AN INVESTIGATION ON CHALLENGES EXPERIENCED BY OPEN DAY SECONDARY SCHOOLS RUNNING WITHIN A CONVENTIONAL SECONDARY SCHOOL:

A CASE OF KATOTO, RUMPHI AND CHILUMBA SECONDARY SCHOOLS.

BY

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DEDICATIONS

This research is dedicated to my wife, Mary, my mother Namuyombe and my children.

DECLARATION

I, the undersigned, Joseph W.C. Munyimbili, hereby declare that this study is my own, and that it has not been submitted for a degree or examination in any other University and that all the sources I have used or quoted have been acknowledged by complete references.

Signed…………………………………….

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ACRONYMS

3Rs   Reading Writing and Arithmetic

BOMA   British Overseas Military Administration

CBE   Complementary Basic Education

CDSS   Community Day Secondary School

DRC   Dutch Reformed Church

FPE   Free Primary Education

IFMIS   Integrated Financial Management Information System

JCE   Junior Certificate Examinations

MCC   Malawi Correspondence College

MCDE   Malawi College of Distance Education

MoEST   Ministry of Education Science and Technology

MSCE   Malawi School Certificate Examinations

MUSTER   Mult-Site Teacher Education Research

MZUNI   Mzuzu University

ODL   Open and Distance Learning

OSS   Open Secondary School

PSLCE   Primary School Leaving Certificate Examinations

UMCA   Universities Mission to Central Africa

ZIM   Zambezi Industrial Mission

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ABSTRACT

The research sought to determine challenges that are faced open secondary schools running within conventional secondary schools. Open schools offer education to both youths and adults as an alternative for those who cannot access conventional secondary school.

The research used the case study design. Questionnaires were used as data collecting instruments. Records like teaching time tables, Malawi National Examination's results for MSCE and learners' progress books kept by administrators and teachers were also used. Oral interviews were also used in collecting data. To ensure representative samples, learners were sampled using stratified method, whereby they were divided into different classes and sex. Convenience sampling was used in selection of administrators from both the open and conventional schools.

Open school students seemed not to have a real voice in the institutions where they were attending schools resulting into indiscipline reactions like stealing and vandalisms. There were no establishments of student prefect bodies to act as bridge between students and teachers. There were no establishment of structures by Government to ensure supervision in the running of open secondary schools. Findings also revealed that challenges are caused by neglecting the rules on admission. Rules stipulate that registration for any course should be based upon production of evidence of having passed the previous level of Government examinations. While open secondary students are also part of the main school, this research's findings revealed that learners are denied access to library, transport, laboratory, night studies and entertainments facilities. This affected their grades in both Junior Certificate Examinations and the Malawi School Certificate Examinations.

The research had financial and operational limitations. The impact of these limitations on the whole process were however, mitigated by the controls adopted by the researcher.

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CHAPTER 1: INTRODUCTION.

1.1 Background

In Malawi Open Secondary Schools (OSS) originated from Open and Distance Learning which started as Malawi correspondence college (MCC). The MCC was established as a department of the Ministry of Education and Culture in 1965. According to Program and Sector Policy (1965), in 1973, MCC used three mediums of instructions namely: face to face, sets and radio. The inclusion of radio made MCCs to be known as Malawi Correspondence College and Broadcasting Unit. At this particular time the major aims were to provide formal education to those who had failed to secure places in secondary schools, upgrade primary school teachers from T4 to T3 and then to T2 and offer education to adults who had missed it at their time. These learners received their education at MCC centres, while others in their homes through open and distance learning. Those who were using materials for the conventional secondary school were known as Night Schools. In 1987, MCC centres changed to Malawi College of Distance Education (MCDE) centres. These Distance Education Centres used primary school teachers to supervise and guide learners in using printed booklets which were known as sets.

Program and Sector Policy (1999), explains that in December, 1998 after the introduction of free primary education (FPE), the government turned all Malawi College of Distance Education Centres into Community Day Secondary Schools (CDSSs) which were to offer conventional secondary education. Consequently access to these schools was through selection by government. This suggests that those who were not selected to these schools, including adults who wanted to upgrade, were left with no alternative access to education. In trying to solve the problem, night schools were turned into Open Secondary Schools. They continued the use of the printed materials produced by the MCDE.

To date these Open Secondary schools have been established at almost every conventional day or boarding school. Students from both Conventional and Open Secondary Schools share all the resources like teaching staff, learning classrooms, library facilities, laboratories, school sporting facilities and writing the same type of examinations. Open school use the concept of a double shift school system which is described by Bray (2008), as the one where two sets of different

learners are taught within the same premises in a day, using the same resources including the teaching staff.

Both Open Secondary School and Conventional school are under the administration of a head teacher of the conventional school. This is done deliberately so that affairs of the open school do not disturb the smooth running of the day school. The head teacher delegates the coordinator who runs the affairs of the open school. These schools are operating under the same roof hence they are faced with challenges in their operations which are to be explored in this research.

1.2 Statement of the problem.

In order to achieve access to quality secondary education, the government has introduced open secondary schooling supported by MCDE, a department in Ministry of Education Science and Technology (Streuli and Moleni, 2008). Currently Open Secondary Schools run in Government conventional schools which are approved by MCDE (Malawi College of Distance Education, 2008). In trying to maintain quality in these schools, conventional schools are expected to support Open Schools with all the facilities which include infrastructures, teaching staff, teaching and learning resources. Open secondary school learners expect that whatever teaching and learning resources that conventional students are given should also be given to them. Parents and guardians expect the performance of Open School learners to be the same with conventional school learners. MCDE provides open schools with printed materials that support learners in their learning process. In spite of all these efforts by Government, Lewin and Sayed (2005), cited by Streuli and Moleni (2008), explain that Open Secondary Schools continue to provide poor quality of education characterised by low pass rates in the Malawi School Certificate Examinations (MSCE).

This study is seen as an effort to look at the challenges experienced by learners, administrators and teachers in open schools. Problems identified can help in the development of a sound policy that can help to guide in the smooth running of open schools which can eventually improve quality of education in these institutions.

1.3 Critical research question.

The main critical question was: What were the problems that were faced by Open Secondary Schools in their everyday operations?

1.4 Research objectives

The study had the following objectives:

- Investigate challenges experienced in allocating time for helping the Open Secondary School Learners?
- Determine problems that head teachers of conventional schools face in schools that have an Open Secondary School?
- Assess challenges that Open Secondary School Learners meet as they share some of the schools' resources with conventional learners?
- Identify problems that Open Secondary schools' coordinators meet in managing finances for these schools?

1.5 Purpose of the study

The major purpose of this study was to investigate challenges experienced by Open Secondary schools running within conventional secondary schools. In order to improve Open students' academic performance/achievement requires a clear understanding of socio-economic, socio-cultural, institutional, personal and other problems that affect them as they pursue their studies.

1.6 Rationale of the study/ motivation statement

The researcher as a practicing teacher had discovered that Open Secondary Schools were very popular in Malawian educational circles. These schools have helped Malawians who were not accommodated in various conventional secondary schools attain their desired level of education. Open Secondary Schools have also helped people who were employed in different Government and non-Government departments with promotion in recognition of new academic grades. However, studies like that carried by Mult- Site Teacher Education Research Project (MUSTER), (Lewin and Stuart, March,2003) had shown that there was great interest in studying problems associated with the provision of free primary education with little or no attention in exposing challenges on the provision of open secondary schools. The additional literature that was found encouraged open learning up to tertially level. However encouraging the provision of

open secondary school without exposing its challenges did not identify solutions to the problems. This research exposed problems for open secondary education so that they can be appreciated by the relevant authorities.

1.7 Significance of the Study.

This study had the promise of exposing the whole situation on the problems that were faced by Open Secondary schools running within the conventional secondary school. The results found would motivate other scholars to come up with further researches on the same topic so that more could be known about it. The results of this research would also help to have these challenges exposed so that efforts could be made to have the practice improved where improvement is required so that open secondary school learners could access education with minimum challenges. Above all the forms of educational changes from night schools to open secondary schools had been used by teachers, learners and other stakeholders oversimplify the complexity of change; they did not adequately look into systems with several dynamic relationships evolving over time. Research of this type is intended to bring up these challenges so that Malawian educational policy could be made in such a way to address them.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 History of Education in Malawi

2.1.1 Introduction

Most African countries have their educational background from the early missionaries. In trying to look at the related literature which talks about open secondary schools, it is worth looking at the historical background of Malawian education. Briefly the history will look at the Universities Mission to Central Africa, the Free Church of Scotland, The Dutch Reformed Church Mission, Church of Scotland Mission, The Zambezi Industrial Mission and The Roman Catholic. All these will be discussed briefly in view of how their classes were conducted, the subjects offered and their enrolments.

2.1.2 The Universities Mission to Central Africa

According to Banda (1992), the Universities Mission to Central Africa established a mission station at Likoma Island in 1882 which was administered by Reverend Johnson. After his death, Chauncy Maples established a boat which was named after him, which had a school and a chapel. By 1895 the Mission had opened a number of schools around the lake. In 1910, an institution was built at Chiromo where education was being offered. In 1899, St. Michael Teacher Training College was founded at Malindi in Mangochi which was shared by students from Mozambique. By 1924, there were 194 schools with an enrolment of 7,600 pupils. Moreover Banda (1992) explains that the Phelps-Stokes Commission established to evaluate education offered by this missionaries, affirms that these missionaries were more successful in attracting girls to school.

The missionary schools were characterized by shortage of school equipment just as is the case in most Malawian schools today since it did not allow financial aid from the government. Their major focus was to develop intellectual skills of their learners and not the industrial skills like carpentry and others.

2.1.3 The Free Church of Scotland Presbyterian Livingstonia Mission

This Mission was established under the leadership of Lieutenant E.D. Young who arrived in Malawi in 1875. He and his deputy Dr. Robert Laws first established the Livingstonia Mission at Cape Maclear.Phiri (2004) asserts that in March 1881 Dr. Laws was asked to open the next station at Bandawe as an experimental station where teaching started in the open air. He further states that the main teachers were William Koyi and Albert Namalambe. In trying to woo learners Phiri (2004) explains that Dr. Laws offered safety pins, tea spoons of salt fish hooks and rods. According to Phiri (2004) they later moved to Khondowe in 1894 where Dr. Laws took over leadership and established the Overtoun Institute in memory of benefactor Lord Overtoun of Scotland. This institution started offering higher education for learners from other missions. (Banda, 1992,p4). McCracken (2012) argues that Laws created a technical school and a educational college compatible with the best in Scotland and was composed of both industrial departments providing engineering, telegraphy, carpentry, building and teacher training. Using what might be associated as having two types of schools just like conventional and open school within the same compass; Banda (1992) explains that their school also had a normal school which gave a two year course for teachers and special course designed for older men. It was comprised of the primary school, the middle school, a theological school and a school for the blind. The mission by 1920 had 518 schools with an enrolment of 24,472boys and 16,714 girls.

2.1.4 The Dutch Reformed Church Mission- Nkhoma Mission

According to Banda (1992), the Dutch Reformed Church Mission was established in 1889 as a branch of Orange Free State. Under the leadership of the missionaries in the name of Reverends T.C. Flock and Andrew C. Murray, they had established mission schools at Mvera in Dowa District, Mphunzi, Nkhoma, Kongwe, Mlanda and Kasungu. By 1910 the mission had registered 193 schools with 11,016 boys and 9,021 girls with Nkhoma as the headquarters where more courses were offered. Banda (1992) Argues that Livingstonia Mission handed over its Kasungu Mission to Dutch Reformed Church in 1924 due to limited resources. McCracken (2012) The Missions curriculum was based on the fact that they wanted to instil a thorough knowledge of the word of God into the minds of scholars and prepare them for agriculture and simple village life. According to the same author the school also had challenges of high enrolment.

2.1.5 The Church of Scotland Presbyterian - The Blantyre Mission.

McCracken (2012) explains that Blantyre mission first came to Malawi with Henry Henderson as a leader. He came with the United Free Church Party which was headed by E.D. Young. The mission was named Blantyre which was started on 23rd October, 1876. According to Banda (1992), Reverend Scott started the missionary school which offered courses in Agriculture, Simple village industries, religious knowledge, reading, writing and Arithmetic. By 1910, Banda (1992) Blantyre mission apart from education was also offering political and social life. At this time their schools numbered 104 with the enrolment of 3,660 boys and 774girls. He further explains that to show the love of school by the society, by 1924 there were 308 educational institutions and an overall enrolment of 15,000 pupils.

2.1.6 The Zambezi Industrial Mission

According to Banda (1992) this mission was started by Joseph Booth at Mitsidi without any attachment to Britain or America. By 1910 the mission had 73 schools with the enrolment of 2,705 boys and 1,520 girls. The same author asserts that by 1910 the mission had schools where boot making and mending was done. In 1897 a station was opened at Thyolo where Training Institute for teachers was opened accommodating fifty boarders. Students at this college were trained as teachers and evangelists.

2.1.7 The Roman Catholic Church

Banda (1992), states that the White Fathers arrived at Mponda in 1889 after working in Zambia where they had left only two schools with an average attendance of 32 pupils. In 1902, they opened schools at Ntakataka, Muwa, Likuni, and Kachebere. They had about 4,000 pupils and they offered courses in 3Rs, technical education, trade and Agriculture. McCracken (2012) argues that women education was underdeveloped in Roman Catholic but in 1924 White fathers found a boarding at Kachebere where girls were pursued to attend school. According to the author, at Nguludi women were attracted to celibacy where they were taught to read and write. In his argument Banda (1992) explains that by 1910 the mission had schools at Nguludi, Neno and Utale with 380 village schools and an overall enrolment of 18,000 pupils. These were more progressive than other missionaries and up to date the Catholic Church offers the same education.

2.2 The Educational System and Policy in Malawi.

The formal structure is 8-4-4: eight years of primary education, four years of secondary education and four years of tertiary education. In addition to primary education, pre-primary and non-formal education is also considered as basic education (Torre and MCI 2010:p12). Secondary education is composed of two cycles: The first two years, students take the Junior Certificate for Education examinations (JCE). Those who pass continue to complete two more years before sitting the Malawi School Certificate of Education examinations (MSCE). The National Policy plan of 2008 to 2017 states that while the country is pursuing the normal formal approaches to teaching and learning, the Ministry, through its college of distance education, will endeavour to increase enrolment in secondary schools by making open and distance learning accessible to all eligible students. However Chirwa and Matita (2009) explain that the universal primary school education policy implemented in 1994 ignored the need to expand secondary education in terms of infrastructure and other education system inputs.

The educational system of Malawi experienced slow but steady growth since independence in 1964 up until the 1992/3 school year (Hyde et al. 1996). The introduction of free primary education in Malawi with the absence of expansion of secondary education created a situation where transition to secondary school represented a bottleneck. According to the Department of Education in Malawi Report (2004), it was estimated that only 18 percent of the secondary school age group could manage to get to secondary school. The report further stipulates that access was not only limited, but also highly unequal, particularly affecting children from low income families and girls. Streuli and Moleni (2008) states that:

> Entry to secondary education remains highly restrictive and inequitable, with less than a third of young people able to take up the opportunity to attend secondary schooling. (p29)

Torre and Millennium Cities Initiatives (2010) who carried an Educational needs assessment of Blantyre City found that enrolments in secondary schools experienced a huge increase following the Free Primary Education. They cite The World Bank (2004) which states that since 1990 high school enrolment has more than quadrupled on a national scale with increases which were seen in every region of the country. The research reports that in Blantyre the numbers continued to rise until 2006, when they levelled off, and declined moderately in 2007, from 17,180 to 17,116.

The research however does not necessarily elaborate how this increase in numbers affected the offer of open day secondary education.

Malawi needs to expand and improve her secondary education systems by considering a wider range of policy options, which would allow them to pick the policies most suitable to her needs, (Gropello 2006). Orkodashvili (2009) asserts that countries with ambitious school expansion policies have made significant investments in school infrastructure, though the additional school places have not always kept pace with enrolment or been matched by increases in the inputs required to maintain quality.

The National Plan Policy (2008-2017) however continues by saying that secondary education will be accessible to adults who want to upgrade their job qualifications through open and distance learning. Abrioux and Ferreira (2009), share the same views by explaining that with the escalating link between education and self-employment, open schooling gives a better option to everybody striving for that education. However, Chirwa and Matita (2009) state that the poor economic performance by sub Saharan countries like Malawi has implied limited creation of employment opportunities for those graduating from the education system. This is in contrast with the comparative studies carried by Psacharopoulos (1994) and Patrinos (2002), cited by Chirwa and Matita (2009) who states that returns on education between different groups of countries done in the 1990s established that returns to school is higher in low income countries such as Malawi, which represents 11 percent relative to high income countries which represents 7 percent. This underscores the need for Malawi to have an educational policy which would allow for more citizens to access secondary education.

On access and equity the policy stipulates that Malawi will increase access to education for out of school youth, through such modes as Interactive Radio Instructions (IRI), Complementary Basic Education (CBE) and open learning, and provide an alternative form of education to out of school youth such as Interactive Radio Instructions (IRI) and Complementary Basic Education. It however does not indicate the time frame as to when these motives can be fulfilled, despite that the Ministry recognizing the fact that by improving access and equity, quality, relevance, governance and management, secondary education will be able to realize the intended Millennium Development Goals. This is supported by Chimombo (2005) who advocates that education is broadly used as an instrument for social change. He cites Psacharopoulos (1985)

who claims that education is widely regarded as the route to economic prosperity, the key to scientific and technological advancement, and the means to combat unemployment. However the same author has some reservations on equity as he explains:

> When educational policies are generally devised to affect the total education system evidence in Anderson (1988) indicated that certain groups in virtually all societies are disadvantaged in terms of both access to education and opportunity to complete the various levels of education. In some cases, disadvantage is due to insufficient resources and in others, differential impact as a result of educational policies that are embedded in the social/economic/political relationship and interactions in the society. (Chimombo2005, p133)

Inversely, Ng'ambi (2010) argues that the Ministry of Education, Science and Technology (MoEST) has developed many good policies, but implementing the policies has been a challenge due to a lack of trained personnel, insufficient finances and weaknesses in accountability systems. He further explains that The Ministry of Education Science and Technology shows signs of policy overload and implementation fatigue due to the constant development of new education policies, which leaves little time for their implementation, monitoring and evaluation. He believes that in the process, good education plans, strategies and policies are being frustrated and the quality of education services compromised.

In their observations Danaher and Umar (2010) feel that while recent policy developments have promoted greater access to education, this has also spurred student demand for greater flexibility. As the forces of globalization affect societies by promoting global migration, the rise of the global economy, imperatives for lifelong learning and the reach of global communications, the type of student entering education has changed. According to them it is argued that a greater number of older, part-time students are now found in secondary education programs.

Education is one of the most important factors affecting the development of children. (Klasen, 2010, p8). He adds that education has great intrinsic significance as access to it is an important right and very valuable capability. In addition, getting educated is an important participatory process for children and equal access for all to this process allows participation in, and respect by society. He refers to the early calls for mass education in the 18th and 19th centuries which

viewed the inclusionary nature of the education process, and the fostering of citizenship through education as more important than the skills one would acquire through education.

