

**Exploring how school managers are managing double-shift system schools: A case
of three selected double-shift Community Day Secondary Schools in Central West
Education Division, Lilongwe**

By

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A thesis submitted to the Faculty of Education in partial fulfillment of the requirements for the degree of
Master of Education in Leadership and Management

At

Mzuzu University

August, 2023

DECLARATION

I, **Mphatso Fatsani Kalonga**, hereby declare that this thesis entitled: Exploring how school managers are managing double-shift schools: A case of three selected double-shift Community Day Secondary Schools in Central West Education Division, Lilongwe is my own original work that has not previously been submitted either in part or in full, for the degree of any other university. Where material written or published by other researchers is used, has been appropriately acknowledged through applicable citation.

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ACKNOWLEDGEMENTS

My gratitude goes to:

Lord God Almighty for this achievement. You have done me well my Father!

James Light, my husband for believing in me and supporting me all the way, thank you.

My supervisor, Mr. Christopher Mpewe for his supervisory role and timely support, thank you so much and the coordinator, for Master of Education, Dr. Magaret Mdolo. Like a mother you inspired and encouraged me to carry on, thank you.

My friend and sister Maureen Mwalabu, I can't begin to imagine what would have happened if you were not there, you are appreciated sis.

The head teachers and staff of Tsabango, Mlodza and Mbidzi CDSSs for your participation in the study and the warm welcome rendered to me during my visits. You left a mark in my life.

Mrs. D. Zenengeya, Mr. C. Kankumbwa, Mrs. A. Nkhunda and the whole Kabwabwa CDSS team, for being supportive throughout my studies, God bless you all.

Bishop S. Kapanda, Bishop G. Kachale and Teacher E. Mwalabu for standing with me. May God richly bless you.

DEDICATION

To my husband James Light, for the relentless and selfless support. To the boys: Ethan, Joel, Favor and David for bearing with me all the time I was away from home, I will make it up to you. To my dear mum Chrissy Jumbe, for your love and encouragement. To my brothers, sisters and the entire Youngson and Nankhonde Family, for the moral support you rendered to me. God bless you all!

ABSTRACT

Malawi is increasing access to secondary education through double-shift system (DSS). However, literature reveals that the management of DSS schools is more complex than single shift schools. It is against this background that the study sought to explore on how school managers are managing double-shift CDSSs in CWED, Lilongwe. The study was conducted based on three specific objectives: to investigate the strategies school managers use to discharge duties in DSS CDSSs, to examine the challenges which school managers face as they lead and manage DSS CDSSs and to determine the factors that contribute to effective management of DSS CDSSs. The study adopted the interpretivism paradigm and used the case study design within the qualitative approach. Thirty-one participants were purposefully sampled from the management team of three sites, data was collected using semi-structured interviews and focus group discussions, and was analysed using the 2006 Braun and Clarke's six step thematic analysis. The CIPP Model conceptual framework guided the study. The study found five strategies that school managers use to discharge duties in DSS: emphasis on working together within and across shifts, head teachers and deputy head teachers do not rotate managerial functions, school managers tailored the management structure to the school needs, students are randomly allocated into shifts and a set of teachers belong to a shift. The study also revealed two main challenges: those related to resources such as material, human, limited instructional time and high indiscipline cases including truancy and general misbehaviour. Finally, the study disclosed five factors for effective management of DSS schools including introduction of two sets of uniforms, introduction of remedial classes, teacher incentives and rewards, parental involvement in school management as well as availability of strong leadership.

