the enumerators too but the researcher provided support and monitored the process. During administration of the questionnaire, some respondents showed resentment to respond but when assured of anonymity, they relaxed and cooperated.

3.9 Data analysis

The research gathered both quantitative and qualitative data. Quantitative data was analysed using frequencies, calculating percentages and tabulating them appropriately. SPSS as well as excel were used to analyse the data. The qualitative data was coded and excel used to come up with frequencies. The data collected was handled such that anonymity was observed.

3.10 Limitations of the research

There were some limitations in conducting this research. Data was to be collected in the eight schools from Monday to Friday in the same week in order to have data that could be compared meaningfully. As such, there was need to deploy enumerators and this limited sample size due to financial position of the researcher. In addition, for objective administration of observation checklist, personnel experienced in teaching was required. However, during pretest, when the tools were administered by teaching staff in the schools, the data collected clearly showed subjectivity. The ideal behavior- was reported in all pre-tested schools. This led to deployment of teaching staff from another district to be enumerators. Another limitation was on time for administering the questionnaire. Initially, the questionnaire was to be administered in the first week of the term but there were many disturbances for instance teachers were on strike making it impossible to collect data. As a consequence, desk data was used for week one and actual observations were done in week 4 of the term. Lastly, due to time available for the master's course demands, data collection was limited to one week only.

3.11 Delimitation

Firstly, the study covered only one district out of the 34 education districts in the country hence the results cannot be used to make generalisations about how schools in Malawi manage extended learning time. However, generalisation can be made on schools involved in the study. Unless a similar research is done covering a representative sample of the districts the results cannot be generalised. Secondly, the study targeted senior section other than infants because the students in the senior section prepare for Primary School Leaving Certificate examinations (PSLCE) which can be a motivator for time management than their counterparts.

3.12 Chapter summary

This chapter has reflected on the research approach, design used and the targeted population. The sampling technique used was purposive sampling. The instruments used included observation check list and structured questionnaire with some open ended questions but also desk data for certain information.

CHAPTER 4

RESULTS OF FINDINGS AND DISCUSSIONS

4.1 Chapter overview

This chapter presents findings on extended school day time management by analysing how schools under this research managed extended learning time, the extension of learning time having been considered in an effort to improve learners' performance. The findings are on activities done during the extended learning time. These activities are looked at in two categories; those done directed to improve teaching practice and those which are more linked to learners. The findings are also on whether there is adherence to the prescribed time table which has been used as a guide in school time management or not. The findings and discussions are also on how much of the extended learning time was used for learning by focussing on how much time the learners were engaged in an organised learning activity as prescribed by the time table.

4.2 Extended Learning Time and Teachers' Activities

The question on what activities are done during ELT was paused to the teachers in order to find out the use of ELT for activities that improve teacher quality and those that improve learner quality. Initial quality of the teacher is determined by academic qualifications and the training one goes through. The academic qualification of the teacher participants is provided in table 1.

Table 1: Academic Qualification of Teachers

Academic qualification	Frequency	Percent	Cumulative Percent
Diploma	1	2.4	2.4
MSCE	38	90.4	92.8
JC	3	7.2	100.0
Total	42	100.0	100.0
Total	42	100.0	

Table 1 shows that 90.4% of the teachers' involved in this research had MSCE and 7.2% had JCE qualifications. The qualifications of the teachers ranged from JC through MSCE to Diploma in Education. Apart from differences in academic qualifications, the respondents underwent different training programs as shown in table 2.

Table 2: Training Programs for Teachers

TRAINING PROGRAM	M	F	TOTAL	% of males	% of females	Total %
IPTE conventional	13	12	25	68	52	60
IPTE –ODL	2	4	6	11	17	14
MASTEP	1	3	4	5	13	10
MIITTEP	3	4	7	16	17	16
TOTAL	19	23	42	45	55	100

Table 2 shows that 45 % of the teachers interviewed were males of which 68% went through IPTE Conventional training and 55 % were females of which 52% went through the same training program. All in all, 60 % of the teachers interviewed were trained under IPTE convention and 14 % underwent IPTE- ODL program. IPTE conventional and ODL programs started in 2006 and 2008 respectively. The first graduates are of 2008 and 2010 respectively .This means that a total of 74 % of the teachers in this study are youthful and are a crop of about 10 years from when they

graduated. According to Farbman and Kaplan (2005), one of the reasons that lead to the decision for ELT to be used for teacher activity was the realisation that most of the teachers in the underperforming schools were youthful and had less than 10yrs of experience, hence needed support. The table also shows that 10% of the teacher respondents were trained under MASTEP and 16% were those trained under MITTEP. MIITTEP program was run between 1997 and 2006. As such, those who went through this program have taught for more than 10yrs in the system. Although these teachers have long time experience, they need training support since they went through a crash program which enrolled 23,429 underqualified candidates out of 45,075 admitted to teachers' colleges (Kunje et. al., 2003). These teachers needed to share the use of extended learning time for their empowerment as guided by NCTL. This study therefore establishes whether these teachers benefited the use of ELT or not, through activities for teacher improvement having a share of extended time.

In countries where extended learning time has been successful, it created more time for teachers. In essence, six (6) practices or teacher time use strategies were put in place for teachers to benefit extended learning time and make their schools successful. These strategies included collaborative lesson planning, embedded professional development, summer trainings, and assessment data analysis for planning purposes, individualised coaching and peer observation NCTL (2014). These were the activities that improved teacher quality.

Table 3 shows the activities for teachers that were reported to have benefited extended learning time.

Table 3: Teachers Activities Benefiting ELT

Activity	Frequency	Percent	Cumulative Percent
Normal lessons	14	16.7	16.7
Collaborative planning	2	4.8	21.5
Peer lesson observation	3	7.1	28.6
Assessment data use	3	7.1	35.7
Supervision	3	7.1	42.8
Remediation	14	33.3	76.1
Meeting with guardian	1	2.4	78.5
Library	2	4.8	83.3
More teaching hours	7	16.7	100
Total	**42**	**100**	

Table 3 shows that 7.1% of the respondents reported of peer lesson observation utilising ELT. Apart from peer lesson observation, 7.1 % also reported use of assessment data use and supervision and only 4.8 % reported of collaborative lesson planning. As such, peer lesson observation, use of assessment data, supervision and collaborative lesson planning are the teacher activities benefiting ELT. These are teacher activities because they contribute to improving teacher quality. However, peer lesson observation, use of assessment data and supervision, all have 7.1% while team planning has a lesser percentage of 4.8. Peer lesson observation is non evaluative activity between peers while supervision is whereby someone in a senior position grades the teacher presenting a lesson. Peer lesson observation is meant to help both the observer and one being observed identify ways to improve (NCTL, 2014). Postholm (2012) quotes Desmond 2009, identified 5 characteristics of teacher learning that result into improving teacher quality. These include content focus, active learning, coherence, duration and collective participation or co-operation. Related to peer observation is active learning which forms part of professional development of a teacher.

Desmond referred to active learning as observing an expert teacher or being observed personally with subsequent feedback and discussion. It is this active learning or peer observation that has to share ELT interpreted to time management. One teacher who reported on peer lesson observation had this to say:

> "I noted that during the last period of the day, learners were hungry because they never took lunch. They also complained of being tired. I and my colleague therefore, used that period for peer lesson observation and we alternated. If I am observing my colleague's lesson, I let learners in my class study and he does the same when he observes my lesson. Of course even us teachers don't have lunch and are tired but observing lesson makes you rest. After the lesson observation we share strong areas and propose ways to improve."

Unlike the circumstances being reflected above, schools ought to have clear and organised ways of doing peer lesson observations as a way of benefiting from ELT. According to table 3, another teacher empowering activity benefiting ELT is analysis of assessment data although only 7.1 % of the respondent reflected such benefit. Assessment of learners seems to be a common practice among teachers. Figure 2 gives a picture of assessment schedules as preferred by the respondents.

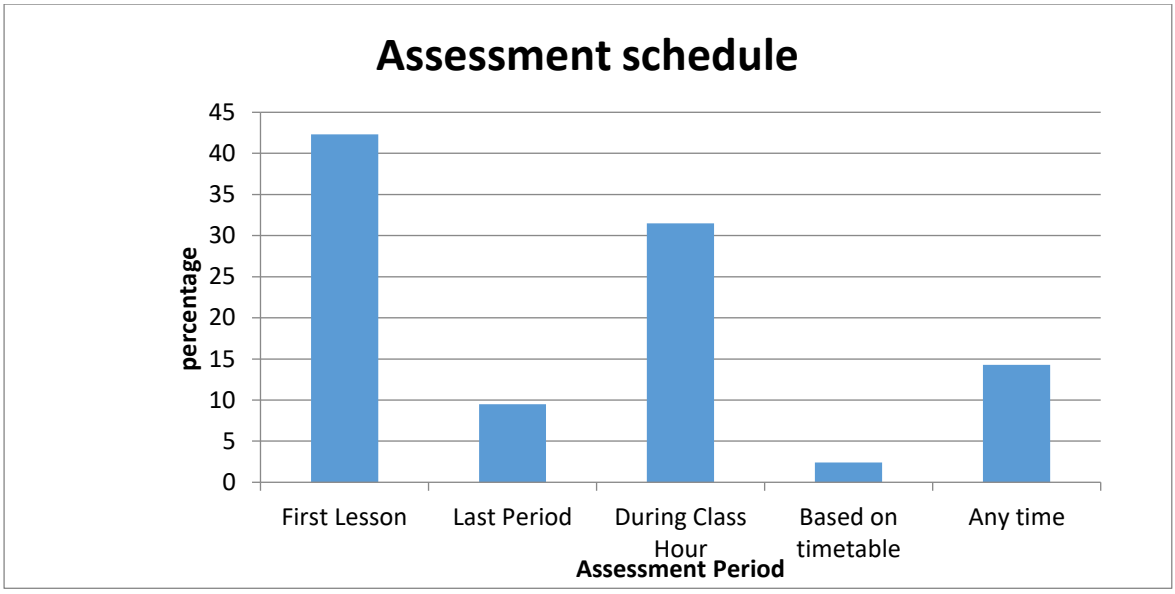

Figure 2: Assessment Schedule . Source: Researcher

Figure 2 shows that 42.3% of the teachers assess learners during first period while 9.5% of the teachers use the last period. Thirty- one percent (31%)of the respondents assess during the lesson in which case the data may be used to adjust the next day's lesson but of great importance is the culture of having some time set aside for the teachers to look at the assessment data as teams and share plans to address issues noted as opportunities for improvement. Despite the commitment to assessing learners at various times, table 1 has shown that only 7.1% alluded to analysis of assessment data as a team and planning way forward using such data and advocates use of students' data to guide instruction change. They emphasise on collaboration among teachers in the data-based inquiry process, in order to maximise the benefits of data use which helps teachers to share effective practices, adopt collective expectations for students' performance, gain a deeper understanding of students' needs, and develop effective strategies to better serve students. For this approach to be realised with its benefits, a share of extended learning time is of paramount importance. Such use of ELT will attribute to good management of ELT.

Coburn and Turner (2011) and NAESP (2011), indicate that administrators play a key role in shaping teacher practice by participating with teachers in data use routines, focusing teachers' attention on some data and not other data within those routines, and playing an active and influential role in constructing implications for action. They also claim that there is evidence that administrators also shape contextual conditions which include time allocation, access to data and norms of interaction that should influence teacher practice in a positive way. This means that there should be a deliberate effort by administrators to allocate time to accommodate the analysis and use of data for the school to have a culture of using data to improve practice. If part of ELT is used for this purpose it will be value addition and will reflect good time management.

The other teacher activity indicated is collaborative lesson planning. Collaborative lesson planning though with only 4.8% is supposed to be a teacher activity that builds on the other 3 activities (peer lesson observation, use of assessment data, supervision) as a way of improving practice and teacher quality. The 3 activities provide the information on which collaborative lesson planning which embraces coaching and filling of gaps of ineffectiveness can be based on. Postholm (2012) quotes James and McCormick (2009), as having found that teachers should form a clear opinion on where development should head so that they share a common vision. The way to fulfill this is through being given the opportunity to plan, implement and evaluate their practice based on reflection starting from studies of their own teaching practice. This is in essence what happens when collaborative lesson planning is done.