2.3 Definitions and Importance of Open Day Secondary School.

2.3.1 Introduction
Before one looks at the problems associated with open day secondary schools there is need to look at the definitions given by different scholars on the meaning of open day learning in difference context. Apart from the definitions the importance of open day secondary school will also be looked at.

2.3.2 Open Learning
Rumajogee et al. (2003) describes Open learning, as a philosophy of learning based on the principle of flexibility to increase access and equity to education and training. They further cite Perraton (2002) who describes it in terms of its educational organization. He asserts that it is an organized educational activity that uses a variety of media or teaching materials, in which constraints on study are minimized in terms either of access, or of time and place, pace, method of study, or any combination of these. Hylen (2007), defines "open" as "convenient, effective, affordable, and sustainable and available way of offering education to every learner worldwide.

The World Bank (2010) describes Open Day Secondary School students as part time learners who depend on the same teachers and use facilities of a normal school. On how they are selected for a place, he states that the students are not at the school on merit, but because they wish to continue with their schooling and may not be good enough.

Chikuya (2007) describes open education as a philosophy which implies a conflation of shared beliefs about teaching and learning. He quotes Rowntree (1992) who explains that among the believes are those that talk about opening up learning opportunities to a wider range of people and enabling them to learn freely and productively without inhibitions emanating from barriers to access.

2.3.3 The Genesis of Open Secondary Schools
Rumble and Koul (2007) explain that Open Secondary School started on an experimental basis in 1979 in India as a project within the Central Board of Secondary Education in New Delhi.

They state that it was to cater for the needs of school drop-outs, working adults, house-wives and aspirants from socio-economically disadvantaged sections of society. According to Rumble and Koul (2007), the system was a step towards meeting the needs of knowledge seekers, mostly second chance learners, who could not pursue formal education due to domestic, economic and other considerations. In Malawi today, Open Schooling is seen as a non-formal and more importantly a parallel alternative system vis-à-vis the day schooling system. Secondly, it aimed at target groups that had remained neglected that far, promising them equivalent education.

In support with many other writers, Yates (2008), describes open learning by citing Perraton (2007) who states that it is 'an organized educational activity, based on the use of teaching materials, in which constraints on study are minimized either in terms of access or of time and place, pace, methods of study or any combination of these'. He however points it out that the concepts of 'openness' and 'distance' in western educational debate are clearly relative. He states that it is argued, particularly by some egalitarians, that it is appropriate for curricula, pedagogy, and forms of educational structure to become more open than as flexible as possible, since he feels this would encourage increased learner autonomy and independence.

Bates (1995) cited in Moon et al (2005) describes open learning as an approach that provides learning in a flexible manner, organized around the geographical, social, and time constraints of the learner rather than an institution. According to Rumble and Koul (2007) in India, Open Schooling has not been adopted exclusively as a complementary schooling system nor is it a supplementary schooling system. Instead, they argue that it has been chosen for the cost advantages it is supposed to offer, the operational flexibility it can accommodate, the curricular innovations and diversity it will allow and above all the extensive reach it provides to cover immensely diverse clientele. The authors explain that it is being visualized as a major means in the process of facilitating inclusion, modernizing educational methodology; diversifying secondary level curricula and universalizing secondary education in India.

In trying to explain the importance of open schools, Ferreira and Abrioux (2009), explain that open learning is one way of breaking out of the old paradigm of schooling that support the lifelong learning that enables people to prepare for situations and environments that they will encounter during their learning process. They continue by saying that this type of education can provide training and learning systems through which people can both learn and receive guidance

and encouragement anywhere. They however do not explain where classes for open education can be run and the problems that are associated in running these schools. They only point out that many school age populations are denied access to school simply because of insufficient schools and teachers to accommodate those eligible to attend hence the need for open day schools.

On the contrary Abrioux and Ferreira (2009) assert that there is little doubt that Open Schooling can assist dramatically in improving access both by school-age children and by adults to high quality secondary schooling. They have the feeling that the way open and distance learning (ODL) is failing at the tertiary level for secondary school leavers and adults would be the same with the Open Day schooling.

Rumble and Koul (2007) argue that Open Schooling is not called open/distance schooling for a reason. They share the idea that Open Schooling may follow different patterns, but the most common scenario is that the learners study specially designed open learning materials on their own whether at home, in their workplace, wherever it is convenient for them - and then they meet together with a facilitator on a regular basis. According to them the "open" in Open Schooling refers to the openness of the system where seldom are there rules dictating student ages, prerequisites, content of courses to be taken or number of courses in which students must enrol.

Danaher and Umar (2010) feel that the term 'open learning' is now being used as a banner to describe systems which are anything but open. They believe this is a monstrous misuse of language which needs to be stopped. They argue that access is about individual learners, not about corporate providers; openness is about structure and dialogue, not about instrumental training.

2.4 Concepts Related to Open Secondary School

2.4.1 Double Shift Schools

Double shift school operation is a concept which is very much related to the operations of open secondary schools. The relationship comes as a result of having classes operating one after the other class. According to Orkodashvili (2009) double shift schools have different names in different countries. He cites Bray (2000) who states that in Botswana, the term "double-session" has been used to describe schools which have different pupils in the mornings and afternoons,

but the same number of classroom hours as pupils in single-session schools, and different teachers for each session .In Zimbabwe, double-session schooling is also called "hot seating" because the school seats are said never to have time to cool down. In South Africa and Namibia, double-shift schooling is called "platooning". This seems to imply a sort of military style regimentation (Bray 2000: p11 cited in Orkodashvili 2009, p.2).

BOFESETE National Executive Committee (2006) an educational committee in Botswana carried an evaluation study to compare all schools that were piloting double shift system in Botswana. BOFESETE's contention was that some spade work should have been done before piloting such a major reform. In their findings it was observed that the unhygienic problems were being experienced in schools which could lead to an outbreak of diseases, because facilities available were not meant to cater for a large number of students. On teaching load for teachers they recommended that deliberate efforts be made to ensure that teachers do not teach across shifts so that they can have enough time to prepare.

Diwan (2002), who carried out a research on the functioning of shift schools in Delhi, quotes Sharma (1968) who also conducted a study to find out the general problems and problems faced by headmasters in shift schools in Rajasthan. Different problems were experienced in double shift schools. The first was that there was adjustment of each period of 40 minutes in both shifts. There was also change of time according to weather and the convenience of students. There was also disturbance in teaching and there was lack of contact between teachers and students of the two shifts. Lastly there was inadequate time for remedial classes in both shifts.

2.5 Challenges of Open Secondary School

Just like the education system in Malawi Open day secondary schools face a challenge of monitoring and evaluation. Ng'ambi (2010) states that:

> The Ministry of Education Science and Technology has a research, monitoring and evaluation unit, whose main duty is to evaluate education programs and make necessary recommendations for their maximum impact. Unfortunately, due to staffing and resource constraints, the unit is not performing as anticipated. The unit is yet to develop monitoring and evaluation programs; instead its focus has been on participating in

periodic reviews of the MGDS and in joint sector reviews on education, thereby diverging from its main focus (p 6)

This shows that the Ministry of Education cannot identify the problems which are faced by the conventional secondary schools. This being the case it remains automatic that they cannot identify these problems in the open day institutions.

Bray (2008) argues that open day schools operate in a double shift system where their school day is shortened and this implies that quality is being compromised to the extent that open school learners lose some teaching time and extracurricular activities. Linden (2001) shares the same idea that in all education systems, hours of schooling increase as children get older. Generally, one would guess that in open secondary schools especially where the conventional school learners knock off at 3:30 in the afternoon, the open school learners are left with less instructional hours than those of the conventional schools in the same system. Bray (2008) also asserts that teachers are likely to be tired after teaching the conventional students and may find it difficult to prepare thoroughly for the other class. He cites Kelly (1986) who states that:

A teacher who was so intensively occupied with the morning classroom teaching would not have much time for the preparation of work, especially in situations where the shortage of formal teaching materials might necessitate much time for improvisation and seeking for alternatives. (Kelly 1986, p.202;Bray 2008, p.45)

In line with this, Orkodashvili (2009) states that in a situation where two shifts are done there is reduction of learning hours. He however, mentions the maximum use of the allocated time as the solution to this. The author feels if time is utilized optimally, students can use the extra time to do personal reading, thereby encouraging optimum use of facilities like the library. Katende (2008), cited by Orkodashvili (2009) explains that if administered well, the morning shift can use the afternoon hours for the co -curricular studies and vice-versa, hence making learning worth the students' time. He however does not explain the situation where lack of libraries exists as is the case with most of the community day secondary schools in Malawi.

Another concern according to Linden (2001) is the extent to which the effect of open school reduces the range of curriculum options for pupils. The author feels that the subjects in which cognitive achievement is usually measured (reading, writing, mathematics) are to be protected in

a shorter school day and consequently standards in the other subjects are not maintained. It may be that it is outside these core subjects that reductions in achievement occur. There is also a feeling that this curriculum narrowing would be more serious if subjects like science and technology were affected.

The same views are shared by Orkodashvili (2009) who argues that sometimes where the school is operating double-shift schooling requires shortening of curriculum owing to the shortening of hours. However, when the curriculum is shortened following the introduction of another class, the core subjects like maths, and science are retained and so one should expect achievement in them to remain high. Secondly, he has the feeling that it is obvious that good teachers who are well supported with curriculum resources and materials can achieve a great deal more in a short time than bad teachers with few materials (Bray 2000, p 44, in Orkodashvili 2009, p.9). While this might sound a real problem, attention has to be made specially that open day school are practiced in secondary schools where the choice of subjects seriously depends on a learner's option or the schools capacity in handling the subject. In certain instances in Malawian context, a student can register with an open school just to improve in certain subjects so that the required number of subject to make a certificate can be achieved.

Rumble and Koul (2007) carried out a research on Open Schooling for Secondary and Higher Secondary Education in Namibia. Their study was based on the belief that Open Schooling may offer a potential solution to the looming crisis in the provision of places at secondary education level. They shared the belief that given the cost of setting up conventional schools, Open Schooling may be the only way of meeting what the Commonwealth of Learning anticipates will be a tidal wave of youngsters demanding access to secondary education. They explain that:

> It may be noted that Open Schooling was seen as a non-formal and more importantly a parallel alternative system vis-à-vis the day schooling system (called the formal system). Secondly, it aimed at target groups that had remained neglected that far, promising them equivalent (to that available in the formal system) education. And thirdly, it perceived itself as an operational tool that could solve the problems of access, equity and quality in educational dispensation in the country. (Rumble and Koul, 2007p.105)

However in their study they established that motivation of adult students to continue studying in the face of family and work-related pressures as a challenge. The other challenge was that some adults had no   interest in taking an examination; rather they just wanted to study the course.

Bray (2008), explains that open day schools are usually considered less desirable by most of the headmasters as such administrative activities like staff meetings, rehearsals for major school and other activities are done in the afternoons, thereby disturbing the lessons for open day schools. On the contrary Linden (2001), states that it is sometimes argued that open schools are attractive to some parents, notably those who are poor or live in rural areas, because these schools enable their children, especially those of secondary school age, to undertake work (paid, on the farm, or in the home) during some portion of the day and thereby reduce the opportunity cost of schooling. However, to the extent that surveys have been conducted, these advantages are not widely seen by parents. It is also pertinent to note that these opportunity costs are dependent on the local labour markets offering employment. They might not apply in Malawian setting where unemployment is very high

Most of the studies have associated running of open day schools to double shifts schools. According to Katjaita (2011), the major problem in running open secondary schools is on management of these schools. In the research carried in Namibia on implications of running double shift schools, he explains that:

> The findings indicated that managing double-shift schools is not an easy task. Both headmasters were of the opinion that they experienced various problems in the morning sessions. Adding the afternoon sessions which in actual fact is run by someone else on their behalf, makes management more complicated. Headmasters have to trust heads of department who manage the afternoon sessions on their behalf. It is expected from them to be present in the management of the afternoon session, yet they should allow their heads of department run the shift independently. (Katjaita, 2011.p87)

Open day schools can be a source of social exclusion within the education sector. Klasen (2010) argues that the existence of a differentiated school system can be a source of social exclusion, particularly if the system works largely on a hierarchical basis forcing the students with least

educational promise into a lower tier school system while others in the higher tier system. According to the author the emphasis in the school setting should not be the demand for uniformity of outcomes academically, but instead calls for equal freedoms for all to enjoy all aspects of citizenship of the institution.

Secondly, Klasen (2010) feels that socially excluded children may, as a result of their exclusion, suffer from deficiencies in other important capabilities, such as the ability to be well-educated which at the end may have close empirical relations to other social problems that threaten the stability and prosperity of society at large such as crime, violence, social pathologies, societal divisions, racism, xenophobia, and others.

Gropello (2006) shares similar views with other writers by saying that educational inequity that may be manifested by open day schooling can be devastating for those youth and families that fall victim to it. He feels that greater educational inequity contributes to greater internal inefficiency, which is a source of much wasted investment, and educational inequity brings the overall quality of learning down, hurting countries' ability to respond to economic demands and to grow to their full potential. Educational inequities centre on certain aspects such as wealth, race or ethnicity, disability, gender, and region.

According to Orkodashvili (2009), open schooling may contribute to problems of restless youth and delinquency. He feels children are occupied in school for shorter periods and so have more time to roam around the streets and cause trouble. To tackle this problem, he suggests that one recommendation could be to retain half-day schooling and use the resources saved for other social welfare programs to help the young people be involved in extra-curricular activities (Bray, 2000; 52). This might however be a problem in Malawian context where the open day students are asked not to be found within the school campus before the time of starting their lessons for fear of causing indiscipline with the conventional students.

2.6 Management of Finances for an Open Secondary School.

As far as I could determine, not much has been published about management of finances in open secondary schools in Malawi. The only related literature is the one written by Ng'ambi (2010) who states that financial management in the Ministry of Education Science and Technology is a problem such that Malawi government introduced the Integrated Financial Management

Information System (IFMIS) in 1995 as an internal system to help government control expenditure. This information is supposed to be computerized to assist in accounting for all expenditures. He however states that the initiative is facing some challenges such as lack of capacity to fully implement the initiative, unavailability of hardware and software for the accounting packages. If this problem is experienced at a conventional secondary school, one can easily allege that it cannot be any better at an open day secondary school which is running under the umbrella of the conventional school.

Open day secondary schools in Malawi handle finances within the school management. In certain cases the finances are handled by the coordinator. As highlighted by Gropello (2006) who states that school-based management of finances, participatory decision-making is essential to enhance cost-effectiveness through a clearer expression of preferences and needs, and strengthened monitoring and oversight.

Every government department or institution that is a 'cost centre' is supposed to publish monthly returns on use of funds, and these returns are ostensibly the basis for further release of funds. The returns are also used to conduct internal audits, as well as to prepare financial statements that are the basis for external audits Ng'ambi (2010). Inversely this does not apply to open secondary schools where the money collected from school fees is managed by the teachers of the institution and the schools are not cost centres.

2.7 Problems in Sharing of Resources by Conventional and Open Learners

One of the resources that are supposed to be shared by the conventional and open school learners are classrooms. These may cause problems as outlined by Katjaita(2011)who who explains that a simple aspect like getting into a clean class every day is a big problem in a situation where two shifts operate in a school. Keeping the classes clean for both sessions for the conventional and open students is very difficult because by the time the conventional students finishes learning, is also the time the afternoon session which is for the open day scholars begins entering the classroom. There is basically no time to clean the classes before the afternoon session can commence. To solve this problem it is sometimes necessary to squeeze time between classes so that the cleaners can sweep classes in a rush. As classes are being

swept, valuable teaching time is wasted. Katjaita (2011) however gives an impression that there is no grace time between the two sessions which may not be true sometimes. Otherwise a mechanism is supposed to be put in place so that there should be a gap between the two sessions where cleaning of classes can be done. At the same time the impression given in this context is that all the schools have workers who sweep classes for the learners, but in Malawian context students do the class cleaning alone hence the situation might be different from what is portrayed by the author.

Other studies carried also appreciate the problems of having two shifts at schools. A research carried out in Khomas Region in Namibia about the management implications of double shifting schooling, Katjaita (2011) found that the system is most likely to place increased burdens on school facilities such as buildings which is likely to lead to higher maintenance costs and reduced lifespan. In addition, the tendency at these schools is that no one wants to take sole responsibility for classroom equipment and facilities, as everyone passes the responsibility to another colleague. This however is not clear as to whether the same situation is applicable to Malawian schools, especially that in Malawian context open secondary learners feel that the learning premises belong to the conventional learners as such extra care on cleanliness is taken. The author continues by saying that lack of resources is sometimes the root of interpersonal conflict in schools which run conventional and open schools. He explains that since the same resources are used twice by two different groups it remains a tremendous task to make sure that the resources are both available and appropriate to the needs of those who are using them.

Linden (2001) argues that a school which practices double-shifting is likely to place increased burdens on school facilities, leading to higher maintenance costs and reduced lifespan. This is especially pertinent in poor countries where the facilities may be in poor condition. This might not apply in all settings of Malawi where there are great variations in facilities amongst schools to the effect that some schools especially Community Day Secondary Schools have nothing to point at as a school facility reserve for the classroom itself.

CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY.

3.1 Research Design.

Chikuya (2007) explains that a research process or practice becomes purposeful, meaningful and systematic exercise if it is carried within the realms of a distinct and definable mode of investigations, which researchers call research design. This design becomes the plan that the researcher will follow as the framework of all the operations that will steer the process through stages that are research worthy and that are in agreement with the genre of the research design guiding the process.

 Case study was used to examine the challenges of running an open secondary school within the compass of a conventional secondary school. The case study was used so that this phenomenon

of running open day secondary school alongside conventional schools could be intensively studied. Focus groups interactions within different classes considering sex were also used to find out the problems experienced by open secondary school learners. Using a questionnaire data was collected from these focus groups.

3.2 Study Population

The study population included all the open secondary school learners of Katoto, Rumphi and Chilumba Secondary Schools. These were fully involved in the everyday operations of the two schools; as such they were rich in information that was required by the researcher. Apart from these, the head teachers and the coordinators for the open school were also involved. The categories chosen were thought to be involved in the everyday running of the schools. The study population was composed of 48 learners, 3head teachers, and 3 coordinators for the open day secondary schools.

3.3 Sampling Size and Population.

The population studied was that of Katoto, Rumphi and Chilumba open secondary schools. The researcher used sampling technique when selecting these schools. According to Mertens (2005, p. 307), "sampling refers to the method used to select a given number of people (or things) from a population". She furthermore stresses that the strategy for selecting your sample influences the quality of your data and the inferences that you can make from it. To ensure representative samples, learners were sampled using stratified method, whereby they were divided into different classes and sex. Forty eight learners were used whereby two boys and girls came from the same class, this gave a total of sixteen learners from one school. The issue of gender was very important in this research because it was assumed that issues that affected girls' learning were not the same as those of boys. Convenience sampling was a suitable method for administrators of both schools. In that case, six Head teachers and coordinators of the secondary school were also used because of their experience about problems facing open secondary scholars in their education.