GLOSSARY OF ACRONYMS

ADF:	African Development Fund
CDSS:	Community Day Secondary School
CSS:	Conventional Secondary School
CWED:	Central West Education Division
BOG:	Board of Governors
DHT:	Deputy head teacher
DSS:	Double-shift system
EQUALS:	Equity with Quality and Learning at Secondary
GoM:	Government of Malawi
HOD:	Head of department
HT:	Head teacher
ICT:	Information and Communication Technology
MCDE:	Malawi College of Distance Education
MGDS:	Malawi Growth and Development Strategy
MoE:	Ministry of Education
MoEST:	Ministry of Education Science and Technology
MSCE:	Malawi School Certificate of Education
NESIP:	National Education Sector Investment Plan
NPC:	National Planning Commission
OSS:	Open Secondary School
PSLCE:	Primary School Leaving Certificate of Education
UNESCO:	United Nations Educational, Science and Cultural Organisation

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CHAPTER ONE: INTRODUCTION

1.0 Chapter Overview

This chapter contextualises the research in question. This is done by highlighting the main issues that form the basis for the study: the development of secondary education in Malawi, the commencement of double-shift system of schooling as well as school management issues and how they relate to the research problem. The other components of this chapter include: problem statement, rationale for the study, general objective and specific objectives, significance of the study, conceptual framework and definitions of key terms.

1.1 Background to the study

Education is a powerful agent of change: it improves health and livelihoods and it contributes to social stability as well as long term economic growth (Global partnership [GP], 2021). The Ministry of Education Science and Technology through the Third Malawi Growth and Development Strategy (MGDS III) and the National Education Sector Investment Plan (NESIP 2020-2030) recognise education as key to socio-economic development and industrial growth of the country (Ministry of Education [MoE], 2020b). The Malawi Vision 2063 has identified education as an enabler for human development necessary for equipping Malawian youth with relevant knowledge and skills for the anticipated national development (National Planning Commission [NPC], 2020).

Secondary education is an intermediary step between primary and tertiary education. It is a stage that prepares the youth before entering the workplace, helping them to acquire skills, aptitudes and social values for a productive and health adult life (Jacob & Lehner, 2011). Although it is a known

fact that secondary education is an important phase in the education system, it is only recently that it is recognised as a critical element in achieving the goals of human development, political stability and economic competitiveness (Jacob & Lehner, 2011).

Most developing countries are grappling with access to secondary education due to growing numbers of primary completers (Null, et al., 2017). Similarly, in Malawi secondary education has not received much attention as the primary sector resulting into an un matching growth of enrollments between the two sectors (MoE, 2020a). EMIS for the year 2020 indicates that there are 6,468 public primary schools against 1,181 public secondary schools (MoE, 2020a). And the transition rate from primary school to secondary school has remained stagnant at 38% over the past years (MoE, 2022, p. 39). The reason for continually failing to absorb all the learners who successfully complete primary education is limited infrastructure (MoE, 2022).

Access to secondary education in Malawi is therefore, restrictive. Public secondary students attend Conventional Secondary Schools (CSS), Community Day Secondary Schools (CDSS) or Open Secondary Schools (OSS). Among these, CSSs and CDSSs are more restrictive because they are based on selection (MoE, 2020a). In an attempt to improve access to secondary education, the Ministry of Education upgraded the Malawi College of Distance Education (MCDE) to CDSSs.

It is important to note that when MCDEs were converted to CDSSs, challenges arose because the transformation was done without providing the CDSSs with relevant physical infrastructure such as teaching and learning facilities, as well as the required qualified teaching force. As a result, the education offered in the CDSSs was of lower quality compared to CSSs (ADF, 2001). Over the

past years, efforts have been made to improve CDSSs, but there are some which still lack essential facilities such as classrooms, libraries, laboratories, water as well as electricity (MoE, 2022).

The World Bank (1988) through a study in the Sub-Saharan Africa, recommended double-shift system of schooling as a means of reducing the number of pupils per class. Double-shift schools cater for two entirely separate groups of pupils during a school day. The first group of pupils usually attends school from early morning until mid-day and the second group attends from mid-day to late afternoon and each group uses the same buildings, equipment and other facilities (Bray, 2008).