In management, it is usually said that failing to plan is planning to fail. The Educational sphere is not exceptional in application of this statement. Locke highlights the

importance of goal setting to organisation performance as the goal sets the target to move towards. In planning, the activities underscored, target the goal. Lesson delivery aims at meeting a goal as prescribed by the curriculum. If the expected outcome is not attained, the goal has not been met and poor planning leads to failure to attain intended goals.

Investing school time in teacher collaborative planning is like placing rocks first in a jar for it to allow maximising space when other elements are added as stipulated in Pickle jar theory (Wright 2002). Investing ELT in collaborative lesson planning has double impact in that it benefits the learner when the resulting plan maximises learning time so that every minute during the lesson counts. Apart from benefiting the learner, the teachers also benefit because by working collaboratively, they share skills and experiences of planning and lesson delivery hence strengthening the quality of the lesson plan making it more likely to attain the expected goal.

One of the teachers who reported of team planning as sharing the extended learning time had this to say:

> ”We ask the learners to come as early as 6:00 am and start teaching them so that they go back home at13:20 hours and we use the last 2 periods to plan lessons for the next day. In case we administered weekly assessment that’s the time we mark and record the data. If we knock off 14:30hrs we are tired and we don’t have time to plan lessons for the next day as we tend to rush home to attend to home issues. When we are home there are a lot of disturbances as such we only prepare a few lesson plans not enough for the school day”.

The sentiments presented above here link well with findings on the number of lesson plans prepared in a day. A school day has eleven (11) lessons. Table 5 shows the number of lesson plans teachers managed to prepare for the school day.

Table 4: Number of Lessons prepared in a day

Number of lesson plans prepared/day	Frequency	Percentage	Cumulative Percent
1	1	2.5	2.5
2	6	15.0	17.5
3	13	32.5	50.0
4	14	35.0	85.0
5	3	7.5	92.5
6	3	7.5	100.0
Total	40	100.0	

Table 4, shows that thirty three (33 %) of the respondents manage to prepare three (3) lesson plans for the day and thirty five (35%) manage to prepare four (4) despite a school day having eleven (11) lessons. Reasons for this scenario were not sought, but of great importance is the fact that, if deliberate arrangements are made to allocate ELT to collaborated lesson planning, teachers can prepare enough lesson plans for the next day to guide curriculum implementation in a way that maximise the time value.

Collaborative lesson planning forms part of teacher professional development. Teacher professional development is reported to be a motivator for teachers' performance (Rocha, 2007). Teachers need to share successes and challenges of the teaching and learning process so that they learn from one another. This research explored the elements of use of extended time by teachers by asking whether there were some teacher professional enrichment activities introduced with the implementation of Extended learning Time. As teachers do conduct their role of teaching, for them to perfect their work they need to share good practice to learn from by observing how

other teachers conduct lessons. They also need someone to watch over their classroom practice and give them constructive feedback. Even feedback from the learners has to be received frequently for instance, through frequent assessment so that it advises planning and that lessons are well targeted towards the goal of a policy such as extended learning time. Such feedback can guide as to which groups need remediation and which groups need enrichment. In America, teacher activities that benefited ELT included peer and individual planning, learning new content, analysing learners' assessment data, peer lesson observation, developing common expectations form students work and behaviour, setting common goals for improvement, giving and receiving feedback on classroom practice. Kaplan (2014) reports that in America, a teacher spends about seven (7) hours per week (20% of the school time) outside the classroom undertaking activities to sharpen their instructional skills. In schools with outstanding performance of learners, the teachers spent twice as much the time, an equivalent of 40% of school time as opposed to 20%. This makes a revelation that more time for teachers resulted to more improvement in learners' performance.

This research has showed a disparity in that although the teachers claim extended time focused on teachers activities, there is no clear and planned allocation of extended learning time to these professional development activities for effective implementation of the ELT policy (see appendix 8). Kaplan (2014) reports that effort by teachers in UK to modify and improve their instruction was constrained by the structure of the conventional school schedule (time table) which did not provide time for them to meet and learn together. Despite lack of guidance on use of ELT for teacher activity, teachers have used initiatives though not in a coordinated manner to link ELT to teacher

improvement through activities such as collaborative lesson planning, use of assessment data and peer lesson observation.

4.2 Extended Time and Learner Activities

Section 4.1 reported on use of ELT for professional development of as a reflection of time management. Extended learning time has to be put to use so that apart from benefiting teachers, learners also use it for activities that promote the aim of the policy, in this case, improved learners' outcome. When the questionnaire was administered to these learners' results showed that the main learner activities benefiting ELT were remediation and revision lessons. Learner activities can be those controlled by the teacher as well as those controlled by the learners themselves on their own or with support from parents. Table 5 shows the learners response on attendance of remediation lesson.

Table 5: Remedial Lesson Attendance

Attend remedial lessons	Frequency	Percent	Cumulative Percent
Yes	66	51.6	51.6
No	62	48.4	100
Total	128	100	

Table 5 shows that fifty two (52%) of the learners claimed that they attend remedial lessons while forty eight (48%) never attended remedial lessons.

The question on when the remedial lessons took place was asked to learn if the extended period was in away used for the same. Some of the responses given by those in support of remedial lessons indicated use of part of school schedule (refer to appendix 9). The responses like last period of the day, first period, last 3 periods and twice a week

indicate that remedial lessons share part of the school time schedule. However, such responses came from five (5) respondents out of 128. There were also twelve (12) learners who reported of remedial lessons after the school schedule, that is, during holidays and after lessons, which makes nine (9%) of the respondents. This shows that, ninety one (91%) of the learners gave reasons that seem to describe a revision lesson. Responses include after examinations, end of term and second week of the term just but to mention a few (for more details see Appendix 7).

One strategy used in implementing ELT that resulted to improved learner performance was optimising time for students' learning (Kaplan, 2012). This strategy had three components which were prioritising time according to goals, individualised learning based on student's needs, and making every minute count through promoting school attendance, punctuality and minimising non-instruction time. All in all, the activities ought to use the additional time to greatly benefit the learners in order to translate to improved learner achievement. Individualised learning based on students need is what is similar to remediation in this case. According to Kaplan , at Clarence Edwards Middle school, struggling students were given one-hour remedial lesson four times a week and in addition they assigned the group to the strongest teacher in the area the learners were challenged. At KIPP SHINE School in Texas using assessment data they regrouped learners quarterly, while at another school the selected 20% bottom performers were provided with extra 2 hours lesson after classes and concentrated on individual assistance. Reference was also made on the Assistant Principal of Jacob Hiatt Magnet school in Worcester, Massachusetts, one of the schools known for successful ELT. They started the reform in 2006 and they attributed success of the ELT to careful planning of the additional time and putting it to the use that addressed the needs of the

learners by providing individualised learning. In the situations cited, the added time was managed such that it translated into more time for learning that impacted positively on learners' performance.

Apart from remedial lessons, the other learner activity was attending revision lessons. Figure 3 shows learners response on attendance of revision lessons.

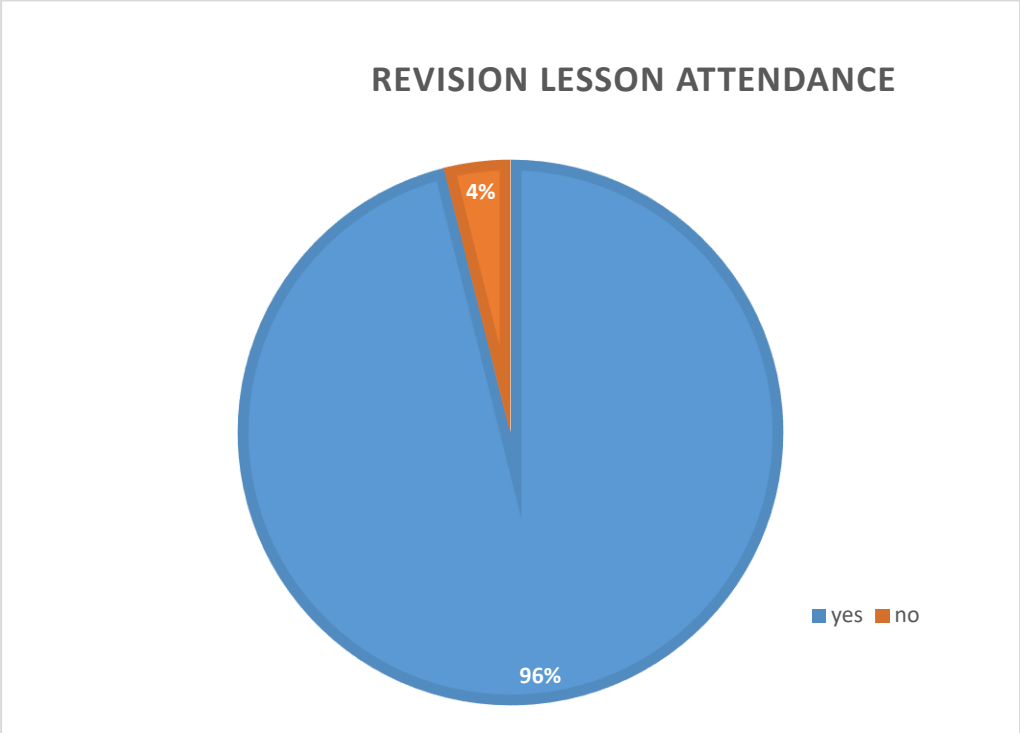

Figure 3: Revision Lesson attendance. Source: Researcher

Figure 3 shows that nighty six (96%) of the learners reported of attending revision lessons while only 4 % indicated having not attended revision lessons. However, there seem to be a mix up between remedial and revision lessons. Ideally, revision lessons target all learners but remediation targets those with challenges so that the teacher learner interaction is increased in order to help the learner catch up.

Remedial and revision lessons are learners' activities aimed at attainment of performance goals set for the leaners in a given period. Important to note is that goal attainment is a push to time management since set goals are expected to be met within a given period of time. ELT is said to have been implemented to minimise learners' achievement gap. Both remediation and revision are efforts to reduce achievement gap in that academic year. In the conceptual framework of this research, goal setting is looked at as a push factor to time management. As such, with the availability of ELT, setting goals on expected learner achievement stimulates maximisation of time value though time management and priority setting. This research therefore checked on existence of goals for students as well as teachers and the nature of the goals if they express linkage with improved performance as a result of extending school time.

This research established the connection between the goal of extended learning time and the goals of the learners and teachers. Figure 4.3 shows the percentage of learners who have been guided on goal setting by their teachers.

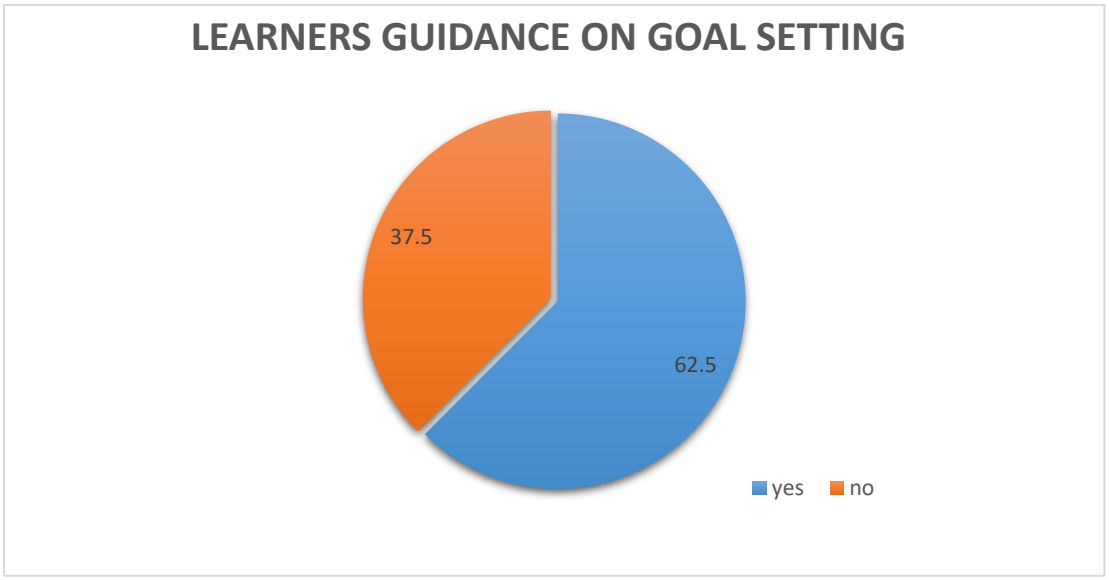

Figure 4: Guidance on Goal Setting . Source:Researcher

Figure 4 shows that 63% of the learners were guided on goal setting while 37% reported of not having been guided on goal setting in relation to expected performance. Goal setting motivates the parties involved to look to a target to meet. As a way of optimising time for students, when learners have goals in relation to attainment, they will prioritise their time for efforts that can result to attainment of those levels of achievement. In goal setting, there is establishment of what to achieve. A good goal will prescribe the standard to attain so that one can easily measure how far one is in reaching the goal so as to strategise how to move forward to fully achieve the goal within the prescribed time. This can be made possible if there is frequent feed back to the learners on how one is fairing. Sajitha (2015) quotes Uğur (2000) as having linked using time effectively and efficiently to having clear targets, planning, setting priorities and assessing urgency. Poser (2003) advise that one of the best time management systems starts with a cycle which begins with goal setting as a matter of setting context for time management. Consequently, the importance of goal setting as a component of time management cannot be over emphasised in this case. At the schools where successful ELT was registered, the schools had goals on performance which were Simple, Measurable, Achievable, Realistic and Time bound (SMART) and were well known by both the teachers and learners. The goals were Simple, Measurable, Achievable, Realistic and Time bound. Figure 5 highlights the goals set by the learners (standard 6-8) who participated in this research.