3.4 Data Collection Methods and Instruments

The research used both qualitative and quantitative methodologies. Quantitatively the researcher used observation method where numbers for the periods given to open day scholars were found

out from the time table. In the same method using purposeful sampling, the head teachers for conventional schools and coordinators for open day school were asked to give information about number of students attending school at the open school and the problems that were encountered by them. According to Creswell and Clark (2005) purposeful sampling is where the researcher intentionally selects participants who have experience with the central phenomena therefore it was believed that the head teachers had that experience. An in depth interview was conducted with these in formats so that all the challenges of open schools could be exposed.

After that there was a questionnaire which was administered to selected open secondary schools students. This involved random sampling technique for these students. No any special quality was looked at when selecting these informants. These students were asked to fill the questionnaires individually without referring to one another. The questionnaire yielded data on how responses to problems of open secondary schools were articulated by learners and administrators.

3.5 Validity and Reliability of the Research Instruments

Validity of research instrument refers to the extent to which the instrument measures what it is supposed to measure (Amin, 2005, quoted by Kuloba 2007). To ensure validity of the research instrument, the researcher used the research supervisors in the university to check and verify the instruments. According to Ndengu (2012), reliability can be referred to as the extent to which findings can be replicated to obtain the same results in the study even with changes of time and context. In this case reliability was done through pilot testing with respondents. The pilot tested scores were then correlated using Pearson Product Moment Correlation Coefficient and the computed results reached the minimum reliability index of 0.7 (Amin, 2005) then the instruments was regarded as reliable.

3.6 Ethical Considerations

The researcher got an informed consent from the administration of Mzuzu University to carry out this research. The researcher also asked the administration of Katoto, Rumphi and Chilumba Secondary Schools for the permission to have the study carried at their institutions. All the information given out was used for the academic purposes only and was treated confidential and no names shall be mentioned in the research.

3.7 Research Paradigm

This research study was guided by interpretive paradigm. Paradigm can be defined as an interpretive framework which is guided by a set of beliefs and feelings about the world and how it should be understood and studied (Guba, 1990). It may also be defined as the highest level at which thinking about research occurs. In educational research there are different paradigms which play different roles. According to Reeves (1996), the interpretive aspect stress the need to put analysis in context, presenting the interpretations of many, sometimes competing groups interested in the outcomes of instruction. My research topic was about investigation of challenges experienced by open secondary schools running within conventional secondary schools. My aim was therefore to try to explain or interpret the subjective reasons and meanings that lie behind the social actions, experiences, hopes and aspirations of the participants. Therefore my research study was located in the interpretive paradigm. According to Cohen, Manion and Morrison (2007), cited by Katjaita, (2011) the central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experiences. Efforts are made to get inside the person and to understand from within so that the integrity of the phenomena being investigated can be retained. The imposition of an external form of structure is resisted, since this reflects the viewpoint of the observer as opposed to that of the actor directly involved. In this case the paradigm helped to analyse in context the information about the challenges experienced in open secondary schools which operate alongside the conventional schools. The researcher later had an interpretation of all the findings and the meaning established out of that. Using the same paradigm the researcher involved a lot of respondents knowing that knowledge could be established through understanding, explaining and demystifying meaning through their eyes. (Mack 2010, p.1

3.8 Conceptual Frame Work

The conceptual frame work guiding this research was equity theory. Hatfield et al. (2011) explain that within the equity theory, people are most comfortable when they perceive that they are profiting from the relationship and are getting roughly what they deserve from that relationship. If they feel over benefited, they may experience pity, guilt, and shame. If they feel under-benefited they may experience anger, sadness, and resentment. The research was looking at problems of open secondary schools running within conventional secondary school. Using this

frame work the research looked at the profits that open secondary learners get from the relationship with conventional learners. Later the research looked at the conventional learners as the ones over benefiting from the main school and the open secondary learners as those that under-benefiting from the schools. If these learners pay fees for their learning, if they are Malawians who deserve the right to access quality education, are they given these privileges? If the frame work proposes that under- deserved people experience anger, sadness, and resentment, how are these portrayed in these open secondary schools? Richard et al. (1987), assert that distress felt by people who feel under-rewarded leads to efforts to restore equity. Using this concept the research tried to look at some of the efforts that are put forward by open secondary learners to restore equity.

3.9 Theoretical Frame Work

The over anchoring theory for this research was ecosystemic model of culture. This theory was supported by the complexity theory. According to Pilon (2010) ecosystemic theory proclaims that there is interconnection, interaction and reciprocity between different dimensions of the world. The author speculates that respect for the diversity of life and ethical behaviour, care for others, equity and justice would be God's payment in recognizance for his endeavour.

Keith (2006) asserts that principles of operation in a successful school ecosystem are similar to those of culturally responsive pedagogy in that they make room for and make use of student's home cultures, background knowledge, and previous experiences. His argument is that if school is a place from which students feel disconnected for whatever reason, they are less likely to want to cooperate there. They need to identify with others, to want to affiliate and cooperate with them rather than separating themselves from the group.

Morrison, (2002) defines complexity theory as a theory of change, evolution and adaptation, often in the interests of survival, and often through a combination of cooperation and competition within the system. He feels the theory breaks with straight forward cause-and-effect models, linear predictability, and a reductionist, analytically-fragmented approach to understanding phenomena, replacing them with organic, non-linear and holistic approaches, in which relations within interconnected networks are the order of the day. Morrison (2002) explains that many of the central tenets of complexity theory are neither new nor particularly

startling; however, the bringing together of several key constructs into a more-or less unified theory.

According to Battram, (1998) Complexity theory refers to the condition of the universe which is integrated and yet too rich and varied for us to understand in simple common mechanistic or linear ways. He explains that many parts of the universe can be understood in these ways, but the larger and more intricately related phenomena can only be construed by principles and patterns. Just like open secondary schools which have emerged in Malawi after the closure of Malawi College of Distance Education, he states that Complexity deals with the nature of emergence, innovation, learning, and adaptation. Stacey et al (2000. p124) explains Complexity theory in this way:

> Complexity Theory is useful for explaining the apparent illogicality of human systems. It offers a radical challenge to notions of prediction and control (e.g. `…no individual or group of individuals can be "in control" of the whole system. This departs from the dominant discourse in which the only alternative to an individual be in "in control" is thought to be anarchy.'

In trying to look at the importance of this theory, Gibson (1999) asserts that unambiguous representations of complexity theory force researchers and practitioners to rethink old ideas and invent new ones with precision. In this case the theory frame help one understand the emergence of open secondary schools as an innovation to solve the problem of shortage of space in conventional secondary schools.

The problem was looked at in this research was an exploration of problems experienced by open secondary schools operating within the conventional secondary schools. A secondary school is a system where teaching force, rules of the school, students management teams, teaching and learning resources, policies and others are involved. Since a conventional secondary school is a system, the same is true with an open day secondary school; the study tried to find out how the two systems co-exist by using ecosystemic theory. In trying to manage change, evolution and adaptation, and interests of survival, by the open day secondary school, problems may erupt. These problems will be looked at using complexity theory.

In this case, the open day learners and the conventional learners are interconnected for mutual understanding and if the open day learners have any problems in their learning there is need to explore them and find a solution to the problems. Pilon (2010) speculates that managing complex eco-social systems in the service of a sustainable, convivial human society, the underlying agenda of such initiatives as the Millennium Ecosystem Assessment, is itself a complex activity. The exact nature of sustainable development, health, integrity, and resilience plus the language used to describe these goals have been and will continue to be the subject of both investigation and debate (Waltner-Toews, & Kay. 2005,p.1). This entails that running two schools cannot be taken for granted, there is need for thorough research to find out the emerging problems. As the same authors put it, changes in the ecological structure alter the context for the societal systems. Societal systems will not only change the structure of the ecological systems, but also the context for the self-organizing processes of ecological systems. This theory will therefore help to explore the problems that the open day secondary schools meet while attaining their education within the conventional secondary schools.

According to Pilon (2010) in a situation where ecosystemic theory is not applied there are process factors where differences are ignored, in certain cases they are even ignored, rejected and misused for the benefit of the few. According to him this results into ground factors such as illness, despair, corruption and others. This is unlike where there is ecosystemic culture where differences are acknowledged and dealt with in the benefit of all as process factors. The grounded factors are enhancement of human dignity, social trust, justice and many more.

This is well illustrated in figure 1 below:
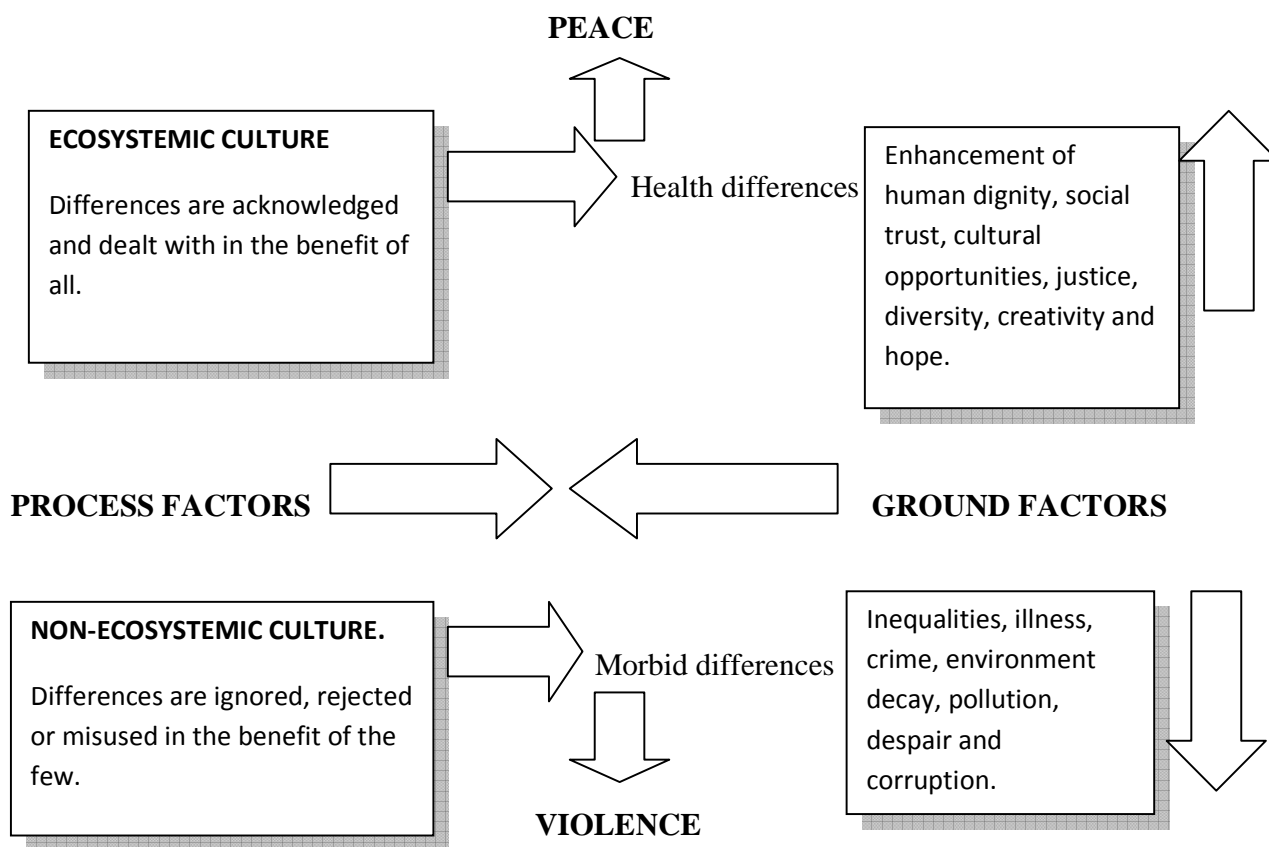
Figure 1 Violence and peace in the ecosystemic and non-ecosystemic models of culture.

 Source: Pilon (2010, p.10)

For the administrators, this framework will view any event concerning the two schools as the product of the dynamic field intertwining the inter mate, interactive, social and biophysical dimensions of being in the world. The problems that can exist in the conventional school as a result of open school or in the open school as a result of conventional school should be looked at as normal and be looked at as resulting from the diversification of the world.

3.10 DATA ANALYSIS

3.10.1 Meaning of data analysis

Data analysis is a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general interpreted form. (Gay and Airasian, 2003). Firstly there was familisation of data which involved reading and putting data collected into memos. Secondly data details were examined. That involved examining participants according to setting and activities. The third activity was categorising and coding the data. That included grouping data into themes after gathering the pieces. The last part was interpreting the data which involved synthesizing data into written conclusion. Data collected in this research was analysed qualitatively and quantitatively. Below is the outline of data analysis activity:

Familisation with data

Reading   Memoing

Examining the data in details

Participants   Settings Activities

Categorising and coding

Grouping them into themes.   Gathering pieces of data

Interpreting the data

Synthesizing data into written conclusions.
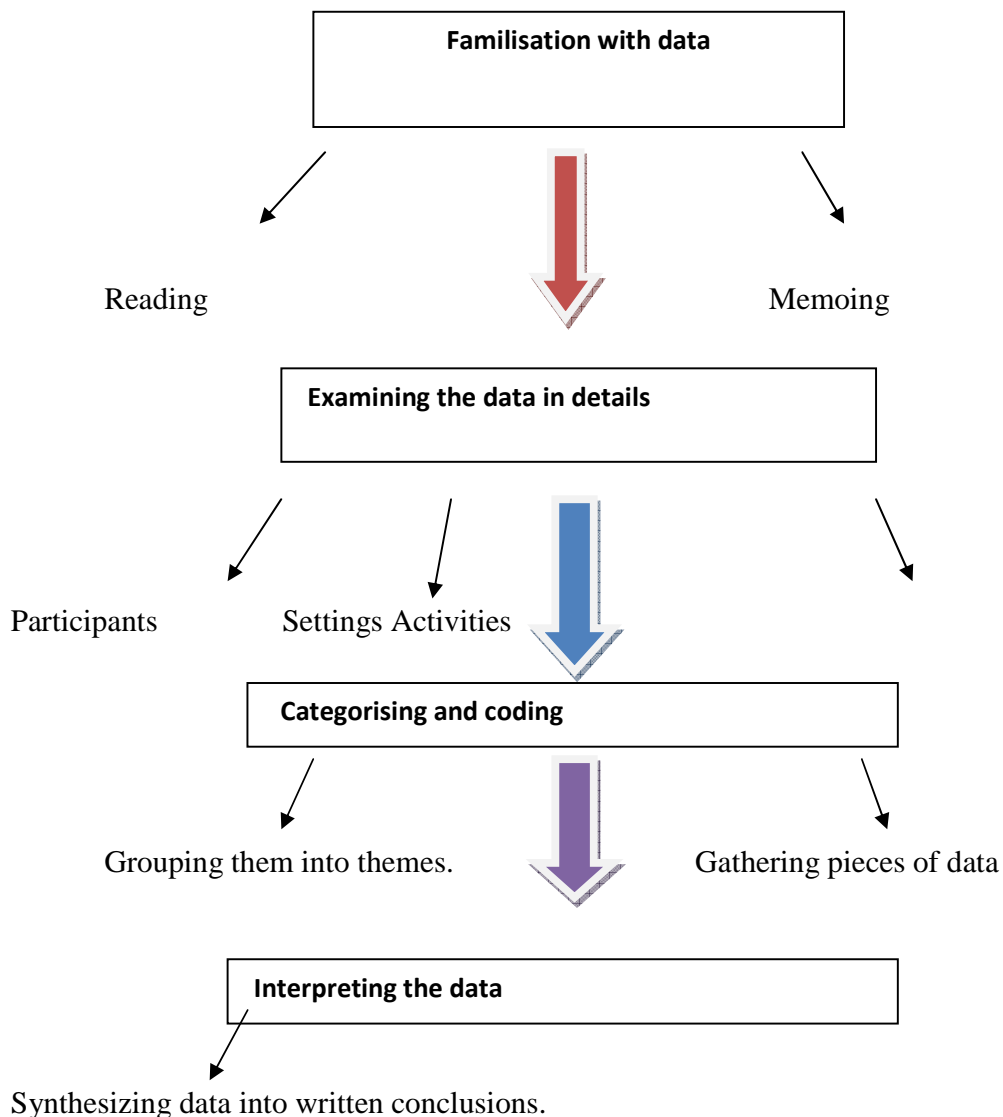
Figure 2: data analysis activity

3.10.2 Qualitative Data

Qualitatively data was coded, dividing the text into small units and assigning label to unit as was required. Coding is the process of grouping evidence and labelling ideas so that they reflect increasingly broader perspective. (Creswell and Clark, 2007).Mertler (2009) also defines coding as the organizational step of inductive analysis that involves the reduction of potentially massive amounts of narrative data in the form of interviews, transcripts, observational field notes and any existing documents that have been collected. The cords were put in possible categories where they belonged. Thereafter they were described in terms of their ability to answer the research question based on the ecosystemic theory supported by complexity theory.

Some of the questions that were analysed qualitatively included the questions that asked about accommodation of open secondary school learners, problems that were experienced by learners in covering long distances. The other ones were allocation of learning time in Open Secondary Schools, materials that were shared amongst Open and Conventional secondary learners. The additional questions were those that looked at things that open secondary learners were not allowed to share with conventional learners and problems that were met by administrations of both open and conventional schools.

3.10.3 Quantitative data

Aliaga and Gunderson (2000) describes quantitative research as the one explaining phenomena by collecting numerical data that are analysed using mathematically based methods. In a mixed method research like this one where the researcher was looking at problems that are faced by Open Secondary Schools running within Conventional Schools, Gay and Airasian (2003) explain that in descriptive studies data analysis may involve little or more than simple tabulation of counts and percentages. According to the author this includes the representation of figures of respondents. As explained by Henning (2004) the researcher used descriptions which form the basis for data analysis methods. According to this research descriptive methods required the researcher to describe the answers given by the respondents on different questions given. In addition to this statistical package for social scientists (SPSS) was also used for analysing data.

Where there was need to compare numbers for the respondents the researcher used numerical representations that require numerical methods like graphs, tables and others. In addition, the categorical data technique was used where the researcher tried to analyse data given by respondents belonging to different categories like female respondents and male respondents. These groups were compared by reporting their percentages or frequencies in cross break tables(Fraenkel and Wallen 2003;P.259). Questions like details about the respondents and distances covered by students when coming to school were analysed using quantitative methods.