Over 45 countries worldwide currently practice double-shift schooling system (Lusher & Yassenov, 2015). While being most commonly implemented in developing countries due to resource constraints and urban areas where the population is high, double-shift system also exist in some developed communities including United States of America especially Florida due to occurrence of natural disasters which affect the physical conditions of existing school buildings (Sagyndykova, 2013).

The main purpose of DSS is to increase access to education while limiting strain on the budget (Bray, 2008). According to Bray (2008), DSS allows a single set of buildings and facilities to cater for more students especially, in the urban areas where land is scarce and buildings are expensive. The author further explains that DSS has permitted a good number of countries to achieve universal primary and secondary education (p. 19). DSS has also assisted governments to achieve goals of social equity and in societies where some children are too poor to spend the whole day in school,

DSS has given them an opportunity to attend school half day and to go work for the rest of the day (Bray, 2008). This study established that there are growing numbers of primary school completers in Malawi especially, in the urban areas such as Lilongwe and that the available single shifts schools could not accommodate all the students eligible for secondary education. As a result, the Ministry of Education introduced DSS which are doing a good job as they are able to accommodate twice as much students as the ones in single shifts schools.

Double shift system was introduced in Malawi in 1995 with four Secondary schools: Chipasula, Likangala, Zingwangwa and Katoto (World Bank, 1995). Currently, 3% of the secondary schools in Malawi are practicing double-shifting (MoE, 2020a, p. 112). Literature is silent on whether the system was adopted as a short term or long term measure. Double-shift has increased enrollment both in primary and secondary education, and has provided a cost-effective measure to reduce pupil-classroom ratios by relying on the same infrastructure to teach separate classes in the morning and the afternoon, or reducing pupil-teacher ratios by having one teacher to teach two separate classes per day (GoM, 2014). Regardless of the type of school, whether single or double-shift, effective management is fundamental.

Head teachers are in charge of the whole school and therefore, supervise the entire school programmes and are fully responsible for the effectiveness and proficiency of all activities in the school (Walker & Dimmock, 2012). The Secondary School Management Handbook for Malawi describes four main aspects of good school management. The first one is planning, here the roles of the head teacher include setting school objectives, budgeting, facilitating subject allocation as well as preparation of the time table, school calendar of events among others (MoEST, 2013).

The second aspect of school management is organization: the head teacher assigns various responsibilities to school staff, identifies and allocates teaching and learning resources and puts in place effective communication structure (MoEST, 2013, p. 13). Motivation and leadership follows after organization. In this function, the school principal leads by example, is accountable and transparent, inducts and orients new teachers or staff, and mentors the staff.

Last but not least, the head teacher is expected to monitor and control school activities. He/she supervises teaching and learning, encourages effective use of resources, checks record keeping, disciplines both staff and students, monitors relationships among staff, and conducts meetings regularly (MoEST, 2013). There are similar expectations on the roles of head teachers in double-shift schools, however, literature has revealed that it might be a complex task (Bray, 2008; Katjaita, 2011; Linden, 2001).

It is believed that managing a double-shift school is intricate. Linden (2001) reiterates on the same by pointing out that there are more management issues of double shift schools for which we lack sufficient evidence to make informed judgements including how easy is it for one head teacher to manage two shifts or is it more effective to have separate head teachers for the two shifts? Are the children in double-shift schools more difficult to manage because of shorter hours and greater numbers of children mean they have less connection to the institution? Do double shift schools require changes in the teaching process? Are there biases against morning, afternoon, or evening classes? (p. 7). Answers to these questions and more may provide a better understanding to the management aspect of double-shift system of schooling.