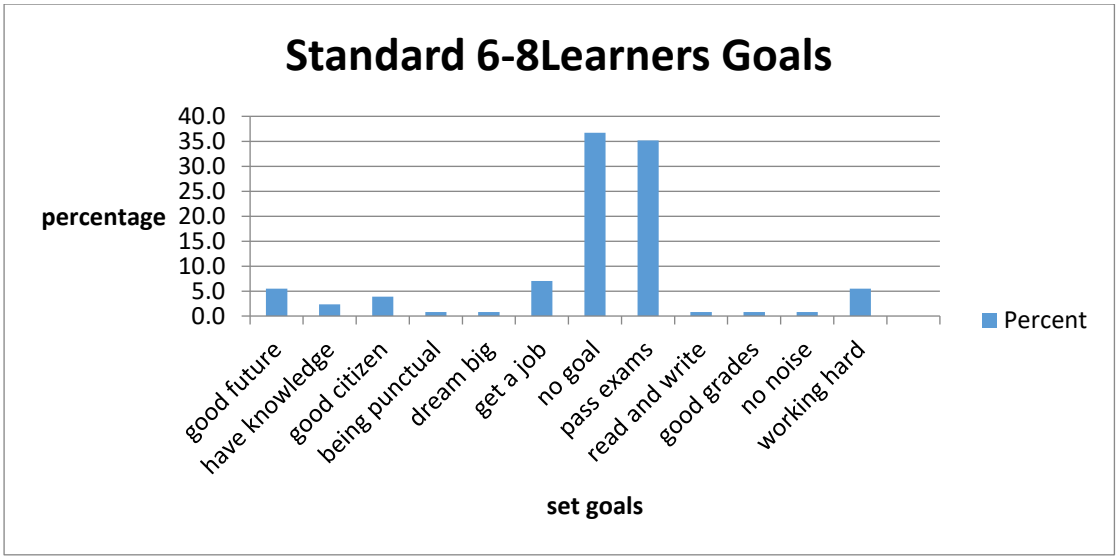

Figure 5: Goals set by Standard 6-8 Learners. Source: Researcher

Figure 5 shows that, thirty-seven (37%) of the learners claimed to have no goal which agrees with the thirty-seven (37%) of the learners who reported to have not been guided on goal setting according to figure 4. On a positive note, thirty-five (35%) of the learners reported of having a goal to pass exams, which in a way is linked to performance though not measurable in the sense of to what standard or level. One of the schools that claim to have attained the learners' highest achievement had a goal shared with the school stake holders. The goal for the teachers was one hundred (100%) pass rate in line with the No Child Left Behind Act of 2002 (Rocha, 2007). Their goal was no child left out, and in another school, they targeted above ninety (90%) pass rate and rewards were also given.

In this research, the goals that the students gave were mostly general and not measurable. For instance, five (5%) indicated being a good citizen as a goal, another five (5 %) indicated working hard as a goal but did not specify their target in terms of what level of performance they were targeting or working hard to attain. The other goals included not making noise in class, being punctual and being able to read and write.

The goal for ELT being high level of academic achievement ought to have been shared with the learners and set agreed targets to aim at so that even the learners should be able to tell when they have reached the target or not. This could motivate them to adjust with the view of attaining the set goal. The goal could be given a range of knowledge or skills attainment.

Just like the learners, teachers were also asked to share the goals they set for their classes.

Figure 6 highlights the goals set by the teachers

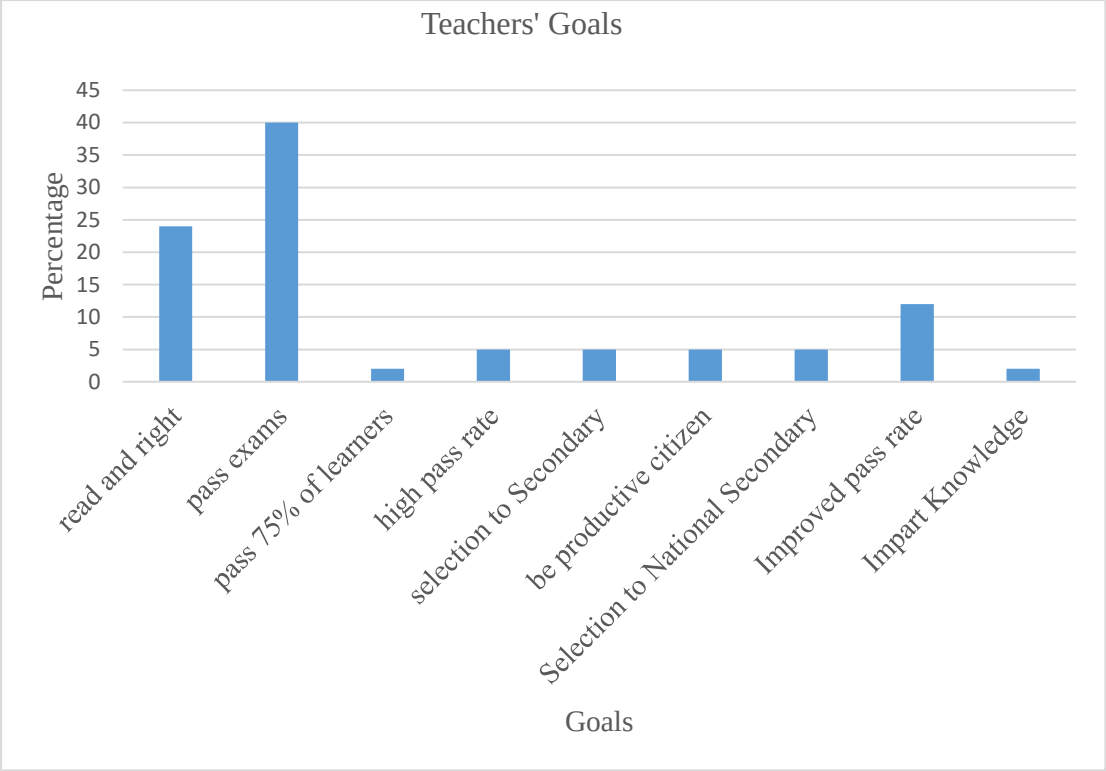

Figure 6: Teacher's Goals. Source: Researcher

Figure 6 shows that forty (40%) of the teachers had assisting learners to pass examinations as a goal, a little higher percentage than the thirty five (35 %) of learners having the same goal as indicated in figure 5. Twelve (12%) of the teachers qualified

the passing by focusing on improved pass rate while about five (5%) considered high pass rate as a goal and another five (5%) qualified it further to selection to national secondary school as a goal. However, only three (3%) quantified the goal by stating that 75% of the learners must pass examinations though the expected performance was not specified.

Figures 5 and 6 showed that generally there is a culture of setting goals on achievement but the goals vary and are not SMART in reflecting targets related to ELT impact. Rocha (2007) conceptualises time as an enabler for students to meet targeted proficiency when schools expand learning time. As such, setting and sharing goals between different stakeholders' triggers actions for achievement of the same. In addition, students need to be reminded of the goal frequently using different approaches so that they are constantly reminded of the expected targets of achievement (Kaplanand Chan 2012). It is also worth noting that there is a link between goal setting and use of extended learning time by the teachers. The goal is the target to aim at and feedback is made with reference to goal attainment. This is in line with Locke (1960) who looks at collaborated goal setting as a motivator for improved performance. With the high performing schools, teachers spent additional school time coaching one another, and collaborating in order to reach a set student performance goal.

4.3 Time Management through Common National School Time Table

Time management is about maximising time value to help individuals and organisations efficiently complete tasks and attain goals (Li1, Liu1 and Wang, 2016). Time management system starts with goal setting, awareness of time and time tracking, planning, taking action, time shifting and adjusting (Poser, 2003). Goal setting for both

teachers and learners has been discussed in section 4.2. A school as an institution, plan for time use is the timetable. The time table guides effective use of time for attainment of set goals. The planned available time has to be maximized and only when inadequacy is established can additional time be allocated. The added time is what is referred to as extended time. One therefore has to be aware of the extended time and its intended purpose to use it efficiently and effectively. This section therefore reports on findings on the perceptions of teachers on the extension of time based on the common time table as a tool for time management.

Figure 7 shows the perception of teachers on the allocation of additional time.

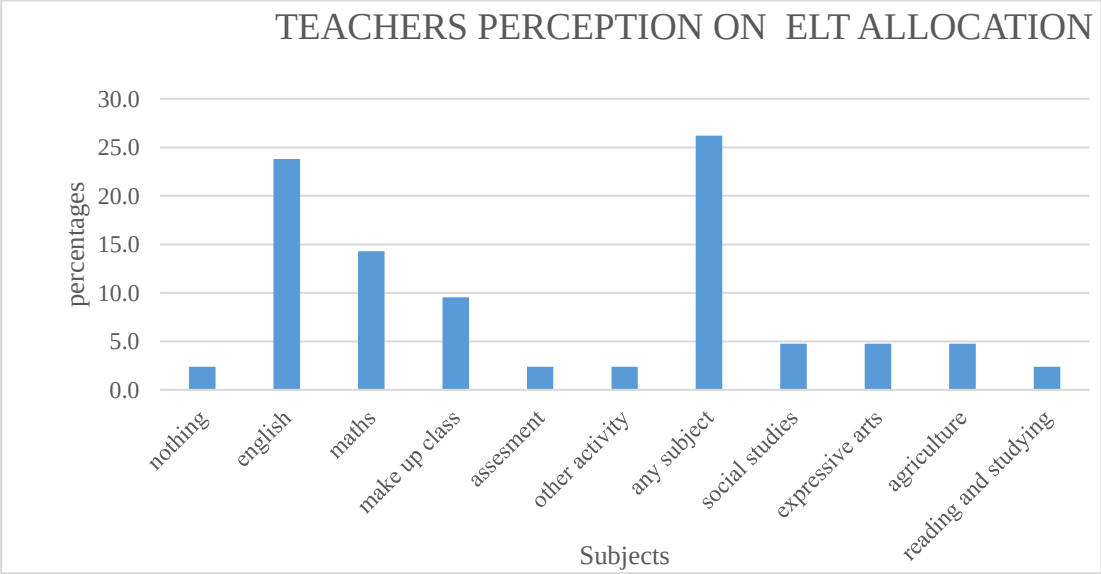

Figure 7: Teachers' Perception on ELT Allocation. Source: Researcher

Figure 7 shows the perception of teachers on use of ELT. It shows that twenty (27%) of the teachers perceive the additional time is for any subject of choice, twenty (24%) think it is for English, fourteen (14%) Mathematics and five (5%) for each of the subjects Agriculture, Expressive Art, and Social studies. This shows that the respondents' perception is that more time has been allocated to core subjects. The perception that ELT is for supportive activities was such that 2.4% perceived it's for

assessment, 2.4% for study and 9.5% for make-up classes. Only 2.4% recognised study as being assigned part of the time extension despite the timetable having library periods. All in all, the perceptions imply that teacher understanding of use of ELT varies. The guidelines on use of ELT are not clear to teachers, according to this research. Such gap in awareness of the allocation of additional time can challenge implementation of the policy in accordance to time management cycle (Poser, 2003).