Below is the table for the summary of how data was broken down for analysis:

Codes	Category	Themes
CS1	Katoto Secondary School	Case study schools visited
CS2	Rumphi Secondary School	
CS3	Chilumba Secondary School	
SI	Students interviewed	Details about the respondents.
HTI	Head teachers interviewed	
CI	Coordinators interviewed	
DCL	Distance covered by learners	Access to learning facilities
CLD	Problems of covering long distances by learners	
SB	Self-boarding	Accommodation for open secondary school students.
SBF	Problems of self-boarding on female students	
SBM	Problems of self-boarding on male students	
IP	Insecurity of properties in open secondary schools	
TAK	Time allocation for learning at Katoto open secondary school	Allocation of learning time in Open Secondary Schools.
PTK	Problems with time allocation at Katoto Open Secondary School.	

TRO	Allocation of learning time at Rumphi Open Secondary School	
PTRO	Problems with time allocation at Rumphi Open Secondary School.	
TCO	Allocation of learning time at Chilumba Open Secondary School	
PTCO	Problems with allocation of learning time at Chilumba Open Secondary School.	
MSOC	Materials that are shared amongst Open and Conventional Secondary learners	Sharing of materials amongst open and conventional learners.
PSMF	Problems experienced in sharing some of the materials and facilities.	
NS	Night studies	Materials and facilities that are not shared between Open and Conventional learners.
E	Entertainments	
L	Libraries	
L2	Laboratories	
TF	Transport facilities	
Rp	Repeating	Reasons that made students join open secondary school.
LF	Lack of fees	
UG	Up grading	
NSS	Need for secondary school	
TP	Transfer of parents	
PR	Personal advantages	Advantages of Open Secondary Schools.
AR	Academic advantages	
PEH	Problems experienced by head teachers	Problems experienced in administration of Open Secondary Schools
PEC	Problems experienced by coordinators	

Table 1: **the summary of how data was broken down for analysis**

3.10.4 Limitations of the Study

One limitation of the use of case study approach was that with emphasis on an in-depth examination of one or a few instances of a particular phenomenon, it was inherently difficult to generalise to a wider population, (Nyabanyaba 2009.25). However, as this research was designed to cover one school from the city, (Katoto Open School), another one from a district town, (Rumphi Secondary School), and the last one from rural area (Chilumba Secondary School). Merriam (1988) cited by Nyabanyaba (2009) explains that to use the more qualitative notion of transferability production of thick descriptions of context will allow readers to assess findings within their context and relate them to other schools or communities with similarity in context.

In terms of challenges faced during field work, the study was perceived to have limitations like financial constraints since it was self- sponsored. Cites selected were far apart which involved travelling, meals and lodging expenses. The other limitation was limited time given for administration of questionnaires to open secondary learners. There was no pre arrangements made to have the open secondary school learners available in good time as a result the researcher took advantage of lesson time. This situation created pressure to have questionnaire answered within the limited learning time. The other challenge was lack of up-to-date data for pass rates and other information required by the researcher from either the head teachers or the coordinators.

In-depth interviews which were conducted with head teachers and the coordinators also had some problems because the head teachers were busy attending to other issues which posed a threat of giving scanty information to the researcher. In certain cases administrators were not open enough to give more information as required by the researcher. However, everything possible was done to minimise the effect of these possible limitations on the quality and value of the study.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyses the data that has been gathered by the researcher. The first part quickly looks at the brief descriptions of the schools under study. The schools are described in terms of setting and how the setting contributes to learning of open school learners. The next section will look at the details of respondents who were involved in the study. It will look at the number of the students who were interviewed according to their sexes. In addition it will also look at their age distributions. Distances covered by learners from their places of residents to school are also looked at in the same chapter. In certain cases where exact distance could not be sourced approximation was made based on time taken by the students when walking from these places to school.

The chapter will further look at accommodation for open secondary school learners. The section will look at the views expressed by respondents about the quality of accommodation that they have. Self-boarding came out to be the most common means of accommodation. Self- boarding was described as a situation where scholars found accommodation apart from their real homes where they could rent a house and feed themselves with an intention of reducing distance to school. The research looked at how self-boarding affected female students, how security of the belongings for the learners was affected, and how the conventional schools were affected.

In trying to look at problems experienced by open secondary school running within conventional secondary schools the chapter has also looked at the time allocated for learning in each full day. At the same time the views of respondents on how they look at the time allocated for learning. There is a section which will look at the materials that were shared between the open and the conventional school. There is a section that looks at how the materials were shared in these schools and the problems associated with the sharing of these materials. The section will further look at the activities and materials that open school learners were not allowed to use and the reason why they were not allowed to use the facilities.

The chapter also looks at reasons why learners joined school in open secondary schools. In addition the chapter looks at general administrative problems of open secondary school. The problems experienced by head teachers and coordinators of the open school are looked side by side.

4.2 details about schools under study

4.2.1 Katoto secondary school.

Figure 3: sign post for Katoto Secondary School

Katoto secondary school is found at the hub of Mzuzu city. It is located about half a kilometre from the administrative city of Mzuzu. It does not offer boarding facilities rather it operates on a double shift system. On double shift schools Diwan (2002) explains that:

> "The employment opportunities in the urban and mega cities has brought in the phenomena of floating population, creation of unauthorised and resettlement colonies, diversity in the needs of people bringing a drastic change in the urban scenario. The awareness level of such people about the need for basic education is no doubt on the increase which has resulted in enhanced access, enrolment and retention of children in urban schools. ...... This move resulted in the creation of shift schools in order to make best use of available infrastructure and other resources." (Pp2)

Learners selected to the school come from primary schools within the residential areas of Katoto, and high residential areas of Mchengautuwa, Chibavi, Ching'ambo, Zolozolo, Moyale, Msongwe, Kaning'ina and other townships of Mzuzu city. Learners enrolled for open secondary school come from both poor families of the squatter townships of the city and the working class of medium and low density areas of the city.

Learners attending school in the open school are accessible to the National Library within the hub of the city. Learners are also accessible to photo copying facilities within the city, which help them in photocopying reading materials that they borrow from friends. The community around have access to open school since it is conveniently situated close to residential areas. Open school learners comprised of a good number of people working in different Government and non- Governmental organisations while others were youths.

4.2.2 Rumphi Secondary School
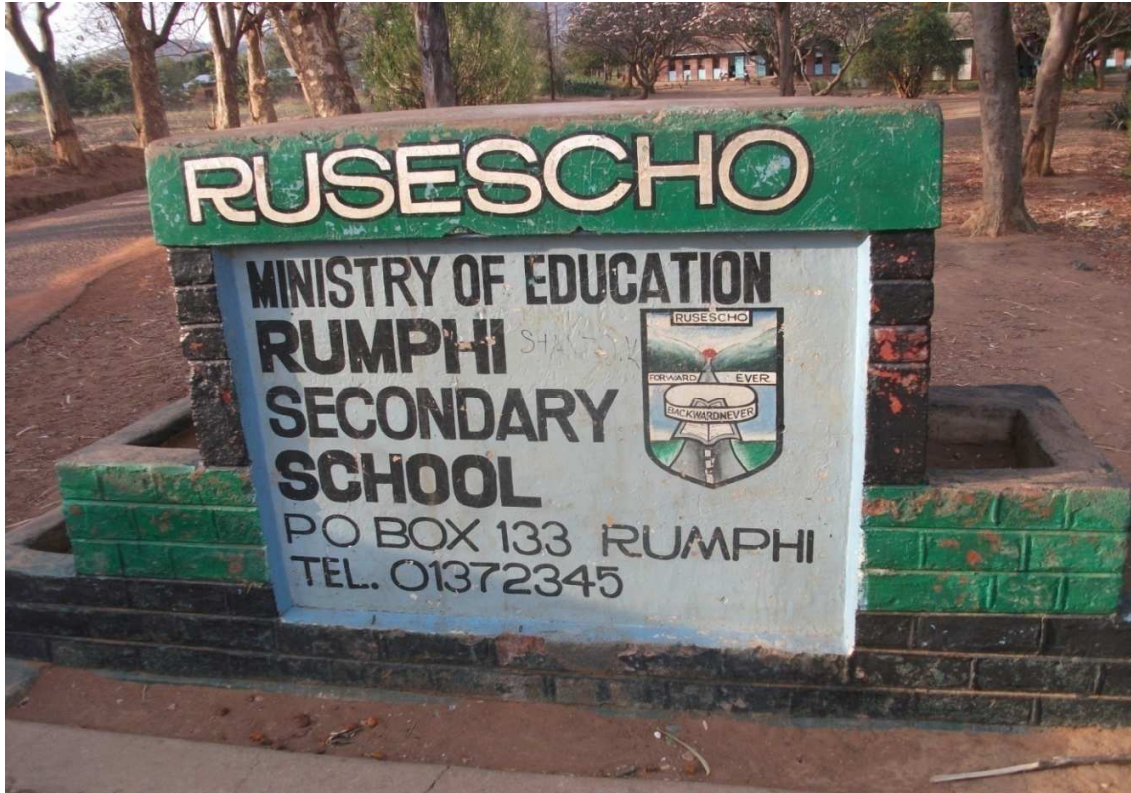
Figure 4: A sign post for Rumphi Secondary School.

Rumphi Secondary School is found at about a kilometre from the headquarters of Rumphi District Assembly located 68 Kilometres north of Mzuzu City off M1 Karonga road at Bwengu. The town is mainly commercial since it is surrounded by commercial tobacco farmers and shop owners. Being at the district headquarters there were also some civil servants and nongovernmental workers. Unlike Katoto secondary school, Rumphi is not close to the National Library hence Open Secondary School learners have nowhere to access books for reading since they are not allowed to use the school library which is the main source of reading materials.

Despite having many private school and government schools around, learners go for the open school situated in this secondary school campus because it is cheaper than private schools. The school has boarding facilities as such conventional students are found at the campus almost all the time. Those enrolled at the school are mainly from districts of the northern regions like Chitipa, Karonga, and Mzimba. However some learners come from other regions who live in the district as a result of their farming parents, or parents who are engaged in one business or

another. Open secondary school play a great role to low income families of peasant farmers around the district to have their wards access education.

4.2.3 Chilumba secondary school

Figure 5: **Sign post for Chilumba Secondary School**

Chilumba Secondary School is found in the southern part of Karonga District. It is along the lake shore where many boys drop out of school for fishing which becomes a source of money. Just like Rumphi Secondary School, Chilumba also offers boarding facilities to the learners who get selected to that school from different districts of the North.

Unlike the other two mentioned earlier, this school is not close to its district headquarters of Karonga. The school is close to the trading centre which mainly acts as a port serving ship vessels which travel to the southern part in Nkhata-Bay district and the northern part. The surrounding community comprises of local fishermen and peasant cassava farmers. The community looked at the open secondary school as theirs since originally the secondary school started as a night secondary school. The community felt that night school was equally very important as such learners of the school were to be treated with great respect just like those of the conventional school. The positive attitude towards open secondary school as portrayed by the

community suggested the reason why the community had no problems in buying uniform for their wards who attended school at the open school.

4.3 Details about respondents

4.3.1 Students Interviewed.

Equal samples of male and female learners were obtained in all the three selected areas. For verification, the second question (Appendix 5) asked respondents to indicate their sex. That was equally important because issues affecting female learners in education were not the same as those affecting males.

Total number of targeted respondents	Total number interviewed	males	females	Percentage of respondents
48	48	24	24	100%

Table 2: Students interviewed

As indicated in the table above 48 respondents were targeted for interviews. All of them were interviewed which represented 100% coverage. The respondents were all Open Secondary School learners from Chilumba, Rumphi and Katoto. It should be pointed here that it was easy to find the required number of respondents since the researcher was able to administer the questionnaire to the respondents alone in each and every centre.

4.3.2 Head Teachers Interviewed.

Total number of targeted head teachers	Total number interviewed	males	females	Percentage of respondents
3	3	3	0	100%

Table 3: Head teachers interviewed

All the three Head teachers of the schools who were targeted were interviewed. All the head teachers who were interviewed were males which may suggest that female representation in

Headship positions is very low. The idea of having low presentation of females in headship positions is supported by the report carried by PLAN International (2012). They carried out a report which presented the difficulties faced by girls, their families, communities and teachers across Africa, and how their experience of education is impacted and influenced by policies, cultural practices and traditional values. The report established that the representation of female secondary schools teachers in Africa was only29%. The report emphasised that there was widespread evidence that well trained, supported and motivated female teachers could act as effective professional role models for girls.

4.3.3 Coordinators Interviewed

The research question was looking at problems that are faced by open secondary schools running within the conventional schools. As such coordinators of these schools could not be avoided. As shown in the table below, interviews were done to all the three coordinators who were targeted. Unlike the head teachers who were all males, out of three head teachers, one was female. PLAN International (2012) explains that the presence of females in decision making position at school can help to create a more girls' friendly learning environment in which girls' needs and perspectives are more likely to be understood and addressed. Below is the table showing this:

Total number of targeted coordinators	Total number interviewed	Males	Females	Percentage of respondents.
3	3	2	1	100%

Table 4: Coordinators interviewed

4.3.4 Age Range of Learners.
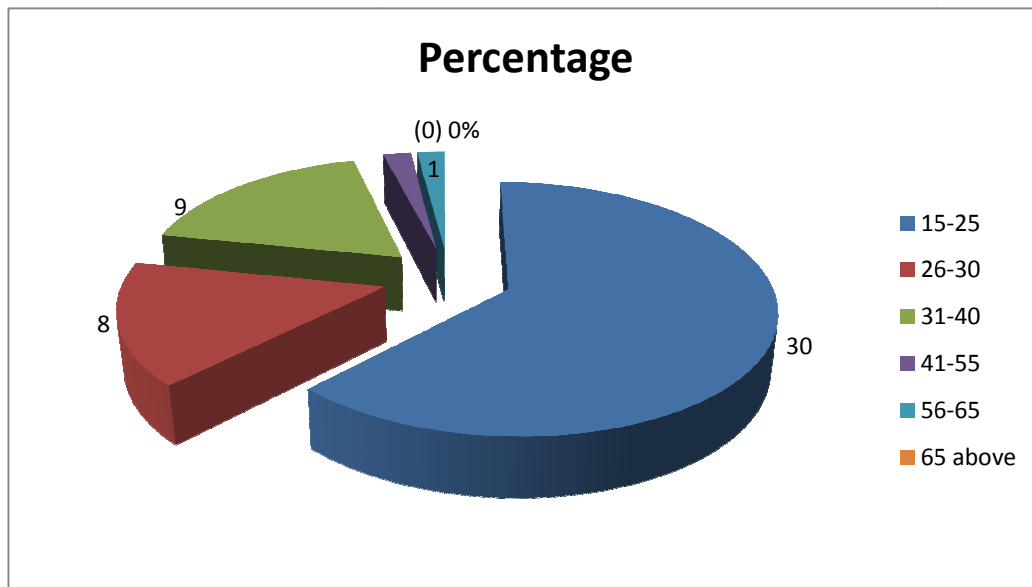
Figure 6: Age of learners

Out of 48 respondents involved 30 which represented 65.5% were of ages between 15 to 25 years. Eight learners were of ages between 26 to 30 years. This represented 16.67% of the total group. Some learners were teenagers while others were adults. It was discovered that the learners between the ages of 15 to 25 were of two categories. The first category were those who started at the schools right from form one, and the next were improving grades either by repeating the whole course or learning just a few subjects. The age range between 31 and 40 had 9 respondents which represented 18.75% and 45 to 55 which was 2.8%, had very few respondents. These were mainly house wives, husbands and workers in different Governmental and non-governmental organisations.

Age may be significant in teaching in open secondary schools. Firstly older learners are more likely to have attempted school elsewhere, and they might be there only to improve their grades. Some quarters have argued that repeating a class at secondary school level attributes for learners' concentration in class. In addition problems that learners encounter relating to their poor learning conditions like shortage of books, few learning hours and others, do not affect repeaters very much. This is not possible to young ones who learn certain courses for the first time as such they need more learning time so that they can understand the concepts. Secondly older students are

not easily involved in indiscipline cases like vandalism, riots and others. This may not be the case with the young ones who react to any bad situation with riots and vandalisms.

4.4 Access to learning facilities
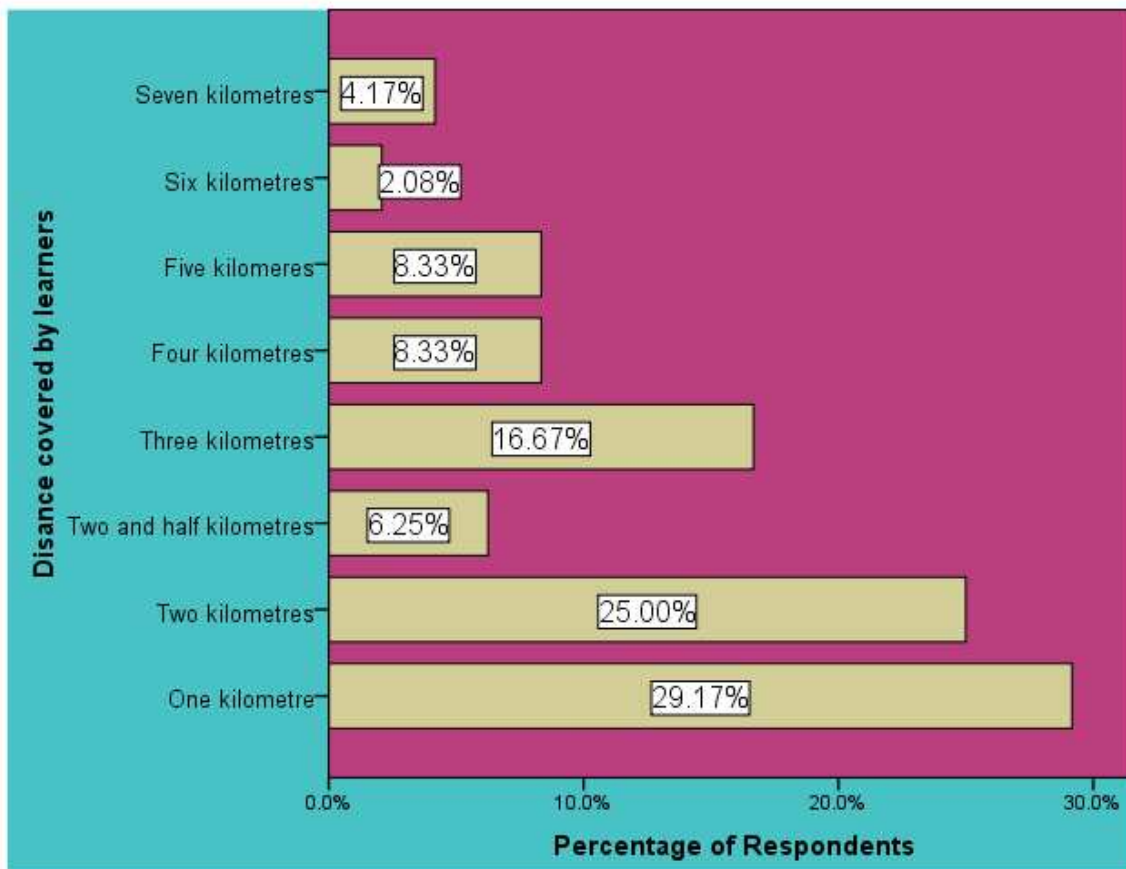
Figure 7: Distances covered by learners

4.4.1 Distances covered by learners

As shown in figure7 above, distance covered by learners ranged from one kilometre to seven kilometres. Out of all 48 respondents 14 covered a distance of about one kilometre before reaching the school. Out of these learners two were spouses of teaching staff in the studied open secondary schools and 12 learners were on self-boarding in homes close to schools. This situation was common at Chilumba Open Secondary School and Rumphi Open Secondary

School. In these schools many teachers resided on campus unlike Katoto Secondary School where many resided off campus. Students covering distances between two and a half kilometres were fifteen. At Katoto Open Secondary School these were mainly learners who stayed with parents and relatives in the middle residential area of Katoto. At Chilumba Open Secondary School, these were mostly learners who operated from rented houses near the school so that they could reduce the walking distances. Some of these learners' homes were at Uliwa trading centre some 20 kilometres away from the school. Others came from surrounding districts of Chitipa and Rumphi. Eight respondents covered the distance of 3kilometres. The distances of 4 kilometres were covered by 4 respondents. Equally 4 respondents covered the distance of 5 kilometres. Three respondents indicated that they covered the distance of 6 and 7 kilometres. These were the furthest distances covered by the open secondary students.