1.2 Problem statement

Double-shift system of schooling has allowed Malawi, like other developing countries, increased access to secondary education, reduced teacher pupil-ratio, maximum and efficient use of school resources and achievement of social equity (Bray, 2008; MoE, 2020b). However, literature has revealed that managing DSS schools is more complex than managing single-shift schools (Bray, 2008; Katjaita, 2011; Linden, 2001). Studies to establish how school managers are managing DSS schools are largely missing in literature. Few related ones include a study by Mapolisa et al. (2015) on the Effects of Double Seasoning to Quality Education in Mzilikazi District Primary Schools: Teachers' Perceptions, who among other challenges, discover that afternoon shifts in DSS are not adequately supervised by head teachers. The study however, has not explained the strategies the head teachers are making use of to manage the schools nor the ways of coping with the challenges. The other research was conducted by Athanase (2015) in Rwanda where the author explored on the Management of Double-shift schools and Pupil Performance, and concludes that there is a connection between poor management of DSS schools and poor pupil performance. This study has not also disclosed how the school managers are currently managing DSS schools. It is therefore, not clear how school managers are managing DSS schools. It is for these reasons that the researcher embarked on this study.

1.3 General objective

The main objective of this study was to explore on how school managers are managing double-shift Community Day Secondary Schools in Central West Education Division, Lilongwe.

1.3.1 Specific objectives

The study sought to:

1. Investigate the strategies school managers use to discharge duties in double-shift Community Day Secondary Schools in Malawi.
2. Examine the challenges school managers face as they lead and manage double-shift Community Day Secondary schools in Malawi.
3. Determine the factors that contribute to effective management of double-shift Community Day Secondary schools in Malawi.

1.4 Significance of the study

The research is significant in that it will guide novice head teachers in double-shift system schools to have a better understanding of the system as well as to have a point of reference on how the system operates. It will also help the experienced head teachers to learn ways of improving the system. Therefore, if the school managers will use some of the knowledge and skills revealed by the study, the academic performance in double-shift schools may be positively influenced. Additionally, the findings of the study will assist policy makers in education to make research based decisions pertaining to management of double-shift schools.

1.5 Rationale for the study

Bray (2008) and Linden (2001) both agree that it is easier to manage a single shift school than a double shift school. Additionally, Katjaita (2011) and Mulabwa (2015) also acknowledge that managing double shift schools involves a lot more than what happens in a single shift. If these

claims are true, then finding out how the school managers are managing the double-shift schools is worthwhile. Besides, the vision for Malawi as stipulated in the Malawi Vision 2063 document, is to be a wealth creating and self-reliant nation (NPC, 2020). To achieve this vision, Malawi shall embark on human capital development NPC (2020) through education.

The Malawi Vision 2063 document has acknowledged that Malawi is still grappling with developing her human capacity, challenged by many factors including poor access to quality education (NPC, 2020). The vision has strategised that Malawi shall make it a priority and compulsory for every citizen to attain at least 12 years of formal education (NPC, 2020, p. 37). Which means there is an increased need to continue expanding accessibility to both basic and secondary education. One of the viable solutions among others is to keep expanding the double shift schooling (MoEST, 2000; UNICEF, 2019). This is why the study was worth conducting to ensure that management as the crucial component of DSS is critically explored.

1.6 Conceptual framework

This section presents the conceptual framework which steered this research. Three segments are given in this part, namely description of the conceptual framework, justification for using the CIPP Model conceptual framework as well as the relevance and application of the conceptual framework.

Description of the conceptual framework

The study at hand was guided by a conceptual framework derived from Context, Input, Process, and Product (CIPP) Model by Daniel Stufflebeam which he created in the 1960s (Stufflebeam,

2003). Initially, the model was made to help in evaluating programmes, institutions, and curricula in the educational field, but it is now widely used in other areas other than education (Stufflebeam, 2003). The CIPP Model is a decision oriented model which collects information about a programme through formative or summative evaluation, and identifies the programme's strengths and weaknesses with an aim of improving the effectiveness of the programme (Zhang et al., 2011).