Although the teachers' perceptions give the impression of no guidance on use of ELT, the common national timetable was provided as a guide. However, there is a mismatch between the perception of the teachers on use of extended time and the prescribed one as shown in table 6. Also refer to appendix 10.

Table 6: Common National Time Table Period allocation

Subjects	**Chich**	**Eng**	**Mat**	**E/Art**	**L/S**	**SES**	**Agr Sci**		**Bk**	**Library**	**Total**
old allocation	5	7	8	5	5	6	6	6	2	0	50
new allocation	5	10	8	5	5	6	6	6	2	2	55
additions	0	3	0	0	0	0	0	0	0	2	5

Adapted from PCAR STD 6 and MOEST Extended learning Timetable Instruction 2016-17. Table 6 is a comparison of old subject period allocation and new allocations which embrace ELT. The table shows that there is extension of five (5) periods in a week which means one additional period of thirty five (35) minutes per school day. Out of the five (5) periods, three (3) are for English, which according to figure 4.6 only

twenty four (24%) expressed awareness. The other 2 periods are for library, and according to figure 7 only 2.4% of the teachers expressed awareness despite the time table indicating library. Relating Figure 7 to table 6 it shows that only 26.4% of the respondents are aware of the use of the extended learning time as dictated by the time table as indicated by 24% citing additional time for English and 2.4% for reading.

In order to cross examine understanding of the ELT policy, knowledge on how much the school day has been extended was sought from the teachers.

Figure 8 shows the percentage of teachers who were for various minutes of school day extension.

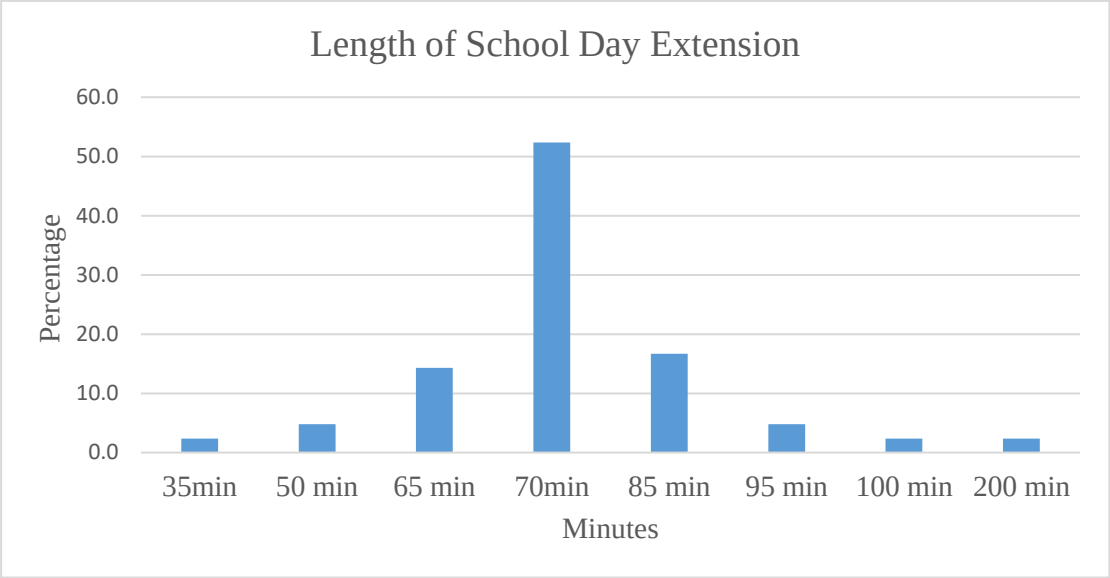

Figure 8: Length of School day Extension. Source: Researcher

Figure 8 shows that fifty three (53%) of the respondents were of the opinion that the school day extension is for seventy (70) minutes which in essence is two (2) periods and only two (2%) indicated 35 minutes which is one period. The reality is that there is addition of one lesson period of 35 minutes and another 35 minutes added to break

time hence extending the school day by 70 minutes. This shows that , although according to figure 7 only 26.4 % of the teachers expressed awareness of subjects allocated more time, figure 8 has shown that fifty three (53%) expressed awareness of how much the school day has been extended while forty seven (47%) lacked precision.

Knowledge of how much the school day has been extended is preamble to time management. The fifty three (53%) therefore, are conscious of extent of extension of school time. According to ECONothwest (2008), one factor that affected outcomes of extended learning time was how effective the extra time was used and to whom it was directed. One can effectively use the extra time if he or she is aware of its existence and extent. Silva (2007) reports that research showed that extending the right time to the students who need it can improve leaner achievement and close the achievement gap. The same therefore applies to teachers since they are considered directors of time management in class , they are the likely stakeholder to put to proper use the extra time by determining activities to be done be it according to the school time table or arising need. As such, not being aware of how much time has been added and to what subject hinges on implementation of the policy.

Effective use of ELT depends on appreciation of need for additional time after finding that allocated time is inadequate. According to Econorthwest (2008), in schools where existing time is not well utilised, adding time to the day or year will likely be ineffective and poor use of scarce resources.

Although this research did not aim at producing base line data on how time was being managed before deciding to extend it as guided by Econorthwest, it sought perceptions

from both teachers and learners on areas of lack of time management. Table 4.7 below Shows perception of learners on time wasters.

Table 7: Learners Perception of Time Wasters

Time Wasters	Frequency	Percent	Cumulative Percent
no time wasters	1	.8	.8
learners unpunctuality	53	41.4	42.2
learners absenteeism	7	5.5	47.7
Break	13	10.2	57.8
Assembly	3	2.3	60.2
other duties for teacher	28	21.9	82.0
copying notes	9	7.0	89.1
all the above	1	.8	89.8
not learning	12	9.4	99.2
peer pressure and love affairs	1	.8	100.0
Total	**128**	**100.0**	

Table 8 shows that 41.4% of the learners looked at unpunctuality as the main time waster followed by other duties by teachers with 21.9%. Ten (10 %) of the learners felt time is wasted during break and 9.4% felt time is wasted through not learning.

Surprisingly, only one learner reported of no time wasters while the rest reported of situations when time is wasted. The feedback testify that learners are aware of time wastage implying that time management is not a strange concept to them and they note when time is being wasted. Therefore, the main time wasters as identified by the learners include unpunctuality, other duties for teachers, extended breaks and unused lesson time. It's interesting to note that even copying notes is also considered as one of the time wasters identified by the learners.

The teachers also had their own perception on factors reducing their interaction time with the learners. Table 8 shows teachers perception on time wasters.

Table 8: Teachers Perception of Time Wasters

Time wasters	Frequency	Percent	Valid Percent	Cumulative Percent
none	1	2.4	2.4	2.4
Absenteeism	9	21.4	21.4	23.8
Sickness	2	4.8	4.8	28.6
Distance travelled	3	7.1	7.1	35.7
Unpunctuality	15	35.7	35.7	71.4
Other activities	6	14.3	14.3	85.7
Fatigue	3	7.1	7.1	92.8
Pressure from work	1	2.4	2.4	95.2
few teachers	2	4.8	4.8	100
Total	42	100	100	

According to table 8, Thirty-five point seven (35.7 %) of the teachers felt unpunctuality is the main time waster just like 41.4% of learners felt the same as indicated in figure 8. While learners considered teachers other duties as the second time waster, teachers look at it as the third timewaster as indicated by 14.3% in table 4. 8. For the teachers, absenteeism of both teachers and learners is the second time waster as evident in 21.4% of the teachers. This shows, therefore, that according table 7, learners consider unpunctuality as the main time waster, followed by other duties by the teacher then break and according to table 8, the teachers are in agreement that the main time waster is unpunctuality, followed by absenteeism and then other duties by the teachers.

Tables 7 and 8 have shown that unpunctuality is the main time waster despite the existence of a common time table to serve as a guide to time management at a school. Figure 9 shows how learners rated punctuality at the school.

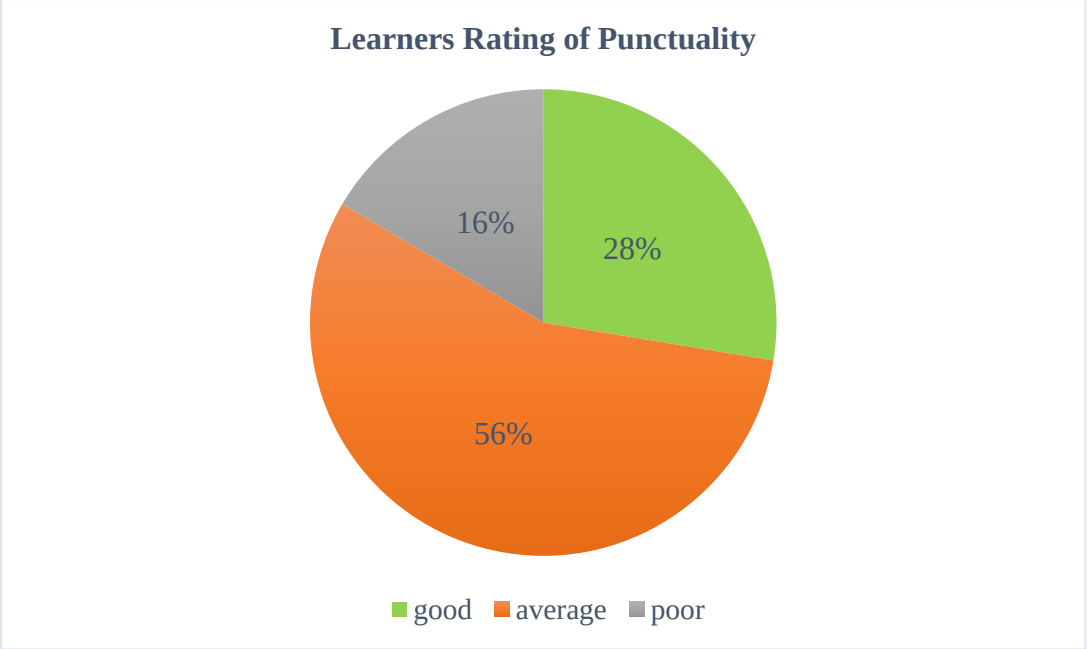

Figure 9: Learners Rating of Punctuality. Source: Researcher

Figure 9 shows that only twenty eight (28%) rated punctuality as good but fifty six (56%) rated it average and sixteen (16%) rated it as poor. This means that a total of seventy two (72%) of the learners see punctuality as a challenge. Awareness of this challenge on its own is an opportunity which can be utilised by setting goals to address unpunctuality and hence, regain school time since late coming reduces school day time.

With reference to table 8, absenteeism of learners was considered as the second time waster according to teachers view. Figure 4.9 shows the attendance of learners in the first and second week of term 3 based on attendance register record as well as the fourth week based on observation.