4.4.2 Negative effects of distance on academic performance

Respondents were asked on whether the distances that they covered to school had negative effects on their academic. Below were the responses given out:

	strongly agree	agree	neutral	disagree	strongly disagree	no response
■ Series1	16	20	6	2	3	1
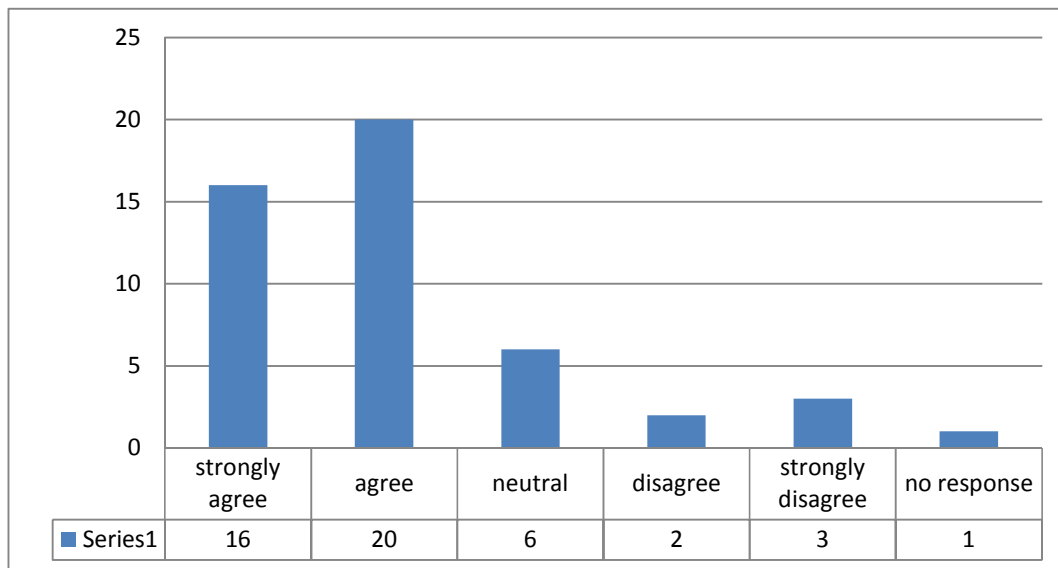
Figure 8: Negative effect of distance covered to school

The responses on whether the distances covered by the respondents affected their academic performances were as shown above. As indicated in figure 8, twenty two respondents indicated that they strongly agree that the distance they covered to and from school affected them

negatively. Twelve of the respondents agreed that distance affected them. Three of the respondents were neutral, not sure whether the distance affected them or not. Inversely five respondents indicated that they disagree that distance affected them. Three respondents showed that they strongly disagree with the idea that distance affected them academically, while three could not give any response to the question.

4.4.3 Problems of Covering Long Distances for School.

Covering long distances to school posed many challenges to the learners in their everyday learning activities. The first problem was the scorching heat which was experienced by the learners as they came for their lessons. This was true especially for the respondents of Chilumba Open Secondary School which as a lake shore place experienced high temperature of up to 45 degrees Celsius. The problem was aggravated with the rule of not allowing open secondary school learners at the school before the conventional secondary school learners knocked off from classes. This meant that open secondary school learners could only be found on campus at about five minutes to class time half past two. That made them start learning while sweating. One learner had this to express the ordeal:

> "I walk about 7 kilometres from home to here before I start my lessons and yet I am not allowed to come earlier so that I can have time to rest before starting classes. The first periods are usually hell to me and I literally get nothing when teachers teach."

These sentiments were shared by many students of the same school. While learners at Rumphi may not have the same high temperatures as Chilumba, but they have their own problem which is also shared by Chilumba and Katoto learners. That problem was of rainfall during wet season. Respondents complained that in most cases they had their books soaked in water due to rains that usually find them on the way to or from school.

The other problem of long distances is rape. Report by PLAN International (2012), concerning commuting on the part of female learners, had this to explain:

> "The issue of distance is of particular concern for girls due to security and safety considerations on such journeys. Parents in Ethiopia noted that girls' vulnerability to sexual violence and abuse whilst travelling was a key factor in stopping their daughters going to school." (pp33)

Though the head teachers and coordinators of all the centres under study did not have any reported case of rape, they speculated this had been happening amongst their learners. The case was found serious at Katoto Secondary school where the open secondary school started their lessons at 5 o'clock in the evenings and knocked off at 7 o'clock in the evening. Since Katoto is in the city of Mzuzu learners were not only worried with rape cases but robbery which in most cases take place in the evenings. According to the coordinator this affected the catchment area for the school which at first catered for Luwinga, Zolozolo and Mchenga Utuwa, places which are about six to ten kilometres away from the school.

Apart from the issue of security, the time of starting lessons at Katoto was a source of mockery to the open secondary school learners by the conventional students. Conventional students called these students as security guards since they started their lessons almost the same time that security guards started their work. This affected their passion for schooling such that they felt demoralised. The other was the problem affecting their relationship with the conventional scholars with whom they were supposed to live Eco systematically so that they could share the learning materials.

4.5 ACCOMMODATION FOR OPEN SECONDARY LEARNERS

4.5.2 The quality of accommodation used by learners in open secondary schools

Respondents were asked to give a description of their accommodation in terms of quality. Good quality house was described as the one which had clean facilities like kitchen, bathing rooms and toilets. In addition a good quality house had lockable doors and windows. Depending on how many of these facilities were missing, qualities were described as very bad, bad, average, good and very good. Below is a graph showing the results that were obtained after the interviews:
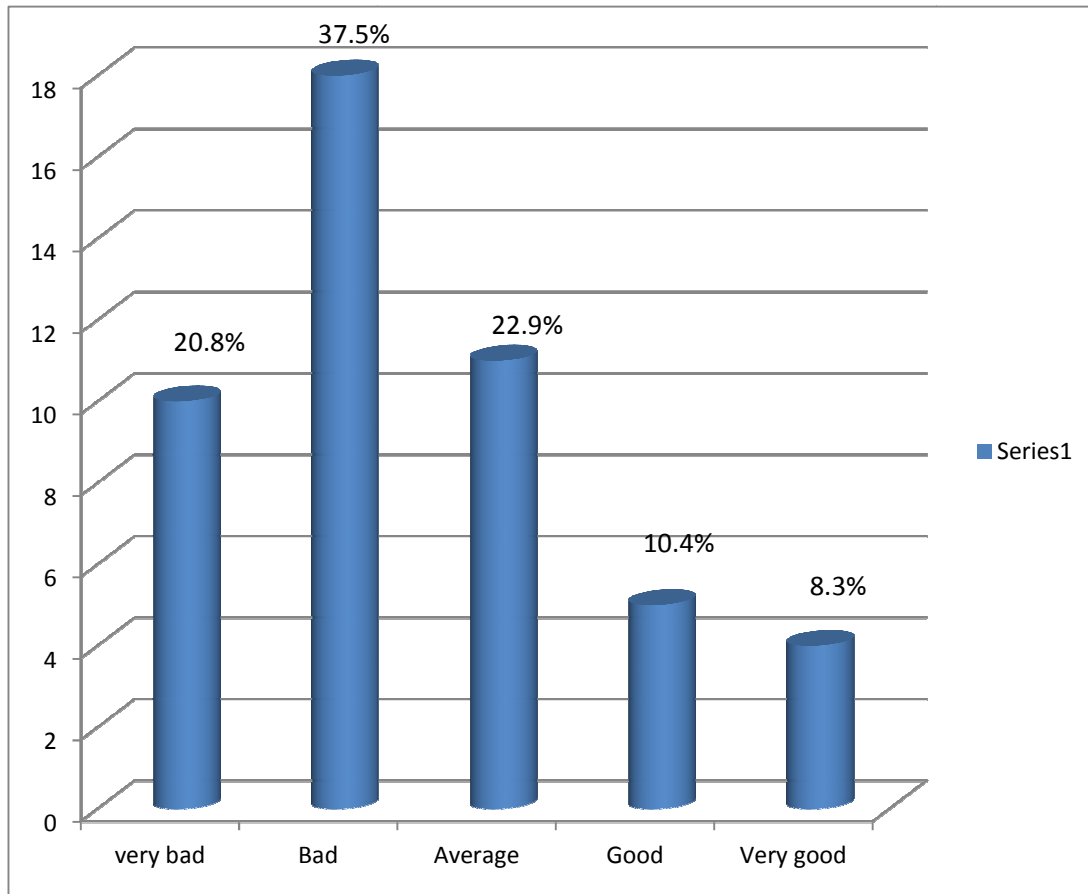
Figure 9: quality of accommodation used by learners in open secondary schools

As it can be seen in figure 9 above out of 48 respondents interviewed, 10 indicated that their accommodations were very bad. Eighteen respondents indicated that the quality of their accommodations were bad. On average there were 11 respondents. There were 5 respondents who indicated that the quality of their accommodations were good. On very good there were 4 respondents.

4.5.3 Problems of self-boarding on female students

The research revealed that the schools that were used in the research were close to the trading centres. Chilumba Secondary School was close to Chilumba Trading Centre, Rumphi Secondary School was close to Rumphi town. It was discovered that within these trading centres, most of the open secondary school learners found houses for rent. It was revealed that female learners shared the houses with male learners a situation which according to the head teachers encouraged

promiscuity amongst them. Female learners ended up being pregnant and dropped out of school. Some female respondents also explained that since they were staying without parents some teachers found advantage of having love relationships with them. This is supported by the report by Burton(2008) who had this to explain:

> "Love relationships ranged from being secretive to the common knowledge of other learners. It appears that many learners fear disclosure of these relationships will result in negative consequences such as being failed (at the end or during the year), or kicked out of class. ....in one case a learner reported how a teacher would openly select a learner from class that he wanted to sleep with and would do it in a way that all the other students knew what was happening."(Pp4)

On self-boarding a learner had to find all the resources including food through either buying or collecting from their parents at their homes. With long distances, learners found a problem to go and collect these resources; as such big people around trading centres took advantage of female learners and satisfy their sexual desires after enticing them with money. The sentiments are shared by the report carried by PLAN (2012) which stated that the weakness of monitoring and enforcing mechanisms on girls' education were not only hampering the implementation of policies and initiatives to support it but also failing to ensure girls' basic protection from abuse and harassment within schools. The report asserts that Girls tend to be victims of rape, harassment and sexual assault.

According to the head teachers of Chilumba and Rumphi Secondary Schools, some well-wishers speculated incidences of wives of people around the rented places shouting at girls after being tipped of their involvement in love affairs with their husbands. That contributed to poor grades obtained by girls during MSCE and JCE examinations. The research revealed that the best male student had an aggregate of 7 points during the 2013 Malawi School Certificate of Education results at Chilumba Open Secondary School. During the same examinations the best girl had an aggregate of 21 points.

Female learners also mentioned that they are being proposed love by the vendors and grocery owners in the trading centres. These were the only people within the society who handled money almost every time as such open school learners easily accepted them so that they could be

assisted both financially and materially. Apart from these the landlords also proposed love to these girls in exchange for monthly rent. That suggested that there was sexual exploitation and violence that girls faced living alone in towns. Since most of these girls were poor they just accepted these people so that they could be exempted from paying monthly house rent.

Sanitation was the other challenge mentioned by female learners in self-boarding. Respondents indicated that their dwelling facilities usually did not have separate bathing facilities. The washing facilities were usually shared with the landlords which made it difficult for them to dry their under wears once they were menstruating. At the same time that compromised privacy in their everyday lives. Shelter (2006) speculates that living in poor quality housing potentially has many negative impacts on children's experiences of education, including a higher level of absence, due to the disruption caused by moving home, a higher level of illness and infection due to poor conditions.

4.5.3 Security in rented houses for the open secondary learners
Respondents were asked to assess the situation of security in rented houses. Respondents had given responses as shown on the figure below:
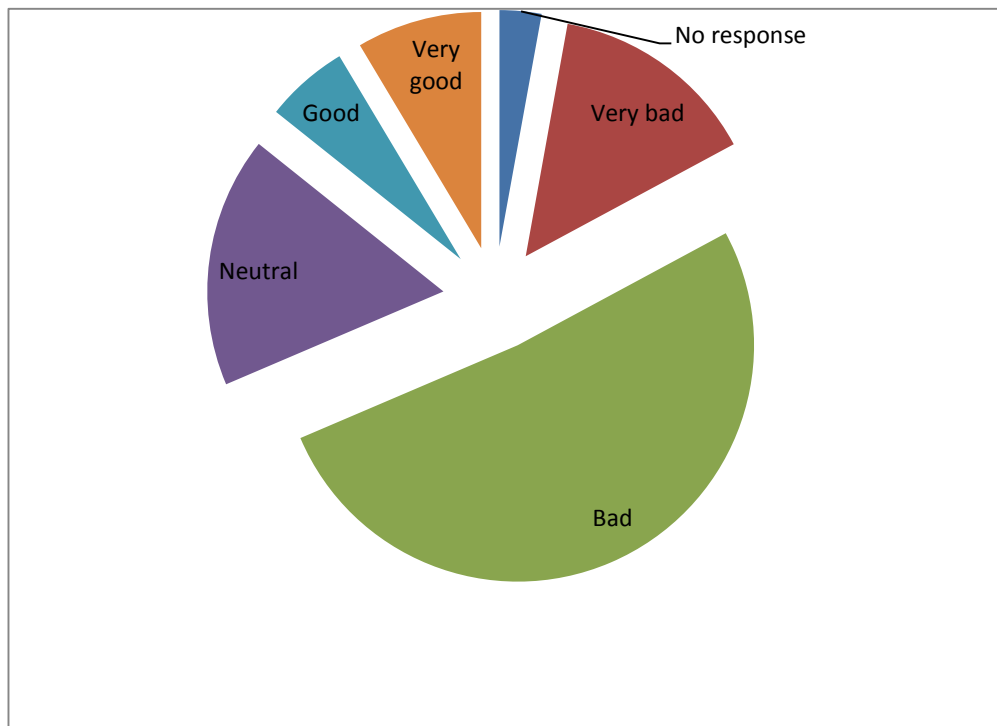
Figure 10: security on rented houses

As shown in the figure 10 above out of 35 respondents involved, eighteen classified the rented houses as bad and that represented 51% of the respondents. Five respondents which represented 14% indicated that security in rented houses was very bad. There were some respondents who were neutral. There were six of such respondents which represented 17% .Two respondents indicated that security in these houses was just good, which represented 6%, and three respondents representing 9% felt that security in these houses was very good. Lastly there was only one representing 3% on this point who did not give any response to this question.

In-security was the other problem discovered to be associated with the issue of self-boarding. In-security was in two folds; that which involved the security of properties belonging to the learners, and the properties for the schools. The results showed that houses that were rented by the learners did not have good locking mechanisms as such thieves could go and enter into these houses stealing all the properties. The research revealed that there were no communication mechanisms in place between the teaching staff, and parents of the learners in case of any emergencies of sicknesses, attacks or anything like that. The results suggest that lives of these students were mostly under threat.

Students who rented close to the conventional school posed security threats to the school property. Research revealed that students of Chilumba Open Secondary School were involved in stealing desks, plastic chairs and mattresses from the conventional secondary school which they were either using or selling to the surrounding villagers. The head teacher had to involve the police who recovered 60 beds, 47 desks, 19 mattresses and 42 plastic chairs. These materials were stolen by the open secondary students and were sold to the villagers for money that the students used to sustain their school life. The head teacher recalled the ordeal and had this to say:

> "I couldn't believe my eyes when I went for a funeral ceremony close to our school, during body viewing time; I discovered that the dead body was laid on a school's bed and a mattress. I knew things required an agent attention and I had no option but to involve the police so that school property could be recovered."

Although the head teacher had successfully done that, the relationship between the school's administration and the open secondary students turned sour.

However the case of Chilumba was an isolated case since it did not appear in the other two schools of Rumphi and Katoto

4.6 ALLOCATION OF LEARNING TIME IN A DAY FOR OPEN SCHOOLS

4.6.1 Views on the allocated learning time

Views were sought from the respondents on how they look at the allocated time for their learning in each full school day. The question demanded for answers like enough, fair, average, little and very little. Below is the graph showing responses given:
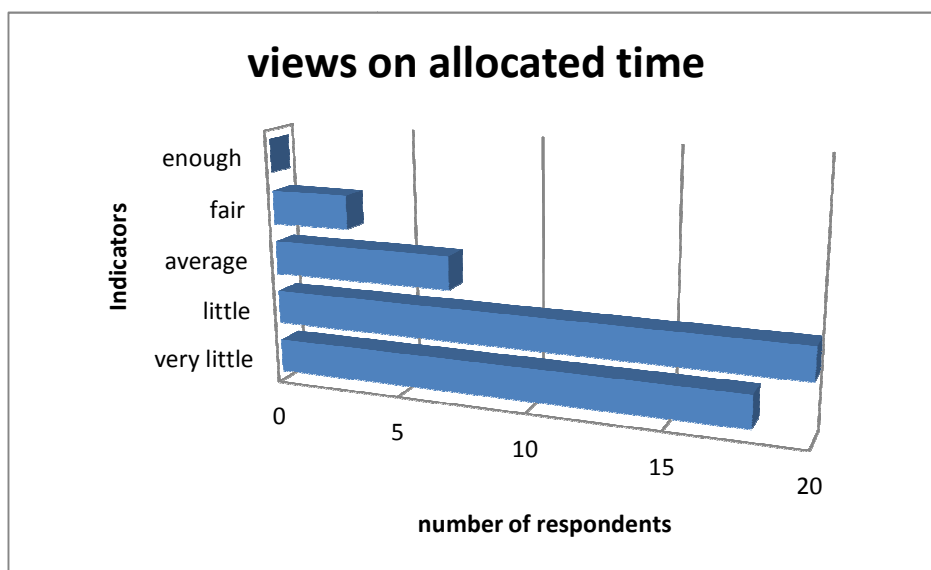
Figure 11: Views on mount of time allocated for learning

As shown on figure 5 above there was no any respondent who had indicated that the allocated time was enough for learning. Three respondents out of forty eight indicated that time allocated for learning was fair. That represented 6.25% of the respondents. Seven respondents which represented 14.5% indicated that time allocated for learning was average.

4.6.2 Time allocation for learning at Katoto, Chilumba and Rumphi Open Secondary Schools.

Katoto open secondary School offers four learning periods of 30 minutes in each day. Apart from working days the school had added Saturdays as a working day when they worked from 8 o'clock in the morning to half past eleven in the same morning. Katoto opted to offer classes at such odd time because it operated as a double shift school as such it was not allowed to offer the

services of an open secondary school. The research found out that in the early days of existence of the open secondary school the starting time for lessons was 2:30 P.M to something like 5:00 P.M. In 2007, the government introduced a rule of not allowing double shift schools to operate open schools. Katoto open secondary School was shifted to Katoto Primary School which was just about one kilometre away from Katoto Secondary School. At that centre the schools was offering 6 periods of 30 minutes each starting from 2 o'clock in the afternoon to 5 o'clock in the evening. Later the primary school also introduced double shifts system, as such in January, 2009 the open secondary school was shifted to Kawuwa Primary School within the city of Mzuzu. At Kawuwa Primary School, the school offered lessons following the same time that was at Katoto primary school; however to their dismay the school also introduced a double shift. That forced them to shift the Open Secondary School back to Katoto Secondary School in 2012 as a night school.

Rumphi open secondary school started the lessons at 3:30 p.m. to 6:00 p.m. from Monday to Friday every week. A school day comprised of five periods each with 30 learning minutes. Learners had problem with this learning time because just like other respondents in other schools they also shared the views that five periods was not enough for learning at secondary school. Each period was taught in 30 minutes which respondents felt that was not enough hence some concepts were not explained properly. This is the same argument that Lockheed and Levin (1993) as cited by Guoxing Yu (2007), alludes to that creating effective schools in developing countries requires quality time for learning and teaching.

Chilumba open secondary school had the longest learning time out of the three visited sites. Lessons started at 2:30 pm. and stopped at 5:30 pm. Each period was covered in 36 minutes. As indicated in figure 11 below subjects like Physical Science and English had double periods. Learning time of 36 minutes for a period was far much better than Katoto and Rumphi which had 30 minutes each however it was against the policy of the Ministry of Education Science and Technology (MoEST) which stipulated that a period at secondary school was supposed to be taught for 40 minutes. These sentiments were shared by Ng'ambi (2010) who had this to say:

> "The Ministry of Education Science and Technology shows signs of policy overload and implementation fatigue due to the constant development of new educational policies, which leaves little time for their implementation, monitoring and evaluation. In the

process good education plans, strategies and policies are being frustrated and the qualities of educational services are compromised". (pp.17)

Figure 11: time table for Chilumba Open Secondary School.

4.6.3 Problems with this time allocation at Katoto, Rumphi and Chilumba open schools

Allocated learning time for Katoto open secondary school had posed problems to both learners and teachers. Learners had a feeling that four periods were not enough for learning at a secondary school. They felt a lot of materials were left uncovered due to lack of time. The other realistic problem given out by learners was the odd time that lessons were being offered. Most of the learners interviewed felt that 5 o'clock was very awkward time for starting classes since it was already evening. One of the respondents explained that:

"Ine sindinayionepo sukulu yoyamba kumphunzira usiku pamene anthu onse akumaweruka kupita kumakwawo. Nchifikwa chake anzathu akumatiseka kuti tikumabwera kudzalondera sukuluyo." In English direct translation:"I have never seen a school which offers lessons in the night when everybody knocks off for home. That was why friends laugh at us calling us security guards."

As explained earlier on that learners started classes in the evenings, there was evidence that this time posed challenges to most of the female learners. Findings indicated that parents and guardians found it very difficult to allow their wards walking in the night from school every day. It was reported that they were afraid of rape cases on the side of female learners and any attack of theft which are rampant in towns.

The findings also revealed that teachers also had problems with time allocation. There was evidence that changes effected on starting time at Katoto open school reduced the enrolment very much. Since findings revealed that open secondary schools acted as an income generating activity for teachers, at Katoto teachers were not happy that enrolment was reduced.

 The research revealed that Katoto secondary school had few houses to accommodate all teachers at the institution. The situation suggests that teachers had to commute from outside the school campus to their place of work. This posed security challenges to teachers who walk from school to their homes in the night after lessons. Teachers indicated that they were afraid of night attacks by thugs. They were also facing a problem of rains which soak them in the night during rainy season.

As was the case with the other schools, the first merging problem at Chilumba Open Secondary School was that learning time allocated for each period was not enough. At secondary school each subject was supposed to be covered in 40 minutes. That meant that a teacher had to cover the work that was supposed to be done in forty minutes in 30 minutes. Such lessons are done in a hurry hence making learners not able to grasp certain concepts. Learners also complained of learning continuously for five periods without any break. They felt that there was a feeling of fatigue and loss of concentration due to learning continuously for 150 minutes (2hours 30minutes) without any break. Just like other learners in other centres, 6 o'clock during winter was sometimes in the dark so that posed security problems. Open secondary school learners were

of the view that they were also supposed to have eight periods just as the conventional students. They felt that the head teacher was very unfair on them for changing the learning system of open students learning alongside the conventional learners. Chilumba being a hot lake shore place, respondents indicated that 2:30 in the afternoon was the hottest period of the day, hence lessons could not be taught well.

4.7 Sharing of Materials amongst open and conventional learners.

4.7.1 How materials are shared at the school

The research wanted to find out views from respondents on how materials are shared in the three studied schools. Figure 11 below illustrates the findings:
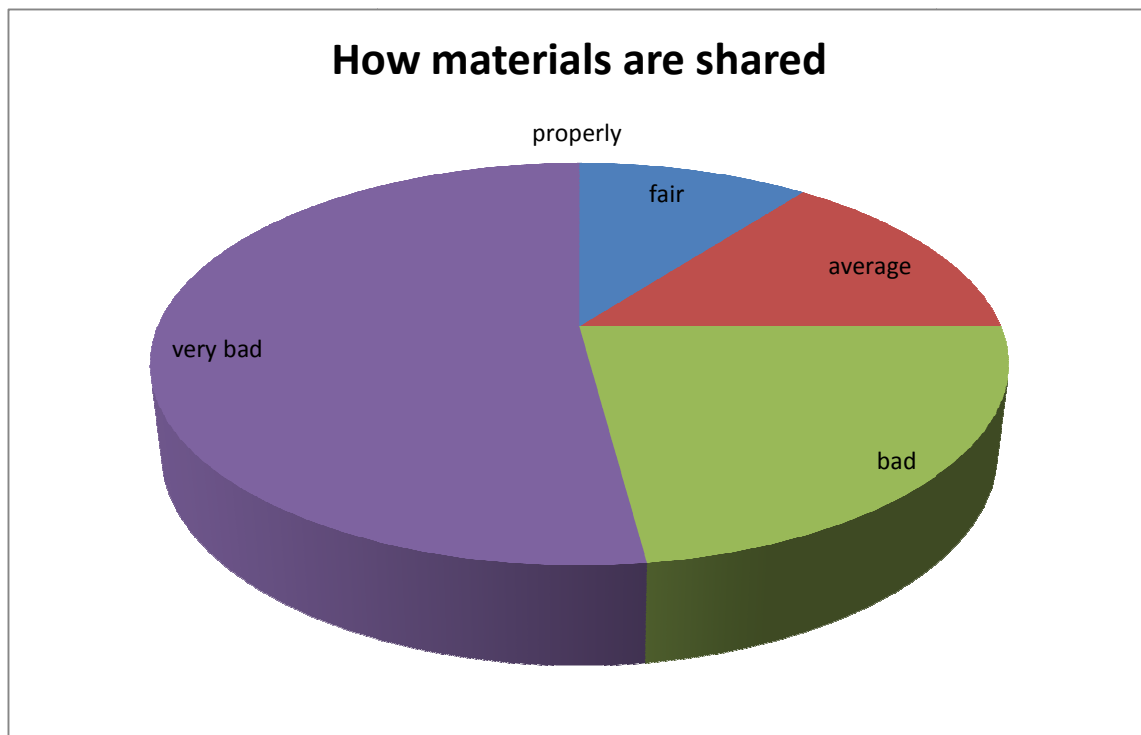
Figure 12: How materials are shared

In figure 12, out of forty eight respondents involved in the study there was no one who indicated that sharing of materials was properly done. Respondents indicated that materials are mostly monopolised by the conventional learners. Only five of the respondents which represented 10% indicated that materials were fairly done. They cited examples of how literature books for English and Chichewa are shared amongst open and conventional learners. Seven respondents

indicated that sharing of materials was averagely done. This number represented 15% of the respondents in the study. Eleven respondents indicated that sharing of materials amongst conventional and open secondary learners was badly done and that represented 23% of the respondents. The largest group of the respondents were on the side that sharing of materials was done very badly. There were twenty five of such respondents and that represented 52% of the respondents. These respondents based their arguments on the facilities like libraries, laboratories and others that are not accessible to open secondary school learners.

4.7.3 Materials that are shared and not shared by the two schools.

MATERIALS/FACILITIES	CHILUMBA OSS	RUMPHI OSS	KATOTO OSS
Classes	shared	shared	Shared
Teachers	Shared	shared	shared
Night studies	Not shared	Not shared	Not shared
Desks	shared	shared	shared
Entertainments	Not shared	Not shared	Not shared
Sporting materials	shared	shared	Shared
Toilets	shared	shared	shared
Books	shared	shared	shared
Libraries	Not shared	Not shared	Not shared
Laboratories	Not shared	Not shared	Not shared
Transport	Not shared	Not shared	Not shared

Table 5: Materials and facilities that are shared and not shared by the two institutions

4.7.4 Materials that are shared

As indicated on table 5 above, open and conventional schools shared almost all the materials which were used for teaching and learning like classes, teachers, desks and others. Sporting materials were some of the materials that were also shared by the two schools. In all the three schools visited it was found out that Open Secondary learners did their sporting activities in the mornings the time conventional students were having their lessons. The conventional learners did their trainings in the afternoons when open students were attending to their lessons. During any competitive game that the school were involved in, the two teams formed one team which was used to play the opponent teams.

The other materials that were shared by the two schools were the toilets. In schools like Rumphi and Chilumba where they had boarding facilities, when the open school arrived at the compass the toilets belonged to both schools. In addition, chalk was also being shared by the two schools. The head teachers of all the three schools emphasised that open schools were encouraged to

make contributions in form of money to the main schools, part of which could be used to buy chalk. However the research discovered that the money contributed was not enough to buy enough chalk and any other materials which could cater for the two schools.

The two schools also shared books. That was common in language subjects like literature books for Chichewa and English. The teachers used the same books with the conventional and open secondary students. The same happened to books of other subjects like Social Studies, Agriculture, Biology and others. The assumption was that what were taught to the conventional students in the mornings were the same materials that were taught to the open students in the afternoons by the same teachers of course. However the coordinators were explained that open secondary learners were encouraged to find personal books since some were workers in different departments hence they could buy their own books.

4.7.5 Problems experienced in sharing some of the materials and facilities.

While it could not be avoided to share desks between the conventional and the open schools the challenge was that there were allegations that open students scribble on the desks. The students used sharp objects to write either their names or any other nonsense on the desks. These made the desks to be rough and dirty. However while the blame went to the open secondary learners, it was alleged by the same learners that the conventional students were the ones involved in that malpractice. The other problem posed on the desks was insufficient numbers of these desks. That was experienced especially at Chilumba and Rumphi Secondary Schools which were boarding schools. In these schools after the conventional school students knock off from classes, they usually came back for either self-studies or discussions. During these periods they used the same desks which at that time were supposed to be used by open learners. The situation got worse when they could not allow releasing these chairs even when the open learners pleaded for them because they claimed that the chairs belonged to them alone. A form one student at Rumphi Open School had this to say:

> "Due to shortage of chairs and desks we usually scramble to enter classes so that you can be amongst the lucky ones who find chairs in class. When you fail to secure a chair, you will have to move from one class to another while your friends are learning."

These words could tell the story of the situation which existed concerning desks in the schools where conventional and open schools run together. The issue is shared by Nsamenang and Tchombe (2011) who argue that majority of African secondary schools operate with either substandard or inadequate facilities. Such inadequate facilities are the chairs as evidenced in the findings of this research.

The other problem arises when using sporting facilities. This comes in times when schools were preparing for big competitive games like the Coca-Cola and Airtel trophies. These trophies were held at zonal levels, later at regional levels and lastly at national level. At all the stages of the competition, there was high competition as such preparations were done intensively. The research revealed that the intensive training was done to the disadvantage of the open students since players who belonged to open schools were asked to join their team mates in the football and net ball trainings which were usually done in the afternoons (learning time for the open students) without considerations of how the lost time on learning would be recovered. All the three sites visited were affected by the issue of the learning time which was lost due to sporting activities. In addition, at Chilumba and Rumphi, where sporting grounds were close to classes, the jeering, cheering and other noises made during trainings disturbed classes. The case was different at Katoto Secondary School since it had a brick fence which separated the learning area from the sporting facilities.

At Katoto Open Secondary School, respondents reacted that the arrangement of using week-ends for learning time usually met challenges when there were sporting activities. All sporting activities that involved two or more schools were done on Saturdays. Such activities disturbed the learning on these days which were made with the intention of adding learning time. Apart from the sporting activities, Katoto's Secondary School hall was usually engaged with different activities like musical shows, weddings, and church activities. Such activities usually happen during weekends disturbing lessons for the open secondary school.

The other facilities that the schools shared were toilets. In all the three sites visited, Government had constructed toilets just enough for the conventional school. Introduction of open schools in these institutions meant adding pressure on the few existing toilets. Most of the respondents at Chilumba and Rumphi pointed out that they find it difficult to use the few toilets which were at their schools. At the same time neatness in these toilets was compromised resulting into learners

of conventional and open schools pointing fingers at each other. Matured students pointed out that they felt disgraced whenever they were being accused by the conventional learners of using toilets carelessly. The coordinator of Rumphi secondary school however attributed the blame on open secondary school learners as a reaction on the side of conventional learners who were usually not happy that the open learners were not involved in general cleaning because of the little time that they had at school.

Some scholars have claimed that a classroom is not necessarily a basic need for a school to commerce. This however would be argued that it goes with the educational culture of the society. In all the three schools visited open school learners expressed concern that they were negatively affected for not being allowed to use classrooms for their self-studies. They explained that as learners, they were supposed to be provided with supportive facilities that could maximise independent learning (Nsamenang and Tchombe 2011).Learners explained that they were being denied chance of using chalk boards and other facilities when practicing mathematical problems. Open school learners also stated that the situation had planted an impression within conventional students that most of the properties at school did not belong to them. The statement was supported by the head teachers of the schools interviewed who also explained that some students from the main school threw stones at the open secondary learners showing that they hated them.

Books shared between open and conventional learners had short life span. It was mentioned that due to the system of sharing, books are easily worn out or are lost because of being over used by the two schools. In some cases the open secondary classes are bigger than the conventional classes as such they could scramble for the few books ending up tearing them up.

4.8 Materials that were not shared amongst Open and Conventional Secondary Schools.

4.8.1 Night studies.

Out of the three schools visited, only Katoto Secondary School does not offer night studies because it has no boarding facilities. At Chilumba and Rumphi secondary schools night studies started at 6 o'clock up to 8 o'clock in the evenings from Monday to Friday. However these prep activities were not enjoyed by the open secondary students. One of the reasons was the poor relationship that existed between the conventional learners and the open secondary learners. At Rumphi Secondary School the Head teacher explained that conventional students chase the open

secondary school learners in the night from night studies. No clear reason was given as to why such things happened but some open school respondents speculated that conventional students were not wishing them well to perform better during national examinations. They felt they would make them perform badly by stopping them from night studies.

The other reason was shortage of desks. As earlier on stated, respondents explained that desks which were used in the schools visited were not enough even for either conventional or open set of students. It was difficult for these schools to have enough chairs that can be used by all the learners at the same time and study comfortably.

Other respondents explained that if all the learners would be mixed classes would be congested such that the situation created would not be conducive for learning. The normal class capacity of Chilumba and Rumphi Secondary Schools was 40 students and yet in both cases more than 60 students are found in one class so any additional would make the classes to be congested.

4.8.1.1 How night studies affected learners academically

Respondents were asked as to how their performances were negatively affected by not having night studies.

Table 5 How students are affected:

Indicator	No. Of respondents	Percentage of respondents
Strongly affected	17	34.41%
A little bit affected	12	25%
Neutral	7	14.58%
No effect	12	25%
TATOL	**48**	**100%**

On how respondents were affected academically for not being allowed to have night studies responses are recorded in table 6 above. As distribution of figures can be seen in table 6 above, most of the respondents were of the view that denying them of night studies had no effect on them academically. The study however discovered that those were the learners who stayed far from the learning institutions as indicated in figure 6 of the same chapter. These respondents

covered long distances before they reached school as such they could not make it in the night to go for night studies even when they were allowed to do so. Those who were neutral were those that stayed with members of teaching staff of the studied schools hence they had good facilities in their homes and could study properly. Those who either were strongly affected or a little bit affected, were those who stayed in self-boarding as explained in section 4.5.3; close to the learning areas. They would easily access reading areas of the schools but they were not allowed to do so. They had a strong feeling that given chance to study at school, they could perform better than how they were performing.

4.8.2 Entertainments.

Chilumba and Rumphi Secondary School carried out entertainment activities in the nights of Fridays and Saturdays. In the secondary school curriculum, entertainments are there to refresh the brains of learners after the heavy work of learning from Monday to Thursday. This research however discovered that open secondary learners were not allowed to participate in these night activities. At Chilumba Secondary School the reason of not allowing them to participate in activities like dance, disco and other forms of night entertainments was due to lack of discipline. The head teacher cited an example of a fight which broke amongst open and conventional students at one time when they were allowed to combine in the dancing. The reasons for the fight was that conventional students had feelings that open students were more favoured by their girls than the conventional learners.

4.8.3 Libraries.

The other privilege that the open secondary learners do not enjoy was the use of the library facilities. In all the three schools visited open secondary students were not allowed to use the libraries. At Katoto Secondary School the Coordinator explained that it was difficult for the school library administration to make proper follow ups for book loses from the library involving open school learners. The reason was that retention of open students into school was seriously dependent on students themselves. They would start school and leave it to join other schools at their own will since no transfer letters were required in their admissions. The same sentiments were shared by the Head teacher of Chilumba Secondary School. He explained that in the past years, the school allowed open secondary school students to use library when conventional students were in class. He however indicated that the system was abused by open secondary

school learners who could not return the books to the library after borrowing. That forced the school's administration to stop open secondary students from using the library. In reaction to the change of policy, open secondary students vandalised the head teacher's house using a petrol bomb in 2012. That was repeated in 2013 when it was alleged that they had vandalised the kitchen at the school. These reactions however did not force the administration to reverse the policy of not allowing them to use the library.