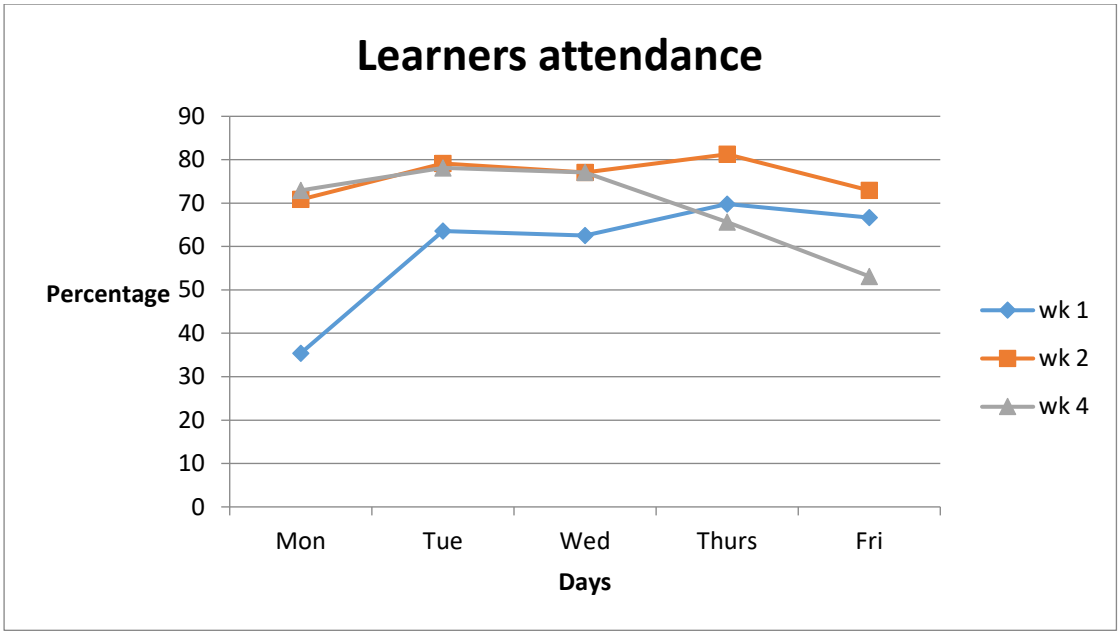

Figure 10: Learners Attendance. Source: Researcher

Figure 10 shows that in week one, the average attendance of learners in the selected schools was thirty five (35%) on the first day and rose to seventy (70%) as the maximum attendance for the week. The highest attendance was on Thursday. In the second and 4th week, the maximum attendance of seventy (70%) in week one became the attendance for the first day. This shows that if there is a deliberate effort to encourage learners to report for classes in the first week, the attendance in second week is likely to take off from there, hence minimise lost time. The highest attendance realized in a period of first 4 weeks in the term was eighty (80%). The attendance oscillates between seventy (70) and eighty (80%) after week one. Generally, the attendance of learners was low on Mondays, it rose on Tuesdays and dropped again on Wednesdays, rose again on Thursdays and dropped again on Friday. The dropping down of attendance on Monday may symbolise carry-over of weekend rest by the learners. It also reflects involvement of learners in marketing activities, as Monday is a market day in the area where the study took place.

However, although Thursday is also a market day, it seems it does not attract the learners much. The drop on Friday was due to Muslim learners who opt not to report for classes in order to prepare for prayers. Those who attend lessons on Friday morning, also leave by 12:30 for prayers. In week 4, on Wednesday the attendance was 78% but dropped at an increasing rate to 51% on Friday. This shows how an activity affecting one class can have spillover effect on the whole school. The standard 8 learners were preparing for Malawi School Certificate of Examinations (MANEB) examinations in the following week. Most of the schools had special prayers for the success of the standard 8 learners of their school.

The school time table is based on the school calendar which sets the dates for commencement of the term and closure. The school calendar prescribes the allocated time based on the curriculum from which the time table is made as a guide to time use. When the date for opening school is set, both teachers and learners are expected to adhere to the school calendar so that they use all the allocated time. Figure 10 shows that there is a challenge with time management as the term begins. Figure 11 shows the implication of the attendance shown in figure 10 in relation to time wastage through absenteeism.

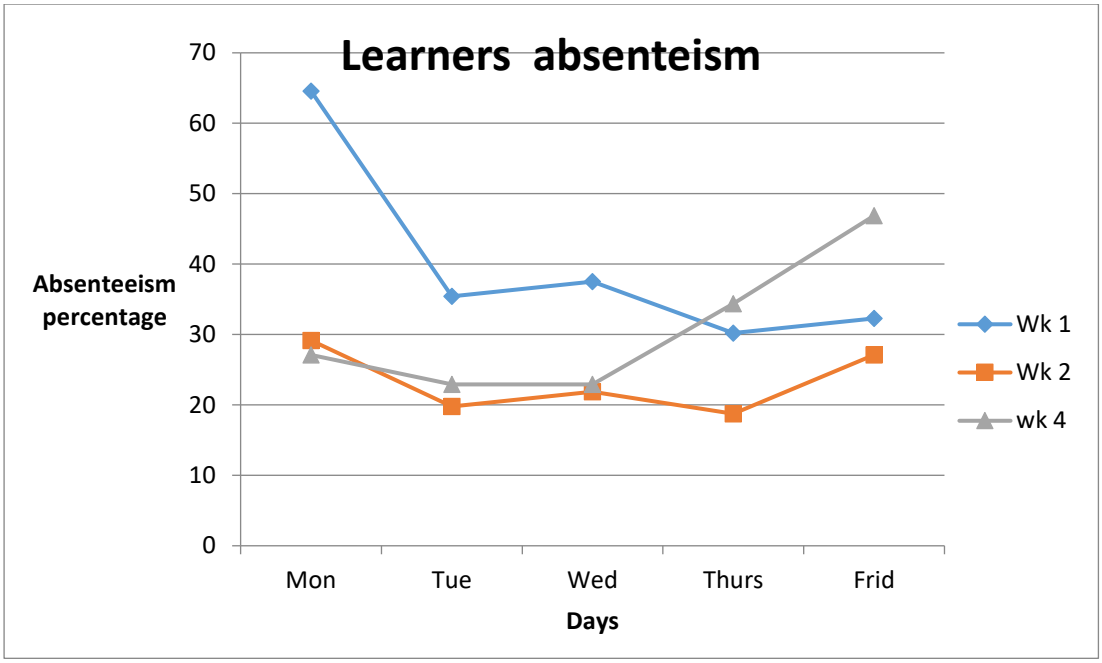

Figure 11: Learners Absenteeism. Source: Researcher

Figure 11 shows that sixty-five (65) % of the learners waste the full school day on first Monday of the term. The least percentage of learners who waste the first week is 30%, for second week it is 19% and for fourth week it is 21%. Therefore, it can be inferred that on daily basis not less than 19% of learners waste the school day due to absenteeism. This means 19% of the learner-hours are wasted. Apart from unpunctuality and absenteeism of the learners, other duties for teachers result to time wastage. According to tables 7 and 8, both learners and teachers agree that the carrying out of other duties by teachers form the third time waster. These other duties include going for meetings, workshops, and attending to disciplinary hearings and visitors as well as addressing departmental issues. This shows that both the teachers and learners don't see much value addition of the other duties toward the school performance. One wonders whether with good planning of both teacher quality improvement activities and learner activities mentioned in this research, learners could refer these as time waster.

4.4 Utilisation of extended time

The third sub-question of this research was on how much of the extended learning time is used for teaching and learning in the senior primary school. Having reported on perception of teachers on how much the school time was extended and having shown the real scenario that there was an extension of 5 lessons of 35 minutes, checking utilisation of the school time was done by tracking school periods utilisation. Table 9 therefore reports on the teachers' perception on missed periods.

Table 9: Missed Periods

Missed Period	Frequency	Percent	Cumulative Percent
none	2	4.8	4.8
Period 1	4	9.5	14.3
period 8	2	4.8	19.1
period 11	28	66.7	85.7
Period 1 &11	2	4.8	90.5
Period 10&11	4	9.5	100
Total	**42**	**100.0**	

Table 9 shows that 67% of the teachers reported inability to use period 11 which is the last period for the day and 5% apart from period 11 loss they included period 1 as well. Another 10% referred to period 11 as well but added period 10 too. As such at most, 82% expressed loss of period 11. The table shows that the last period which in essence is the extended time of the day is mostly not used. Loss of one period symbolises that the extended time is not put to use despite being added to the school day. A loss of two periods would mean that even the initial time that is the time allocation prior to extension is also wasted.

A comparison was also made between the subject allocation on the time table and what subject was actually taught. When the teachers were observed teaching in the fourth (4^{th}) week, the observers noted the subjects taught. The results were compared with the allocation in the standard time table. Table 10 shows variation in the implementation of the allocated periods for each subject.

Table 10: A comparison between Government and School Allocated Periods

INSTITUTION	SUBJECT PERIOD ALLOCATION										TOTAL
	CHICH	ENG	MAT	E/ART	L/S	SES	AGR	SC	BK	LIBRARY	
Government	5	10	8	5	5	6	6	6	2	2	55
School 1r	8	3	6	2	2	0	1	0	3	0	25
School 2r	3	11	5	3	3	4	6	4	3	0	42
School 3r	3	4	4	4	0	2	4	1	0	0	22
School 4r	3	5	5	10	4	3	7	2	4	0	43
School 1sr	4	5	5	5	4	0	6	1	1	0	31
School 2sr	5	7	5	2	2	4	1	3	1	0	30
School 3sr	5	8	6	4	3	4	2	3	4	0	39
School 4sr	5	1	7	2	2	3	1	0	0	0	21

r*rural school sr*semi-rural school

Table 10 shows variation in prescribed subject period implementation. For instance Government through the common timetable allocated to Chichewa (CHICH) five (5) periods per week, however, School 1r which is in the rural taught 8 periods adding 3 more periods. Schools 2r, 3r and 4r which are rural schools reduced the allocation by two periods teaching only three (3) periods. Its only 3 schools in the semi-rural, school 2sr, 3sr, and 4sr which adhered to the allocation for Chichewa. Though the 3 semi-

rural schools adhered to Chichewa period allocation, they have not adhered to allocations for the rest of the other subjects. English has been allocated 10 periods, but school 1r which is a rural school only taught 3 periods while school 2r which is also a rural school added one more period making a total of 11 periods.

This is evident that despite provision of a guide for time management, during implementation of the curriculum, the guide is not adhered to hence challenging the aspect of time management.

Figure 12 shows the implication of lack of adherence to predetermined school schedule or **time** table.

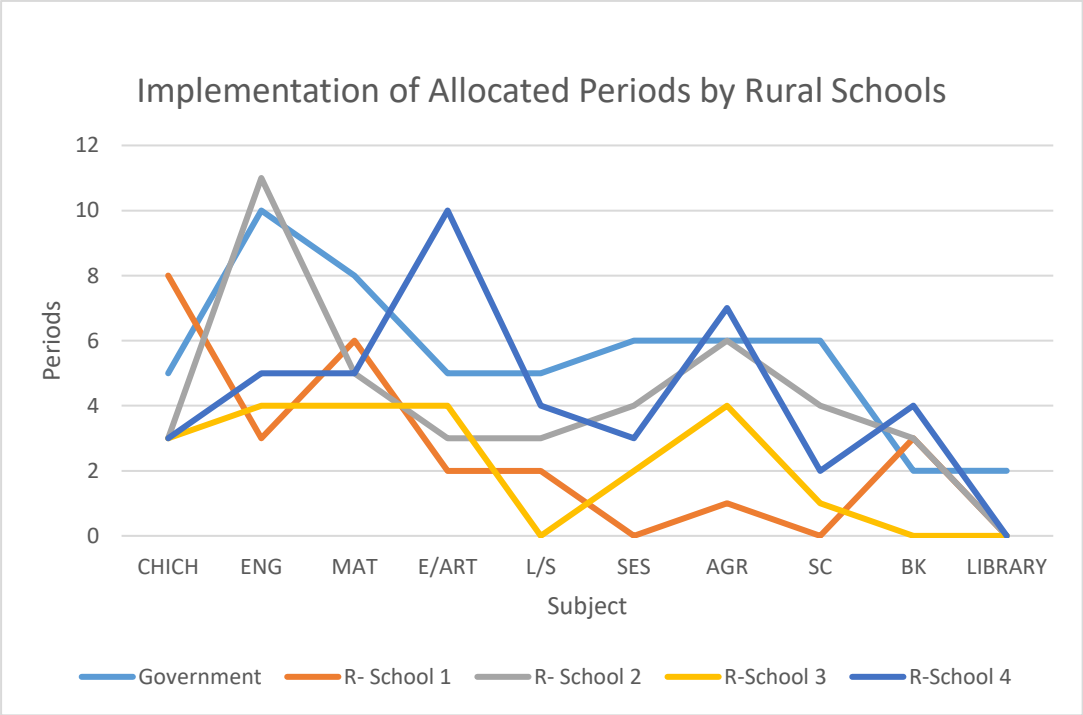

Figure 12: Implementation of allocated period on Rural (R) schools.
Source:Researcher

Figure 12 shows that the Government allocated 5 periods for teaching Chichewa .However rural school 1 teaches 8 periods while rural schools 2 ,3 and 4 taught 2 periods

only. Government allocated 8 periods for mathematics however, all rural school taught less than 6 periods. Additionally, despite the government allocating 2 periods for Library, no rural school offers library period. Figure 13 presents the scenario for semi-rural schools.

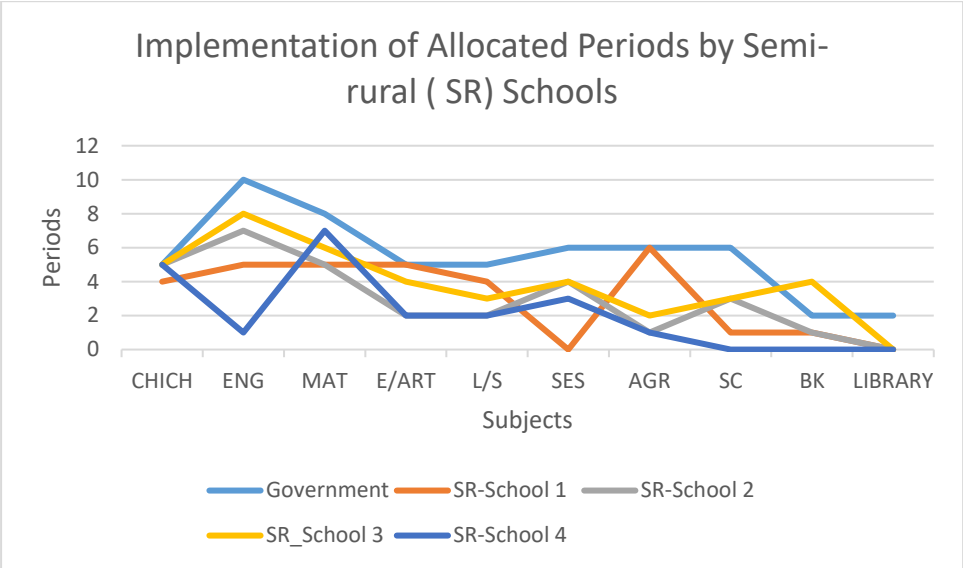

Figure: 13 Implementation of allocated period by Semi-rural (SR) schools. Source:Researcher

Figure 13 shows that unlike most rural schools not adhering to the 5 period allocation to Chichewa, 3 semi- rural schools adhered and the remaining one school implemented 4 periods. Unlike the case of rural schools where some schools taught some subjects more than allocated period, the semi-rural schools implemented less periods than those allocated to most of the subjects with the exception of semi-rural school 3 which taught 4 periods BK instead of the allocated 2. Just like the rural schools, no semi-rural school observed the library period.

Figures 12 and 13 show non adherence to the common timetable and that schools are at liberty to teach number of periods of their choice for a particular subject, as such

there is no control in ensuring the extended time is used to benefit the learners so that they realise high academic achievement. The school schedule in appendix 8 is supposed to guide on time management. Lack of adherence to the same, testifies lack of time management.

Figure 14 shows how much of the school time is used for learning. It is a comparison between the standard allocated times which is 55 periods a week to what is implemented by each of the schools under study.

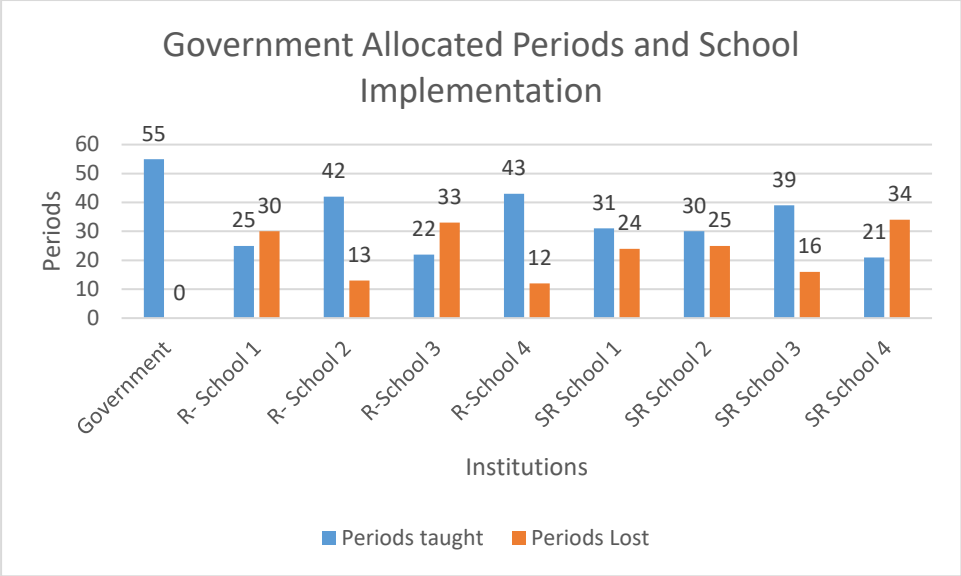

Figure 14: Government Allocated Periods and School Implementation. Source: Researcher

Figure 14 above shows that from the 4 rural schools sampled, rural school 2 and 4 taught at least over 40 periods in the week, losing out 13 and 12 periods a week respectively, which is lower than the semi-rural schools which lost at least 16 periods in that week. Rural school 3 and Semi-rural school 4 have the worst scenario whereby in the fourth week, the schools used only 22 and 21 periods respectively instead of 55 losing out 33 and 34 periods in that week respectively. Figure 14 therefore shows that

school time allocated to teaching and learning is not maximized such that there is a minimum loss of 12 periods indicated in week four of the studied term. The lost period reported signifies loss of not only the extended school time but the initial allocation as well. Claire (2012), alludes that examination of current use of time by teachers visa-vie teaching, individual preparation and other duties is of paramount importance in deciding on how additional time should be used .Otherwise, consideration should be made on managing existing schedule and better use of allocated time so as to use extended learning time for teacher professional development and collaboration. Unless the teachers are empowered on time management, most of the school time will not maximise time use and indeed expanding school day will be a waste of resource. Sabha & Abdel-Fattah (2012) report that the research they carried out on time management revealed that even higher academic qualification doesn't mean better awareness of time management concepts as such a lower ability of using time effectively in academic or life activities is also experienced by this group of people. As a result, one of the recommendations made by these researchers was that faculty members should undergo workshops and trainings on time management in order to enhance efficient time use. In addition, their adherence to work schedules should be checked. The respondents of my research were also asked whether there were trainings on time management prior to extended school day. Table 4.11 shows the training teachers went through prior to implementation of ELT implementation.

Table 11: Exposure to Training on Time Management

Training	Frequency	Valid Percent	Cumulative Percent
NONE	26	61.9	61.9
Methodology	7	16.7	78.6
Assessment	2	4.8	83.4
Time management	1	2.4	85.8
Use of assessment data	2	4.8	90.6
Production of TLMs	2	4.8	95.4
English speaking	1	2.4	97.8
Trachoma prevention	1	2.4	100
Total	42	100	

Table 11 indicates that about 62% of the respondents did not undergo any training prior to implementation of ELT policy. Most of the responses indicated training not linked to time management, only 2.4% testified about time management training which means if the training was done the concept was not well articulated hence not properly linked to the proper implementation of the extended learning time policy.

Eilam and Aharon (2003) believes that time management is a way of monitoring and controlling time. However, Claessens et al.,, 2005) observed that time cannot be managed because it is an inaccessible factor and proposes that the only way a person deals with time is by influencing it. This justifies the need for time management training to be linked with the introduction of extended learning time in order to make the teachers positively influence proper use of time. In support of Claessens et al,(2005) Schellenberger (2009 as cited inMzewi(2016) refers to time management as

behavioural change techniques that help people get organised, clarify thinking and increase output. Hence, to trigger such behaviour change, training is necessary.

4.5 Chapter Summary

This chapter has provided research findings on use of extended time by focusing on the activities aimed at improving effectiveness of teachers and those influencing performance of the learners. It has also focused on the findings and discussions on use of common time table as a strategy for time management during implementation of ELT. Lastly, it had reported on how much of the extended time is used for teaching and learning. The next chapter presents a summary of the findings of this study, conclusion and policy implications.

CHAPTER 5

SUMMARY, CONCLUSION AND POLICY IMPLICATIONS

5 .1 Chapter overview

This chapter provides a summary of the research in section 5.2. Section 5.3 presents the conclusion drawn from the findings and lastly section 5.4 provides the policy implication in relation to use of extended school time.

5.2 Summary of the research

This research was on time use in primary schools, an investigation on extended school day time management in selected schools. The main question was: How do schools manage extended learning time in order to improve learner performance.

The research used mixed methods design and involved 8 primary schools. The respondents included learners in senior section, their teachers' one per stream, the head teachers of each school and the PEA in the selected zones. Purposive sampling was used. Data was collected using structured questionnaire with some open ended questions. Observations were also done on both the teachers and learners.

The results of the research findings have been discussed in chapter 4. This chapter focuses on conclusion and recommendations.

5.3 Conclusion

This research has established that the activities done by senior primary school teachers during ELT include collaborative lesson planning, use of assessment data and peer lesson observation. However, teachers have used initiatives although not in a coordinated manner to link ELT to these activities since there is no guidance provided through the time table. The main activities for learners benefiting ELT are remedial and revision lessons although these too do not appear in the school time table. As such the activities are carried out as self-initiatives by teachers. There are no clear goals targeting school performance to stimulate organized way of carrying out teacher and learner activities that benefit ELT for the achievement of the same.

There is a common time table available for use, however adherence is a challenge resulting to periods being missed out and time being wasted through unpunctuality, other duties by teachers, absenteeism and extended break time.

The schools were allocated 55 periods a week, however only 3 schools used around 40 periods that is 43, 42 and 39 periods. The others used between 43 and 21 periods. A period is 35 minutes long.

The situation maintains the status quo because even to date the pass rate for 2017- 18 academic year, for PSLCE is 79.39%, meaning about 21% of the learners not achieving after 8 years circle. Hence, the move by the Ministry to accord the learners the opportunity to perform by increasing school day is a timely intervention.

However, this research has revealed that 60% of the teachers in the senior section are youthful and have served not more than 10yrs. Research suggests consideration on use of the school time for improvement of their effectiveness. Their age and short service can be looked at as an opportunity for capacity building in policy implementation, and more importantly in relation to time management. Only 2.4 % of these teachers claimed exposure to training on time management from the time they obtained their qualifications 10 years ago.

The activities that teachers are expected to benefit from the use of school day included collaborative planning, peer observation, sharing of assessment data for learners work and using it for planning, summer trainings and embedded professional development. Such activities improve efficiency of the teachers, consequently improved learner performance. What this research has revealed is that, only 26.1% of the teachers admitted of benefiting professional development using the extended learning time. There has to be a common realisation that professional development should use part of the extended learning time. The activities reported were: team planning, use of assessment data and supervision.

In relation to learners' activities that are linked to effective ELT are prioritising time according to goals, attending remedial lessons and making every minute count through promotion of attendance at all times, punctuality as well as minimising non- instruction time. This research has revealed that 63% of the learners are guided on having a goal. This is really positive because having a goal is a pre-requisite to setting priorities. A goal gives a sense of direction and limits focusing on untargeted things. Goal setting promotes time management. Nevertheless, a gap was noted in coming up with a goal

specifically on attainments levels which in essence could have linked well with improved achievement.

The main learner activity indicated was remedial lessons. Fifty-one point six (51.6%) of the learners reported to have attended remedial lessons. However, looking at how much time is used for learning, there is a challenge in making every minute count due to unpunctuality and absenteeism of the learners and also idle time during lessons. As such, the extended time does not benefit the learners much since there are many time wasters.

Forty (41%) of the learners reported unpunctuality as the main time waster and this is in agreement with the teachers, 35.7% of them. Therefore, unpunctuality, other duties for teachers, break and absenteeism are the most common time wasters in the schools under study. Twenty-eight (28%) of the learners only, rated punctuality of the schools as good.

The response on how much of the extended time is used for learning revealed that up until forth week, the maximum attendance of learners was eighty (80%). Sixty-eight (68%) of the teachers reported they face a challenge in using the last period of the day and this signifies a complete loss of the extended period.

The research has shown inconsistences in knowledge on which area time has been increased. For instance, only three (3%) were in the know that the school day extension has accommodated study and only twenty-six (26%) of the teachers showed awareness of the planned use of extended learning time as stipulated in the time table. That

explains the reason for not adhering to the time table as revealed by this research. Consequently, losing in a week a minimum of 12 periods for rural schools and16 periods for semi-rural schools. This defeats the dream for improved learner performance unless serious monitoring mechanisms in use of the time are put in place.