4.8.4 Laboratories.

Open students were also denied the chance of using laboratories. The head teachers of the studied schools claimed that laboratory equipments and chemicals were very expensive such that they could not manage buying for two schools. The coordinator of Katoto explained that a contribution of 30% of the money realised which was made as a contribution every term to the main school was always said to be insufficient to cater for all the requirements of the open school. At Rumphi Open Secondary school, it was reported that the sum of K500 per student was made as a contribution to the main school for examinations and any other school requirements which may include laboratory equipments. However no any equipment was bought for the use of open secondary students. At Chilumba more focus was given to contributions made towards constructions of structures for the secondary school. There were no funds which were allocated for laboratory equipments. However open secondary learners are allowed to use the laboratory facilities during national examinations of MANEB.

4.8.5 How respondents feel academic grades can be improved through the use of library
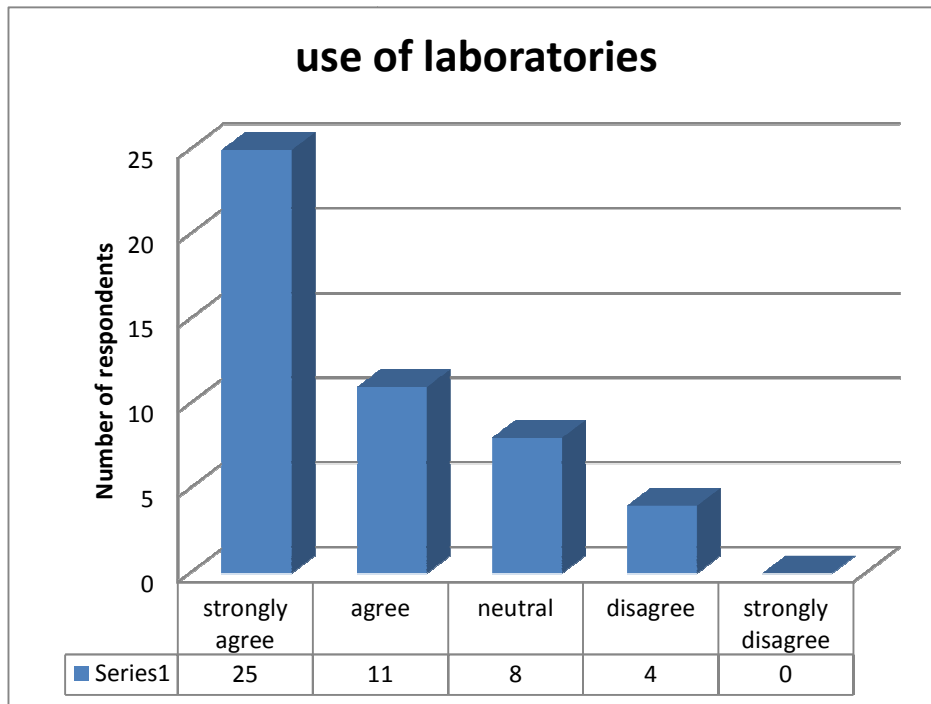
Figure 13: views on use of laboratories

Respondents were asked to give out their views on the point that open secondary learners should be allowed to use the laboratories so that they would improve their academic grades. As indicated in figure 12 above, out of forty eight respondents involved, twenty five strongly agreed that use of laboratory would improve academic grades of learners in sciences. That represented 52% of the students' responses. Respondents were of the view that it was not enough only to be allowed to use the laboratory during MANEB examinations, but they were also required to have practical lessons in their everyday learning .Eleven of the respondents representing 22.9% indicated that they agreed that use of the laboratories could improve academic grades of these learners. The respondents explained that learners would have more practical lessons before the real examinations which would help to improve grades. Eight respondents representing 16.6% were of the views that they were neutral on the issue. These students were not taking science subjects as such they could not explain the impact of not being allowed to use the laboratories on their friends' academic performances. Most of such respondents were those who were upgrading taking only a few subjects.

Four of the respondents representing 8.3% indicated that they disagree that laboratories can improve the grades of open secondary learners. And 0% of the respondents strongly disagree that laboratories would improve the grades of open secondary learners.

4.8.6 Transport facilities.

In all the three schools visited there are vehicles that the schools have which are used for transporting students at school. Amongst many functions that were carried out by these cars, the most outstanding one was transporting students to and from the health centres once they were sick. Although in all the three schools health facilities were within a short distances, the conventional students had that privilege of being picked by these school vehicles once they fell sick. The respondents indicated that open secondary school students did not have that privilege of being transported by those vehicles. They were expected just to walk to these health centres once they fall sick. This study revealed that teachers were not even responsible for the welfare of open secondary learners as such once sick they (open secondary learners), went to health facilities without the notices of their teachers. In fact the respondents explained that they did not have to report about their sicknesses to their teachers since teachers had nothing to help on learners' sicknesses unless the sickness was an injury from sporting activities.

4.9 Reasons that made students join open school

4.9.1 Reasons for joining open school.

Reasons for joining open school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Repeating	2	4.2	4.2	4.2
	Lack of fees	6	12.5	12.5	16.7
	Did not qualify for secondary school	16	33.3	33.3	50.0
	Upgrading	13	27.1	27.1	77.1
	Need for secondary school	7	14.6	14.6	91.7
	Transfer of parents	4	8.3	8.3	100.0
	Total	48	100.0	100.0	

Statistics

Reasons for joining open school

N	Valid	48
	Missing	0

Figure 14: Reasons for joining open secondary school

4.9.1.1 Repeating

As shown in the table above out of 48 respondents 2 of them indicated that they joined open secondary school because they were either selected to a Community Day Secondary School (CDSS) or conventional secondary school and they had failed Junior Certificate Examinations

(JCE) or Malawi School Certificate Examinations (MSCE). Since they could not be allowed to repeat at their previous schools, they thought of registering with open secondary school. In certain situations it was not that they were not allowed to come back to their previous schools, but learners may just need to have a change in learning environment and join the open secondary school.

4.9.1.2 Lack of fees

Out of 48 respondents interviewed 6 of them explained that they joined open secondary school because of lack of fees. These children came from poor families which could not afford paying fees. Townsend (1979), states that people are in poverty when they lack the resources to obtain the types of diet, participate in the activities and have the living conditions and activities which are customary or are at least widely encouraged and approved in the societies to which they belong. Some of the activities that they fail to participate are to pay school fees for their wards. Gunn and Duncan (1997) explain that problematic outcomes are associated with family poverty. That might give an explanation as to why those learners could give administrative problems like theft of schools' properties as explained earlier on. The research revealed that some of these respondents were selected to go to boarding secondary schools like Mzuzu Government Secondary School, Nkhata Bay Secondary School and others. While fees at national secondary school like Mzuzu Government was only K12, 500 which was close to K10, 000 fees charged in all the open secondary schools visited, respondents indicated that they still more found open schools cheaper since they did not spend transport money. Apart from that, expenses were reduced since they did not require pocket money since all the basic needs were shared with their parents in their homes. Mode of payment was another reason that forced some needy learners to opt for open secondary schools as opposed to conventional secondary school. Respondents explained that at open secondary school, they were able to negotiate with the coordinators and pay fees by instalments the situation which would not be possible with conventional secondary schools.

4.9.1.3 Did not qualify to secondary school

As shown in figure13 above16 respondents indicated that they were found at open secondary school because they were not selected to a conventional secondary school or any CDSS. Those were learners who had sat for Primary School Leaving Certificate Examinations (PSLCE), but were not selected to a secondary school. These respondents included some who had dropped out

of school sometime and had thought of joining school so that they could   obtain a certificate which would assist them to have a job elsewhere. Related to these were those who had joined open secondary schools because they wanted to upgrade themselves. There were 13 respondents which represented 27.08% of the total 48 respondents. Those respondents had obtained a JCE and are employed either in Government service or private sectors so they wanted to obtain an MSCE so that they would be considered for promotions. Others were those who had just obtained their MSCE in the near past and would like to improve their grades so that they would be considered for university selection.

4.9.1.4 up grading

The second largest group of the respondents in this section were those that were at Open Secondary Schools because they wanted upgrading. Upgrading was divided into two groups; the first one was those that already had obtained an MSCE with bad grades which could not offer them with employment opportunities. Due to stiff competition in different employment opportunities different employers ask for specific grades before they offer employment to job seekers. The most common requirements were credit passes in science subjects and English. That requirement demanded for some respondents to go for school in Open Secondary Schools where they upgraded to obtain those grades. These respondents could either register for all the subjects so that they could make a new certificate or register for just a few so that they improved the already obtained certificate.

The second up graders were those that were aiming at getting enrolled in different universities of Malawi both private and public. Just like their counterparts explained earlier on, these also were there either to sit for the whole certificate or just some targeted subjects which could assist the respondents achieve their ambitions.

4.9.1.5 Need for secondary school

Out of 48 respondents 7 which represented 8.3% responded that they were found at an open secondary school because they found it necessary to be taught by qualified secondary school teachers. It is speculated that these respondents were following the quality of teachers as asserted by Capra (2009), who explains that teacher quality is tantamount to student achievement. The author further explains that the revolving door of teachers in poverty stricken areas exacerbates the inferior education and also discourages pursuit of higher education. Those were learners who

were selected to go to Community Day Secondary Schools (CDSSs) around or far from these conventional schools. Due to inadequate learning and teaching materials experienced in those schools, the students opted to join the open secondary school. Ng'ambi (2010) asserts that students in the CDSSs are taught in overcrowded classes by unqualified teachers and have to share very limited teaching and learning resources. Despite the problems that they were meeting in open secondary schools the respondents felt that they were better off than they would be if they had gone to the CDSSs they were selected to.

4.9.1.6 Posting of parents

The last category was for those who got affected due to the postings and transfers of their parents or guardians from one duty station to the other. There were 4 respondents which represented 8.3% of the respondents involved in the research. While Ministry of Education Science and Technology's policy gives a provision that a learner can through the head teacher and the Educational Division office process a transfer of learners from one school to the other of the same category, the provision seemed not to be utilised by everybody. This was common in learners who were selected to CDSSs and other day schools which did not offer boarding facilities. When they followed their parents to their new duty stations they were not allowed to join other CDSSs because they did not have transfer letters. The situation made them join open secondary schools where not any transfer letters were demanded before they were allowed for a place of learning.

4.10 Advantages of open schools to learners

4.10.1 Personal reasons

There were many personal reasons that made learners join school at an open secondary school. The first one concerned the balance up of time dedicated to their employed work and school. Despite the fact that workers who were open school learners were not offered with study leave, it was evidenced that some got promotions in their work places after attaining new academic grades in different working places. That required a balance up of work time and school time as such the starting time of school in the afternoon at around 3:30 p.m. and 5:00 p.m. was appropriate for these workers. This is true as attributed by Orkodashvili (2009), who explains that open schools can broaden school access and contribute to social equity since it offers the

opportunity for students who would not otherwise be able to attend school to receive a formal education.

Related to this were the people who just stayed in their homes and yet had other responsibilities of working in their gardens or any other activities in their homes. These respondents found it very easy to have time of working in their gardens or their businesses in the mornings and go for school in the afternoons. The other personal reason was on married women. Those women explained that they found out very appropriate to balance up their house hold chores and schooling in open secondary school. According to the report carried by PLAN (2012) secondary school comes at a particularly vulnerable age for girls as they enter into puberty and reach an age some communities consider appropriate for child bearing, marriage and work inside and outside their homes. The situation, according to the report dramatically reduces their chances of staying in school. One respondent at Chilumba was a wife of a teacher at the same school and she explained that she was able to prepare the husband for his work in the mornings, the children who attend primary schools, later on prepare lunch for them then go for her school in the afternoon. She stated that all that would not have been possible had it been that there were no open school.

4.10.2 Academic reasons

One of the academic reasons pointed out by respondents was the availability of books. Books which were used in teaching the conventional learners were the same books which were used in teaching the open school learners. That gave an opportunity of learners to overcome the problem of lack of books which is common in Community Day Secondary Schools. That was common to respondents who indicated that they were not ready to attend their school in CDSSs despite that they were selected to go there. This is supported by Fordham, (1992), who quotes the 1990 World Conference *Education for All* which resolved that in trying to increase access to education countries need to meet the basic needs of children with limited or no access to formal schooling. It was explained that such children should be sharing the same standards of learning applied to conventional schools, and should be adequately supported. In addition to the books used in classes some respondents explained that they are able to access the library books through conventional counterparts a situation which would not have been possible would it been that they were not learning within the compass of the same institutions.

The other academic reason was the hard working teachers that were found in open secondary schools. This research revealed that teachers in open secondary schools get paid out the number of periods that they had taught in the month. Out of the three schools visited the rate per period was ranging from K500 to K600 per period. That meant that every teacher could not afford missing the period unless the situation was difficult for such a teacher. If any teacher missed a period, others could quickly rush for it so that they made more money. The research revealed that there were officers at each school who had period register recording periods taught by different teachers which could determine the amount of money to be paid at the end of the month. That worked to the advantage of the learners since they were always found having a teacher in front of them teaching though it was not a guarantee for quality learning.

Competition was the other good academic reason that some respondents found at open secondary school. Since open and conventional learners write the same terminal tests, they are able to compare themselves with their counterparts hence build confidence academically. In certain cases it was mentioned teachers compile results ranking open and conventional learners together which gives them a chance comparing themselves with the conventional learners.

4.11 PROBLEMS IN ADMINISTRATION OF OPEN SECONDARY SCHOOL

4.11.1 Problems experienced by the head teachers

The most common problems that head teachers experience in open secondary schools were financial problems. In the Government guiding rules for running open secondary schools it is stated that all monies collected from students of open schools should have an account opened at the bank where three signatories, including the head teacher, should be involved in signing when withdrawing the money. The issue of opening accounts seemed to have been followed by most of the schools; however Katoto Open Secondary School did not involve the head teacher as a signatory. The research established that the head teacher was not involved; instead coordinators involved head teachers of primary schools where the open school was operating before it came back to Katoto Secondary School. Despite that at the time of data collection of this research the school operated at conventional school campus the head teacher was not yet a signatory.

Evidence from the research indicated that there was a problem of insufficient teaching and learning resources including examination resources. The policy stipulated that open schools were

supposed to contribute 30% of their money to the main school for the general running of the school within the conventional school. The head teachers however indicated that the money was not enough to buy teaching and learning resources that are required in running of an open secondary school. One head teacher had this to say:

> "Running terminal examinations alone is very expensive. There is need for typing of the examinations, buying tonner, drum; printings and duplicating. All these demand a lot of money, now what can 30% do?"

The findings confirm that head teachers experienced problems in the running of open schools.

Rewards that were attached to work of open secondary school were another area that caused problems to the head teachers. The head teachers explained that open schools seemed to be fast rewarding than conventional schools which pay teachers at the end of the month. They cited examples of teachers being paid depending on the number of periods that had been taught in a month. That forced teachers to be found in classes even after missing lessons in the conventional school. Orkodashvili (2009) quotes Bray (2000) who explains that teachers may also like the opportunity of teaching double shifts so as to increase their incomes through extra teaching in a second shift. The other part was where teachers were paid for marking and filling of report cards. That made tests for open students to be processed quickly than those of the conventional learners. Head teachers were always having problems asking teachers to finish working on conventional students' terminal tests.

Money paid for practical subjects was another cause of problem in open secondary schools. Teachers who are involved in teaching subjects that involve practical work during examinations charged money which was paid by every student attending school at open secondary school. The study established that at Katoto, Biology practical was charged at K3, 000 per student, Physical Science was at K1, 000 per student and Home Economics was at K2, 5000 per student. The other schools also had their charges just close to these charges. The money realised was being shared amongst the teachers of the said subjects only, leaving out all other teachers who were not teaching the subjects. That caused misunderstandings which were sorted out by the head teachers.

Lack of rules was the other challenge that the head teachers of the visited schools complained of. In all schools visited it was evident that open schools did not have their rules stipulated. Rules were either silent or borrowed from the mother school (conventional school). In certain situations where conventional secondary school rules were tried to be applied to open school learners, it could sometimes not work due to the nature of learners they had. Fordham, (1992) explains that if open schooling has to meet the huge demand for education, it is important to determine the factors that account for lack of comprehensive policies on open schooling. Head teachers in the visited schools pointed out of their schools' by-laws which stated that students were supposed to have hair cut short, females not putting in long trousers, no wearing of hats by any student, uniform was supposed to be used during uniform days and many others. These rules were difficult to be applied to open students since some were working class people; others were spouses of the same teachers as such they were supposed to look presentable as such making up hair could not be avoided by them.

Uniform is one of the necessities of a school in Malawi. New South Wales Department of Education and Training, Student Welfare Directorate (2004) explains that the wearing of school uniforms by students will assist school communities in defining an identity for the school within its community. On the part of learners the department explains that uniform will help in developing students' sense of belonging to the school community there by providing an opportunity to build school spirit in them. Administratively in such mixed schools where conventional and open learners are within one campus, staff will have easier recognition of visitors and potential intruders in the school.

It was only Chilumba Open Secondary School which had their students in uniform (refer to appendix1).They used white blouse and green skirt for girls and boys used white shirt and black trousers. The coordinator indicated that they had no problems with learners in wearing of uniform.

 At Rumphi open secondary school they do not use uniform (appendix 2). The head teacher of Rumphi explained that he one time sent poorly dressed learners back to their homes for proper dressing and they feel so much offended. The same was the case with Katoto open secondary learners. They did not have uniforms (appendix 3).

Sorting out issues which deal with scramble for the resources like chairs, books and others are the other problems faced by head teachers of secondary schools. Head teachers of the visited schools indicated that they were aware of the situation that open secondary school students were disadvantaged in the use of the resources but they seemed not to have a solution to the problem. Sergiovami (1991) explains that in the school administration the challenge of leadership is to make peace with two competing imperatives, the managerial and the moral.

4.11.2 Problems experienced by coordinators

The first problem that coordinators faced was the payment of fees. The problem appeared in two categories; the first being that of needy learners. Most of these learners were either orphans, or needy that they could hardly raise a K10, 000 and pay for their fees in a term. It was reported that such learners accumulate a lot of fees balances that it became a problem for them to be kept at school. The second are those who chose to play hide and seek. Fees were collected by form masters; having known that some students could just be avoiding that form master so that he or she does not pay fees. The fees records revealed that the practice was common amongst form threes and fours in the third terms of their school years. That problem caused financial hiccups in the operations of the open secondary schools.

The second problem was poor performance by learners during national examinations. The guide lines in the Hand book for Open Secondary Schools and Study Centres (Malawi College of Distance Education, 2008) under section 9.1 (b) states that learners enrolling for Junior Examination Certificate (JCE) course shall produce evidence of having passed PSLCE course and that of MSCE shall produce evidence of having passed JCE. These however were not followed because coordinators seemed to be more interested in having more learners which translated into having more money for teachers. Some who were enrolled were those that had failed the pervious examination class. That made them find it very difficult to cope with the work they had registered for and their performances were very poor.