5.4 Implications

There is need for adequate consultations with different stakeholders on teachers' perception on increasing allocated time as a solution to poor learners' performance so as to make them part of the solution. If it is established that available time is used effectively but time is in adequate and it's convincing that additional time is necessary, then the added time should be shared and attitude acquisition. In essence, clear guidelines on the use of extended learning time should be provided. For instance, the study period can be supervised by a class monitor while the teachers carry out professional activities. The extension can include a week also after school closure for teacher collaborative planning or holiday trainings during that period partners can support the learners with enrichment activities and extra-curricular or specialised skill development activities.

Once the policy has been instituted, there is need to support implementation. Some of the support could be trainings on time management and use of library by learners. Learners guided activities like study circles, debates, quiz, drama as well as practical sessions with knowledgeable stakeholders should be part of the strategy to free some time for teacher quality promoting activities. Such support will help to translate ELT added time value as opposed to time wastage.

Other complementary policies should be put in place to support ELT. For instance, the school should be encouraged to have a goal in line with the set policy and target achievement of the same. Linkage between the schools and the communities in addressing unpunctuality and absenteeism be enhanced and monitored with attachments of rewards.

Mechanisms should be put in place to monitor adherence to the school time table so as to minimise loss of the entire period and uncontrolled period use.

5.5 Areas for further research

Extended Time use in selected districts in Malawi in order to establish how school time is being managed national wide as a way of monitoring policy implementation.

The roles played by school managers in increasing learner outcomes. The lessons learnt cannot only inform policy direction but also participation of the grassroots in determining policy direction.

Existence of support systems in effective implementation of ELT in schools. Such a study will inform the system on measures to put in place for effective implementation of the policy. It will also guide supportive policies or strategies for effective implementation of ELT.

Management of time wasters in primary schools. The lessons learnt can be used to devise strategies to complement the ELT policy so that available time is managed and policy goals are realized.

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APPENDICES

Appendix 1: Letter from Chancellor College

CHANCELLOR COLLEGE

Principal: Richard Tambulasi,
B.A. (Pub Admin), BPA (Hon), MPA, Ph.D

P. O. Box 280, Zomba, MALAWI
Tel: (265) 01 524 222
Telex: 44742 CHANCOL MI
Fax: (265) 01 524 046

Our Ref.: EDF/6/19
Your Ref.:

31st May 2017

TO WHOM IT MAY CONCERN

INTRODUCTORY LETTER FOR MASTER OF EDUCATION (Policy Planning & Leadership)

Ms. Getrued Maliko (MED/PPL/12/15) is a student of Education in the Department of Education Foundations at Chancellor College, University of Malawi studying for her Masters in Policy Planning and Leadership.

She is working on her thesis titled, "***Time Use in Malawi Primary Schools: An Investigation on Extended School Day Time Management in Machinga Education District***".

This is meant to be a request to your institution or organization to assist our student in her endeavor to collect data.

Thank you

UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE
DEPT OF EDU. FOUNDATION
2017 -05- 31
PO BOX 280
ZOMBA

F. MTEMANG'OMBE
HEAD OF EDUCATION FOUNDATIONS DEPARTMENT

Appendix 2: Letter from EDM or DEM

30TH April, 2017.

FROM: GERTRUED MALIKO, ZOMBA URBAN DEM OFFICE,
BOX 1128, ZOMBA.

TO : THE DEM , MACHINGA DISTRICT OFFICE

RE: REQUEST FOR DATA COLLECTION IN ST TEREZA AND MACHINGA ZONES

I am student from Chancellor College pursuing a masters course in Education Policy Planning and Leadership now in the research year . The research is on extended learning time policy.

I therefore write to request your office to grant me permission to collect data in the zones reffered to. I have selected four schools in each zone and the senior section in particular. The schools are Bisa, Likwenu, Machinga LEA and Ndalaban in Machinga Boma zone ; Liwonde LEA, St Thereza , Namisundu and Naungu in St Tereza zone. Data will be collected from the PEA, learners and teachers of the mentioned schools.

Looking forward to your approval.

DISTRICT EDUCATION MANAGER
04 MAY 2018
HUMAN RESOURCE SECTION
P. O. BOX 24
MACHINGA

Your faithfully

GERTRUED MALIKO CHIPETA

MED PPL STUDENT

Cc: THE EDM SOUTH EAST EDUCATION DIVISION

Appendix 3: PEA AND Headteachers questionnaire

I am ….Collecting information on behalf of Gertrued Maliko a Masters' student in Policy Planning and Leadership in the Faculty of Education, Chancellor College carrying out a study titled Time use in Malawi primary schools **:** an investigation on extended school day time use .This study aims at establishing how the extended time allocated to senior classes is being used and what time related factors affect academic performance of learners. For the study to be successful there is need to have an in depth-interview with senior section teachers and learners to collect the much needed information on the implementation and use of allocated time to the class. I therefore would like seek your consent to participate in the interview. I will also like to record our interview so that I can concentrate later on to note the details. May I assure you that there will be total confidentiality of your identity because you will not be disclosed in the final write up. This interview shall take approximately 20 minutes.

Preliminary Information

Zone……Name of school:…… Class …….. DATE…….

Role 1- **PEA** 2–Head 3-TEACHER **Gender. 1- Male 2- female**

A.Work experience and qualification of respondent

1. What is your academic qualification?

1. Diploma 2. MSCE 3. JC ……

2. Which training programme did you attend?

1- MASTEP 2- MIITEP 3 -2YR 4- IPTE 5– ODL ……

3. How long was the training?

1- (1 Yr.) 2- (2yrs continuous) 3- (2yrs with breaks) **……**

4. Which class are you teaching?

1- STD 5 2- STD 6 3-STD 7 4- STD 8 **…….**

5. How long have you been teaching this class?

1-Less than 1 YR 2- (1-5yrs) 3-(5-10yrs) 4- more than 10yrs **……..…**

6. Apart from teaching, what are some of the important things that you must do when you

report for duties? 1- Supervising lessons 2-Orgarnising clubs

3- Guidance and counselling. 4- Others specify

……

7. How does this positively or negatively affect your teaching time?

……

8.What do you think is the main factor that reduce your interaction time with learners ?

1- Absenteeism of learners. 2- Sickness.

3- Distance Travelled 4-Punctuality 5- Others Specify **…….**

9. What responsibilities do you hold at this school?

1- Deputy Head 2- Section Head 3- Patron 4- Others Specify **…….**

10 How do the responsibilities affect teaching time management?

……..

10b How many times have you been supervised this academic year?

1. Once 2- Twice 3-Three times 4-Not yet

USE OF EXTENDED TIME

11By how much has the school day time allocation changed due to extended learning time?

1-35min 2- 70 min 3-105 min 4-140 min 5-specify ……

12. As a result of extended learning time, what changes have been introduced to your duties in order to contribute to improved learners performance

1- team planning 2- peer lesson observation 3-Planning using Assessment data 4-target setting 5-Supervision 6- remediation lessons 7-meeting absentee-learners guardian 8- Others specify…….

13 Explain your answer to 12

……

14 Lessons are arranged such that the pattern is 4-4-3lessons. Which period is mostly misses?

1- period1 2- period 5 3 period 8 4 period 11 5 specify……. …..

15 Explain answer to 14

……

16 What has the extended learning time been allocated to

1-English 2- Maths 3-CPD 4- make up class 5-Assessment 6 specify ……

17. Do you think the extension of school day will result to improved performance of the learners? 1 - Yes 2 –No ……..

18. Why ……

19. What more should be done so that extended learning time improves learners achievement?

……

……

20a What factor mostly reduce learners learning time

1-leaners punctuality. 2- Learners absenteeism 3-break 4-assembly

5- Other duties for teacher 6-copying notes 7-Others specify …….

20b How has Extended learning time addressed the factor you mentioned in 20 a

…….

21. Before extension of learning time, What were the main time wasters in schools which prevented full utilization of learning time for learners?

……

22. How does a teacher loose some of the time allocated to teaching?

……

23 What training have you undergone since the extension of learning time?

1-Methodology 2- Assessment 3- team planning

4- Time management 5 –use of assessment data 6 – Peer supervision

7- Production of TLMs 8- others specify …….

24 If yes how long was the training?

1- One Day 2- Week 3- months 4- specify ……..…

25 When do you submit schemes of work

……..

26 How much time does it take to prepare schemes

……..

27 where do you prepare schemes

1-Home 2- School ……

28 How many Lessons plans do you comfortably prepare for the school day

……..

29 Explain your answer

30 Do the lesson plans indicate time for every task

1-yes 2- No …….……...

31 When do you prepare lesson plans. ……...

32 Explain your answer ……..

33 How much time do you spend to prepare Lesson plans for a school day

One hr 2- Two 3-Three hrs hours 4- specify ……..

34 Explain you answer

35 What is your goal in relation to your teaching class? ……

36 How did you arrive at the goal? ……

37 How often do you give an assessment that is graded and recorded

Weekly 2- monthly 3- Termly 4- others specify ……....

38 Which part of the extended school day are learners assessed?

Before first lesson 2- last period 3 specify ……..

39 How do you use the assessment data?

For regrouping learners 2- to formulate other tools for better data interpretation

4- share to promote use of data 5- use for planning 6 specify …….

40 what do you propose to be done so that extended learning time contribute more to learner achievement……

Final remarks

Thank you very much for taking your time to participate in this interview, as stated at the beginning, this information shall be used sorely for the academic purpose and that your identity will not be included in the final write up.

Appendix 4: Teachers time management observation form (week #)

Instructions: - This is a daily observation form

Record the time the teacher start and end the lesson in the appropriate column.

Name of the School_____Name of the class teacher_____

Term _____Date _____ School Day: Mon, Tue, wed, Thurs, Fri

PERIOD	**LESSON STARTING TIME**	**LESSON ENDING TIME**	**SUBJECT**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

Appendix 5: Learner Daily attendance (learners going in class)

	TIME											Daily attendance	
DAY	7:30	7:40	7:50	8:10		10:10	10:20	10:30	10:40		14:30	Boys	Girls
Mon B													
G													
Tue B													
G													
Wed B													
G													
Thur B													
G													
Fri B													
G													

Appendix 6: Learners' week one and two attendance from attendance register

Name of the School_____

Term _____

Week Number: _____

Class enrolment_____

WK BEGINNING	1:			2:		
DAY	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

Appendix 7: Teacher attendance (From head teacher time book of previous year)

Teaching class	Gender	Days reported	Average arrival time
STD 5			
STD6			
STD7			
STD8			

Appendix 8: Questionnaire for learners

1 Class in

1-STD 5 2-STD 6 3-STD 7 4- STD 8 ……..

2 Sex 1- male 2- female ……...

3 What subject do you like most ……...

4 How much did you score last term

1-below 40 2-(40-59) 3- (60-79) 4- (80-90) …….

5 What subject do you dislike most ……

6 How much did you score last term

1-below 40 2-(40-59) 3- (60-79) 4- (80-90) …….

7 Have you ever been called for guidance when you have done poorly

1-yes 2-No …….

8 Have you ever attended remedial lessons

1-yes 2-No ……..

9 If yes, explain when ……

10 Have you been guided on setting goals

1 Yes 2-No ……..

11 If Yes what goal did you set as a class ……..

12. How are you made aware of best performers' in your class? Explain

13 Are there revision classes for those who fail

1- Yes …….

14 If Yes, which period ……..…

15 When bell rings , most of the learners go to class immediately

1-Agree 2- partially agree 3- strongly agree ……..

16 How do you rate punctuality of leaners in your class

1-good 2- average 3- poor ……..……..

17 What is the main time waster for learning……..

1-leaners punctuality. 2- Learners absenteeism 3-break 4-assembly

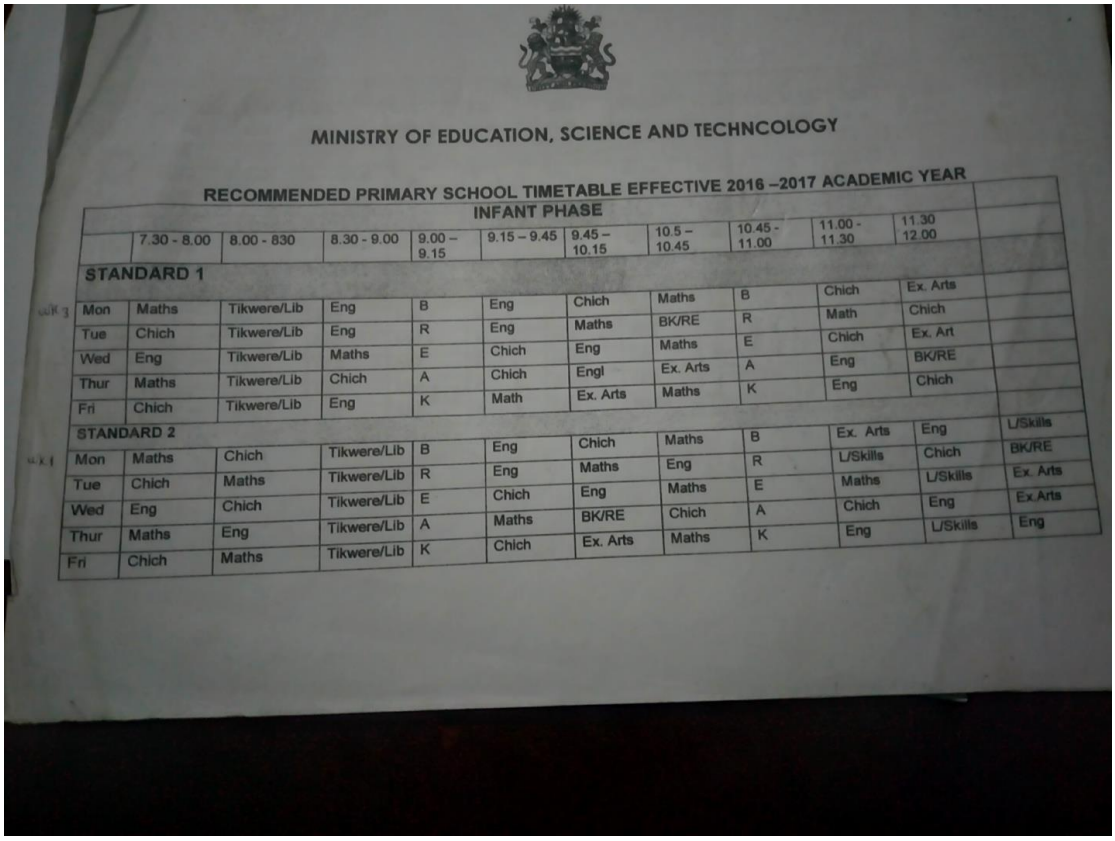
5- Other duties for teacher 6-copying notes 7-Others specify

18 What should government do so that extending learning time should result to learners performing well in class……

Appendix 9: Timing of remedial lessons

	Frequency	%	Valid %	Cumulative %
7 may	2	1.6	1.6	1.6
after knocking off	11	8.6	8.6	10.2
after receiving papers	2	1.6	1.6	11.7
Afternoon	2	1.6	1.6	13.3
during extended learning time	1	.8	.8	14.1
during holidays	1	.8	.8	14.8
during lessons	4	3.1	3.1	18.0
end of term	2	1.6	1.6	19.5
first period	2	1.6	1.6	21.1
first week of this term	3	2.3	2.3	23.4
fourth week	3	2.3	2.3	25.8
last period	1	.8	.8	26.6
last term	8	6.3	6.3	32.8
last three periods	1	.8	.8	33.6
last two periods	1	.8	.8	34.4
Morning	2	1.6	1.6	35.9
mostly Tuesdays	1	.8	.8	36.7
no remedial lessons	62	48.4	48.4	85.2
second term	1	.8	.8	85.9
second week of this term	4	3.1	3.1	89.1
soon after lesson ends	6	4.7	4.7	93.8
soon after results are out	5	3.9	3.9	97.7
this term	2	1.6	1.6	99.2
twice a week	1	.8	.8	100.0
Total	128	100.0	100.0	

Appendix 10: MOEST extended school day time table

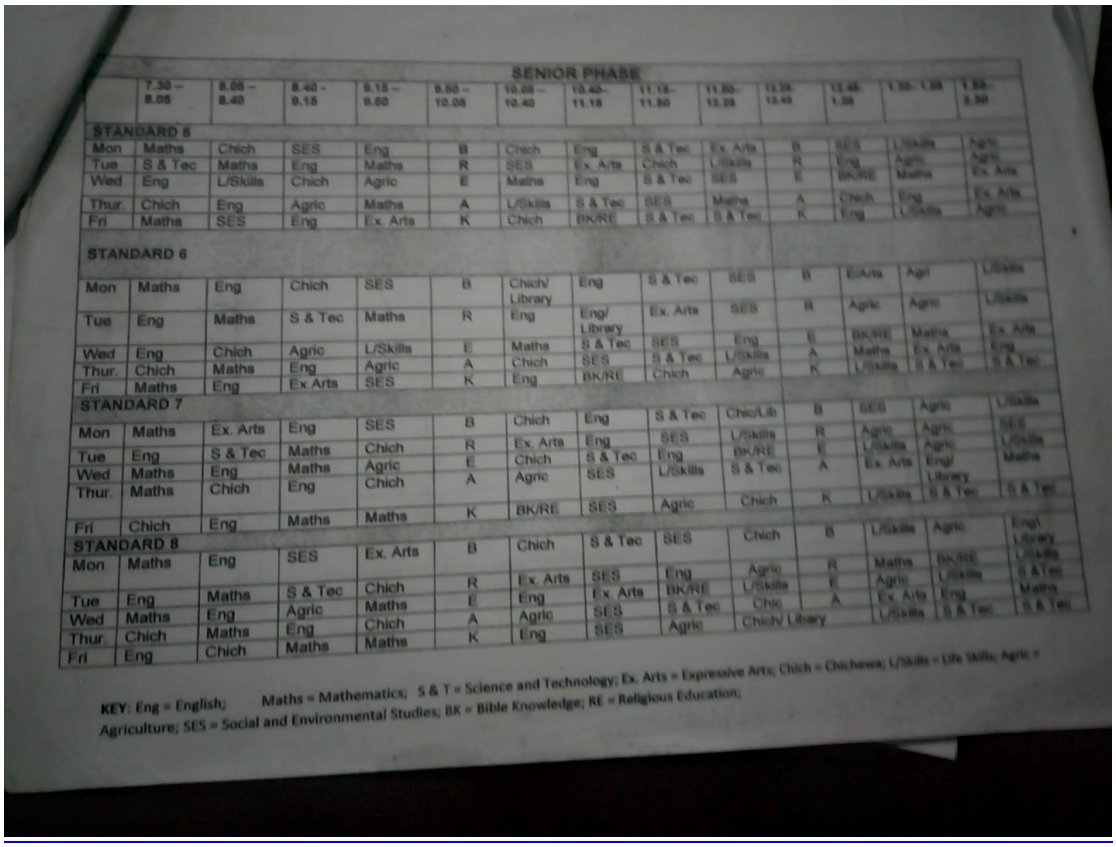


MINISTRY OF EDUCATION, SCIENCE AND TECHNCOLOGY

RECOMMENDED PRIMARY SCHOOL TIMETABLE EFFECTIVE 2016 –2017 ACADEMIC YEAR

INFANT PHASE

	7.30 - 8.00	8.00 - 830	8.30 - 9.00	9.00 – 9.15	9.15 – 9.45	9.45 – 10.15	10.5 – 10.45	10.45 - 11.00	11.00 - 11.30	11.30 12.00	
STANDARD 1											
Mon	Maths	Tikwere/Lib	Eng	B	Eng	Chich	Maths	B	Chich	Ex. Arts	
Tue	Chich	Tikwere/Lib	Eng	R	Eng	Maths	BK/RE	R	Math	Chich	
Wed	Eng	Tikwere/Lib	Maths	E	Chich	Eng	Maths	E	Chich	Ex. Art	
Thur	Maths	Tikwere/Lib	Chich	A	Chich	Engl	Ex. Arts	A	Eng	BK/RE	
Fri	Chich	Tikwere/Lib	Eng	K	Math	Ex. Arts	Maths	K	Eng	Chich	
STANDARD 2											
Mon	Maths	Chich	Tikwere/Lib	B	Eng	Chich	Maths	B	Ex. Arts	Eng	L/Skills
Tue	Chich	Maths	Tikwere/Lib	R	Eng	Maths	Eng	R	L/Skills	Chich	BK/RE
Wed	Eng	Chich	Tikwere/Lib	E	Chich	Eng	Maths	E	Maths	L/Skills	Ex. Arts
Thur	Maths	Eng	Tikwere/Lib	A	Maths	BK/RE	Chich	A	Chich	Eng	Ex.Arts
Fri	Chich	Maths	Tikwere/Lib	K	Chich	Ex. Arts	Maths	K	Eng	L/Skills	Eng



SENIOR PHASE

	7.30 – 8.05	8.05 – 8.40	8.40 - 9.15	9.15 – 9.50	9.50 – 10.05	10.05 – 10.40	10.40– 11.15	11.15– 11.50	11.50– 12.25	12.25 12.45	12.45 1.30	1.30- 1.55	1.55 - 2.30
STANDARD 5													
Mon	Maths	Chich	SES	Eng	B	Chich	Eng	S & Tec	Ex. Arts	B	SES	L/Skills	Agric
Tue	S & Tec	Maths	Eng	Maths	R	SES	Ex. Arts	Chich	L/Skills	R	Eng	Agric	Agric
Wed	Eng	L/Skills	Chich	Agric	E	Maths	Eng	S & Tec	SES	E	BK/RE	Maths	Ex. Arts
Thur	Chich	Eng	Agric	Maths	A	L/Skills	S & Tec	SES	Maths	A	Chich	Eng	Ex. Arts
Fri	Maths	SES	Eng	Ex. Arts	K	Chich	BK/RE	S & Tec	S & Tec	K	Eng	L/Skills	Agric
STANDARD 6													
Mon	Maths	Eng	Chich	SES	B	Chich/ Library	Eng	S & Tec	SES	B	Ex Arts	Agri	L/Skills
Tue	Eng	Maths	S & Tec	Maths	R	Eng	Eng/ Library	Ex. Arts	SES	R	Agric	Agric	L/Skills
Wed	Eng	Chich	Agric	L/Skills	E	Maths	S & Tec	SES	Eng	E	BK/RE	Maths	Ex. Arts
Thur.	Chich	Maths	Eng	Agric	A	Chich	SES	S & Tec	L/Skills	A	Maths	Ex. Arts	Eng
Fri	Maths	Eng	Ex Arts	SES	K	Eng	BK/RE	Chich	Agric	K	L/Skills	S & Tec	S & Tec
STANDARD 7													
Mon	Maths	Ex. Arts	Eng	SES	B	Chich	Eng	S & Tec	Chich/Lib	B	SES	Agric	L/Skills
Tue	Eng	S & Tec	Maths	Chich	R	Ex. Arts	Eng	SES	L/Skills	R	Agric	Agric	SES
Wed	Maths	Eng	Maths	Agric	E	Chich	S & Tec	Eng	BK/RE	E	L/Skills	Agric	L/Skills
Thur.	Maths	Chich	Eng	Chich	A	Agric	SES	L/Skills	S & Tec	A	Ex. Arts	Eng/ Library	Maths
Fri	Chich	Eng	Maths	Maths	K	BK/RE	SES	Agric	Chich	K	L/Skills	S & Tec	S & Tec
STANDARD 8													
Mon	Maths	Eng	SES	Ex. Arts	B	Chich	S & Tec	SES	Chich	B	L/Skills	Agric	Eng/ Library
Tue	Eng	Maths	S & Tec	Chich	R	Ex. Arts	SES	Eng	Agric	R	Maths	BK/RE	L/Skills
Wed	Maths	Eng	Agric	Maths	E	Eng	Ex. Arts	BK/RE	L/Skills	E	Agric	L/Skills	S & Tec
Thur.	Chich	Maths	Eng	Chich	A	Agric	SES	S & Tec	Chic	A	Ex. Arts	Eng	Maths
Fri	Eng	Chich	Maths	Maths	K	Eng	SES	Agric	Chich/ Library		L/Skills	S & Tec	S & Tec

KEY: Eng = English; Maths = Mathematics; S & T = Science and Technology; Ex. Arts = Expressive Arts; Chich = Chichewa; L/Skills = Life Skills; Agric = Agriculture; SES = Social and Environmental Studies; BK = Bible Knowledge; RE = Religious Education;