Issues that involved relationships between teachers and open secondary school learners were also challenges that coordinators experienced. In all the school visited there was a rule which ordered teachers to teach open school learners the same subjects that they teach the conventional learners. For some reasons, open secondary learners found the teachers not favourable for those

specific subjects. Coordinators found it very difficult to sort out such situations since if coordinators bowed to the wish of learners it could affect even the conventional school teaching.

Coordinators also experienced problems concerning money. Open schools visited had given a provision of allowing teachers to borrow money from the open school coffers. The issue became serious when some teachers could accumulate more credits that they could not manage in giving back. In certain cases, the school could remain with no money to pay teachers during pay days. That could be a source of conflict to the extent that some teachers could stop teaching due to under payments or delayed payments caused by these credits.

Scrambling for periods was another source of problems experienced by open secondary school coordinators. Since number of period in a month translates into amount of money received, teachers wanted to have as many periods as possible at the end. That resulted into conflicts where teachers could scramble for periods of absent teachers. In certain cases if the owners of the periods come later they could ask for refunds of such periods which was not easy.

CHAPTER 5: SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 Introduction

Chapter four provides information on findings from the empirical investigation. Chapter five gives out important information on findings revealed by the related literature which was reviewed and those that emerged from the investigation. In order to identify areas of agreement and those of disagreement, concerning problems experienced by open secondary schools running within conventional secondary schools the findings from related literature and research findings are presented side by side.

5.1.1 Findings from the related literature

The literature reviewed revealed that education in Malawi has its origin from the early missionaries. (Banda, 1992). These missionaries were: The Universities Mission to Central Africa, The Free Church of Scotland Presbyterian Livingstonia Mission, The Dutch Reformed Church Mission- Nkhoma Mission. Others were: The Church of Scotland Presbyterian Blantyre Synod, Zambezi Industrial Mission and The Catholic Church. These schools were characterised

by shortage of teaching and learning materials (UMCA, 1924). At the same time literature revealed that the schools were combining secondary school education with primary school education or secondary school education with training college, (McCracken, 2012). There was evidence that girls' education was faced with the challenge of low enrolment. Missionary schools mainly aimed at equipping learners with skills that could help them earn a living with intellectual skills having emphasis on reading, Arithmetic, and writing (3Rs)

There is clear consensus by various authors that free primary education in Malawi which was introduced in 1994, ignored the expansion of secondary education in terms of infrastructure and other educational system inputs (Chirwa and Martha, 2009, Torre and Millennium Initiatives, 2010, World Bank, 2004). This created a situation where transition to secondary education was a challenge. (Hyde et al.1996, Streuli and Moleni 2008 and Department of Education in Malawi Report, 2004). The MoEST had the view that the MCDE was the only safety valve to increase secondary enrolment. The situation was met with great challenge due to lack of clear policies guiding the systemthe case which was shared by many other educational systems in other countries. (Gropello 2006, Ng'ambi 2010, Danaher and Umar, 2010). Such attributes as described by different authors, further explains why running Open Secondary Schools in conventional schools faced a lot of challenges.

Different authors gives different definitions for open school but all the definitions focuses on the openness of access which is flexible in terms of age for the learners, time of learning and ways of learning which are usually not the same as those in a conventional class. (Rumajogeeet al.2003, World Bank 2010, Chikuya 2007, Yates 2008). Literature reviewed also reveals that open learning plays an important role in the provision of qualityeducation to both school age children and adults(Bates 1995, Ferreira and Abrioux 2009, Rumble and Koul 2007 and Danaher and Umar 2010). Authors have also shown similarities in running of open secondary schools with double shift system of running secondary schools (Orkodashvili 2009, BOFESETE National Executive Committee, 2006 and Diwan 2002). These authors explain that both systems have two different sets of learners using the same materials like books, teachers and classrooms.

Related literature also revealed that there were a lot of problems associated with open secondary schools. One of the notable challenges was monitoring of learning by educational authorities (Ng'ambi 2010). Many writers share the sentiments that both open school and double shift

system had the problem of few learning hours there by compromising the quality of schooling. (Bray 2008, Linden 2001, Kelly1986,p202, Bray, 2008 p.45, Orkodashvili 2009). Others had a feeling that management of the schools was the great challenge since the other session was run by a delegated administrator who was not the head teacher of the main school so discipline was not up to date.(Katjaita 2011,p87, Orkodashvili2009). It is also evident that some literature reviewed looked at open schools as a source of exclusion in the system of education.(Klasen 2010, Gropello, 2006.)

Literature on how to manage finances in open secondary schools is very limited. Many authors concentrated on how governments spend their finances in the education sector generally with a little mention of open secondary school if any. While conventional secondary school receive funding from central government using IFIMIS, open secondary schools use funds paid by learners in the name of school fees, development fund, and other names that may be attached to it. A critical issue of cleanliness of classrooms was highlighted by Katjaita (2011), Linden, (2001).

5.1.2 Findings from empirical investigation.

This part of summary looks at the findings as revealed by the investigation process of the research. The research established that most of open school learners are between ages of 15 to 25 years. Very few learners are of the age above 56 years (4.3.5 P49-50).Most of these learners joined open secondary school due to lack of secondary school selection while others joined because they wanted to upgrade from their lower academic grade to upper ones. There was a notable figure of others who joined open secondary school due to movements of parents from one duty station of work to the other (4.9.2 P74-75). The research established that open secondary school learners covered long distances to access learning facilities as such they had challenges of harsh weather especially in hot places of lake shore areas like Chilumba Secondary School. In other places long distances posed the challenge of security and rain fall which soaked learners as they came for lessons or back from their learning activities.((4.4.1 P50-51; 4.4.3 P53)

The findings revealed that accommodation used by most open secondary learners who had their homes far from the open schools posed a great challenge. Due to long distances to schools some learners opted for self-boarding which also had challenges. Some of the challenges were security of properties for the learners since most of the houses used by these learners did not have

lockable doors and windows. In certain cases the houses did not have good kitchen facilities such that learners cooked on bare grounds which posed problems during rainy season when all grounds were wet. Learners could go without eating due to lack of kitchens. Self-boarding also posed challenge to girls who were particularly vulnerable because they are prone to many social ills such as sexual abuse and harassment. (4.5.2, 4.5.3 P55-56)

The investigation further revealed that time allocation for learning was yet another problem (4.6.2 P60-63). The first aspect of time allocation was on the number of periods allocated for a full learning day. It was discovered that open secondary schools do not cover the nine periods as per the requirements of secondary school learning time. The highest number of periods covered in a day was five while some subjects were given little learning time. While most of the open schools visited opted for the use of weekends as a cover up to the little learning time within the week, evidence showed that the situation was met with challenges of week-end activities within the school campus. The second aspect was on the time allocated for each period. While a learning period at secondary school was supposed to be done in forty minutes per period, the research discovered that periods in open secondary schools were done in thirty minutes. That resulted into planned work being covered in a haste so as to be completed within the little time allocated for the period.

Sharing of human resources like teachers was not a big challenge since teachers were looking at the immediate reward of money after teaching at the open school. (4.7.3 P65). Those teachers used text books used for teaching in the conventional secondary school like literature books for Chichewa and English. That was advantageous to open secondary learners. The problem was on sharing learning materials like classrooms since conventional learners wanted to be using the classrooms alone looking at the open learners as intruders. (4.7.4; P66-67).Open secondary school learners were also denied access to library facilities for fear of security of books in the libraries. (4.8.4 P70). Laboratory facilities were also not accessible to open secondary school learners since conventional schools felt the facilities were not adequate enough to cater for the two schools. Learning in science subjects for the open secondary school learners who were doing science subjects without doing practical work, was compromised because learners are not allowed access to the laboratories. (4.8.5 P71); (figure12, P71)

Open secondary learners are also not allowed to attend night entertainments.(4.8.3 P70). It was discovered that night entertainments like disco are associated with learners engaging in love affairs as such conventional learners felt that allowing open school learners to attend the activities would give them access to their girls who could easily be snatched away from them. Government transport facilities that are found in government secondary schools are also not accessed by open secondary school learners.

Head teachers of conventional schools experienced problems of sourcing enough teaching and learning materials including examination materials for open schools.(4.11.2 P80-82)Money that open schools contribute towards the running of the conventional school is usually not enough. This research revealed that open schools neither have guiding rules nor by-laws for disciplining learners. Most of the rules are borrowed from the conventional schools. Applications of these rules posed challenges because most of open school learners are adults. Code of dressing, hair upkeep and others were difficult to be applied to older students who attend school at open schools. That made application for the rule of putting up on uniform difficult for learners in open secondary school learners. The research also revealed that head teachers experienced problems with safety of school properties due to some open school learners who are suspected to steal school properties and either sell them or use them for their own purposes.(4.5.3 P58-59). The results suggest that most teachers worked hard in the open schools since they were fast paying than the conventional school which paid them at the end of the month. In certain cases the same money caused problems since coordinators could avoid the head teachers in making the signatory when withdrawing money. Conflicts that rose amongst conventional and open school learners were other challenges that the research revealed. Scramble for learning resources, entertainment facilities, and girls were some of the things that usually caused conflicts amongst the two groups. Head teachers were usually in problems trying to solve these.(4.7.4 P65-67)

Coordinators were also faced with challenges as revealed by the research. The first problem was that learners were not able to pay their fees contributions in time. (4.11.3, P82-83). The other problem was poor performance by the learners due to their poor background. The research also revealed that scramble for the open secondary school resources like money, teaching space and others were yet other challenges met by the coordinators.

5.2 RECOMMENDATIONS

5.2.1 Recommendations to schools running open secondary schools

Due to the findings from this research, it is recommended that the following steps be taken by schools and MoEST so as to improve the environment in which open secondary school education is provided.

➢ The research has revealed that time allocated for open school lessons is inadequate therefore institutions should make sure that open secondary school learners should be given enough learning time possible so that they achieve their intended goals.

➢ Research has shown that relationship between open and conventional learners is not good in schools as such using Eco systemic theory a very thoroughly scrutiny should be made on what is needed to enhance co-existence of the two types of learners in one learning institution so that they can benefit from each other.

➢ Empirical evidence has shown learners in open schools have little time allocated for a learning period hence they do not copy down summaries. Teachers should encourage the use of MCDE modules by open secondary learners so that the little learning time can be well supplemented.

➢ Local leaders need to immediately mobilise themselves to come up with by-laws that would protect girls from abuses and set minimum conditions for land lords who intend to house girls in their houses and other premises, set minimum sanitation requirements and introduce security measures needed these learners from abuse and theft of their properties.

➢ Research has revealed that school facilities are busy during week-ends as such teachers should be encouraged to use other near- by facilities like those of a church, primary schools and others so that week-end teaching can be achieved.

➢ It has been also revealed through this research that open school run without rules as such it is recommended that schools should come up with by-laws which should help in smooth running open secondary schools.

➢ Head teachers should seriously consider allowing open secondary school learners using school libraries and laboratories so that their learning can be improved. Emphasis should put on senior classes as they prepare for their Malawi School Certificate Examinations.

- Research has revealed that open school learners are not allowed to fully use classes hence proper arrangements should be made by head teachers and coordinators on how best such facilities can be shared to avoid scramble for such materials which cause unnecessary tensions which might have negative impact on learning for both conventional and open secondary school learners.

- This research established that open school learners sell school facilities within the community around the school as such using PTAs, SMCs and traditional leaders, head teachers should civic educate the communities not to be buying stolen school materials from open school learners.

- Research has revealed the Ministry of Education Science and Technology has no policies for running open secondary schools, it is therefore recommended that there should be clear policies guiding running of open secondary schools. All secondary schools running open secondary schools should have uniform conditions guided by the same policies to avoid variations which in certain cases are disadvantageous to learners.

- Much as open schools are under MCDEs, research has revealed that there is no follow up as to how learning is done in these schools. It is recommended that Malawi College of Distance Education in its structures should have inspectorate section which should be going round open secondary school checking quality of service delivery to the learners.

5.3 Suggestions for further research

This case study investigating problems experienced by open secondary schools running within conventional secondary schools has revealed that there are potential areas to be further researched. I believe that the value of case studies seriously lie in their ability to provide insights that may be pursued in subsequent studies. It is due to this fact that I have identified the following potential areas as still fertile grounds for further research:

- How open secondary school affect the behaviour of conventional secondary school learners.
- Exploring the impact on the use of laboratories on performance of open secondary school learners in science subjects.
- Comparative research on Malawi School Certificate Examinations pass rate between conventional secondary learners and open secondary learners in secondary schools.

5.4 Conclusion

Chapter 5 provided an opportunity to place side-by-side findings revealed by related literature and those revealed by the empirical investigation for purpose of identifying their reciprocal relevance. The same chapter also gave out the recommendations to administrators of conventional secondary school head teachers and coordinators on how best open secondary schools can run to make them a success. In the same manner recommendations are given out to Ministry of Education Science and Technology on formulation of policies that would include open secondary schools.

APPENDIX 1: Students of Chilumba open secondary school

APPENDIX 2: Students of Katoto secondary school

APPENDIX 3: Students of Rumphi secondary school

APPENDIX 4: Concert letter to participate in the study.

Mzuzu University

Private bag 201

Luwinga

Mzuzu 2

Dear Sir/ Madam,

CONSERT TO PARTICIPATE IN THE STUDY

As a student at the above mentioned institution pursuing a Masters in Teacher Education, I am required to make a formal presentation of thesis work. As such I intend to conduct an investigation on challenges experienced by open day secondary school operating within a conventional secondary school.

I therefore request if you could answer the questionnaire provided to you either verbally or through writing.

I promise confidentiality on the information received from you except for the assessment purposes.

Yours Sincerely,

JOSEPH W.C. MUNYIMBILI.

APPENDIX 5: INTRODUCTORY LETTER

MZUZU UNIVERSITY

Mzuzu University

Private Bag 201

L u w i n g a

OFFICE OF THE DEPARTMENT HEAD

EDUCATION AND TEACHING STUDIES

October 30, 2013

The Divisional Educational Manager,

Northern Education Division,

P. Box 133,

Mzuzu.

Dear Sir,

PERMISSION TO USE SECONDAY SCHOOLS IN KARONGA, RUMPHIAND MZUZU CITY EDUCATION DISTRICT FOR RESEARCH:

Mr. Joseph Munyimbili of Mzuzu Government Secondary School is a graduate Student of Mzuzu University studying for a Master of Education (MEd.) degree in Teacher Education. Mr. Munyimbili has completed the first phase of his program and is now in the second phase where he is expected to conduct a research in preparation for her thesis writing.

Mr. Munyimbili would like to involve some secondary schools in Karonga, Rumphi and Mzuzu City Education Districts for his data collection'

I am therefore writing to seek your permission for Mr. Munyimbili to use the mentioned Secondary schools in your Educational Division for his research.

Sir, I would appreciate very much if Mr. Munyimbili would be granted the permission.

Yours Sincerely,

Sam D. Dumba Safuli (PhD)

COORDINATOR MEd. PROGRAMME

Cc: District Education Manager - Karonga,

District Education Manager - Rumphi

District Education Manager - Mzuzu City

Head Teacher, Chilumba Secondary School, Chilumba, Karonga,

Head Teacher Rumphi Secondary School, Rumphi

Head Teacher Katoto Secondary school. Mzuzu City,

APPENDIX 6: Questionnaire for students

Questionnaire:

AGE LEVEL (Tick where it is appropriate)

LEVEL (YEARS)	
15-25	
30-40	
41-55	
56-65	
65 and above	

2. SEX   Male------------ Female -----------

3. School's name: ---

4. How long have been at this school? --------------------------------

5. How long is it from your home to this school?   (Approximated distance in kilometres)

----

6. Long distances covered to school had negative effects on your academic performance.

   (a) I strongly agree (b) I agree (c) Neutral (d) Disagree (e) Strongly disagree
    (f) No response

7. Where do you operate from at school?

   (a) Parents home (b) relatives home (c) rented house (d) my home

8. Describe the quality of accommodation that you live in.

   (a) Very bad (b) bad (c) average (d) good(e) very good.

9. How do you assess security in rented houses?

  (a) Very bad (b) bad (c) average (d) good (e) very good (f) no response

10. How do you look at the allocated time for learning in each full school day?

   (a) Enough (b) Fair (c) little (d) Average (e) Very little

11. How many periods are allocated for your full school day?

-- .

12. Do you have any problems with this time allocated for learning? (Tick one)

Yes---------   no---------.

13. If your answer to 3 above is yes list down these problems that you face.

   - --

   - --

   - --

(If the space is not enough use any space found on this document)

14. Which materials do you share with the other school?

- --
- --
- --
- ---

15. In your own views how are materials shared at your schools?

(a) Properly (b) fairly (c) average (d) badly (e) very badly

16. What problems do you face in sharing these materials/facilities?

- --
- --
- --
- --

17. Are you allowed to have night studies your school?

 (a) Yes   (b) No

18. If the answer to the above question is no, how are you affected academically?

   (a) Very much affected   (b) A little bit affected

(c)Neutral   (d) No effect

19. If you are an open day scholar what made you join this school?

(If space is not enough use any space that you find in this document)

20. List down challenges that you find in attending school at open day secondary school?

(i)   --

(ii)   --

(iii)   --

(iv)   --

(v)   --

           ----

21. What good things do you find attending school at open day secondary school?

- --
- --
- --
- --
- --
- --
- --

Thank you for your cooperation.

APPENDIX 7: Oral questions to the Head teachers.

ORAL QUESTIONS TO THE HEADMASTERS

1. What problems do you meet in administration of open secondary school funds as the overall administrator of the two schools?

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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2. Explain the problems that you meet in distributing teaching and learning materials amongst the open and conventional students.

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3. How does money that teachers receive from open secondary school teaching affect their teaching both at open and conventional school?

_____

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_____

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_____

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_____

_____

4. What problems do you meet in instituting rules that are meant for the conventional students to the open students?

_____

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_____

_____

THAT YOU FOR YOUR COOPERATION.

Appendix 8: Oral Questions to the Coordinators.

ORAL QUESTIONS TO THE COORDINATORS OF THE SCHOOLS.

1. When do open day learners start their lessons and when do they knock off for the day?

----

2. What do you think are the effects of this time allocation on their performance in the national examinations or any other summative tests?

----

3. What are the age rages of open day students at this school?

--.

4. What has been the enrolment of learners in terms of sex for the past five years?
   (a) 2013 Females----------------------   Males ---------------------
   (b) 2012 Females --------------------   Males ---------------------
   (c) 2011 Females --------------------   Males ---------------------
   (d) 2010 Females --------------------   Males ---------------------
   (e) 2009 Females --------------------   Males ---------------------

5. What administrative challenges do you encounter with this enrolment?

----

6. What challenges do open day learners meet with the conventional students?

THANK YOU FOR YOUR COOPERATION.

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