The CIPP Model has four components and each of the components has specific elements that evaluators look into. The first component is Context and is concerned with the examination of "needs, problems, assets, and opportunities" (Stufflebeam, 2003, p. 2). And according to Sopha et al. (2019), the needs, problems, assets, and opportunities are examined in order to "define goals and priorities" (p. 1362). The second area is input. The input component considers "alternative approaches, competing action plans, staffing plans, and budgets for their feasibility" (Stufflebeam 2003, p. 3). Sopha et al. (2019) claim that this is done to "select a plan that will maximise effectiveness" (p. 1362). And according to Khuwaja (2001) the input evaluation's main purpose is to provide information for determining the resources used to meet the goals of the programme.

The process phase is the third one and it involves the implementation of the plans, which is later used to judge programme performance and interpret outcomes (Stufflebeam, 2003, p. 3). Aziz et al. (2018) assert that in the process phase, the evaluator tries to understand how the system is working by assessing the effective use of inputs and identifying the processes which are serving the system better. The last component is called product and "it includes the measurement of both the intended and unintended outcomes, as well as short term and long term outcomes" (Stufflebeam, 2003, p. 3). Al-Shanawani (2019) asserts that the product component helps to

identify whether the recipient needs have been met and the extent to which they are met. The products or outcomes in CIPP Model are not only examined at the end of the programme but at any stage: during the beginning, implementation, and designing of the educational programme (Aziz et al., 2018).

The CIPP Model posits that evaluation's most important purpose is to improve an enterprise, not to prove (Stufflebeam et al., 1971). And that programmes or services which are unworthy of attempting to improve should be terminated altogether (Stufflebeam, 2003). According to Stufflebeam (2003) "evaluations serve an improvement function through assisting organisations to free resources and time for worthy enterprises" (p. 3). Due to the model's emphasis on improvement, the model places priority on guiding the planning and implementation of development efforts by supplying evaluation users with timely and valid information which can be used in identifying appropriate areas for development as well as periodically deciding whether to repeat or expand an effort (Stufflebeam, 2003).

The CIPP Model also emphasises on the need to base evaluation in a specific core value. Value refers to "any range of ideals held by the society, group or individual" (Stufflebeam, 2003, p. 8). As stated by Stufflebeam (2003) basing evaluations in clear, defensible values is important to prevent evaluations from supporting morally wrong, unethical actions and instead to ensure that the evaluations are helpful in effectively pursuing justifiable ends. The core value upon which this study was based is quality improvement in order to contribute towards quality education in DSS schools.

The CIPP Model is commended for its flexibility and its emphasis on triangulation techniques (Sopha et al., 2019). The model is however, criticised on the grounds that its open-ended and flexible nature do present some disadvantages as a result, the model can be time-intensive (Anh, 2018). Sopha et al. (2019) argue that evaluators must exhibit judgement in deciding which type of assessment, data and perspectives to include in their evaluation process otherwise, the evaluation process may be delayed by the inclusion of relatively unimportant information. The justification for using the CIPP model are given in the following passage.

Justification for using CIPP Model conceptual framework

The researcher chose the CIPP Model conceptual framework to guide the study due to the evaluative nature of the topic in question. This is so because the researcher wanted to understand the school managers' experiences with regard to the management strategies, challenges and factors that contribute to effective management of DSS and for the school managers to be able to give such details, they needed to evaluate the whole system they were operating in.

The researcher's choice of CIPP Model conceptual framework was also influenced by the model's emphasis on the use of triangulation techniques to increase the study's credibility as well as to understand the phenomenon better, which is in tandem with the interpretative paradigm upon which this study is based. Additionally, the model highlights on the involvement of as much stakeholders as possible, which was what the researcher wanted in order deepen the understanding of the problem as well as to strengthen the trustworthiness of the study.

Relevance and application of the Conceptual framework

Before the explanation on the relevance of the CIPP Model in the study, it is important to note that the study is based on the assumption that the performance of the school managers in double-shift system schools is dependent upon the interaction among the context, input, process and product elements. And that the precise elements included in each aspect of the model are not strictly defined (Sopha et al., 2019). Such being the case, the evaluator decides what to evaluate in each component of the model and that is why the contents of the components of the conceptual framework are as they are in *figure 1.1*.

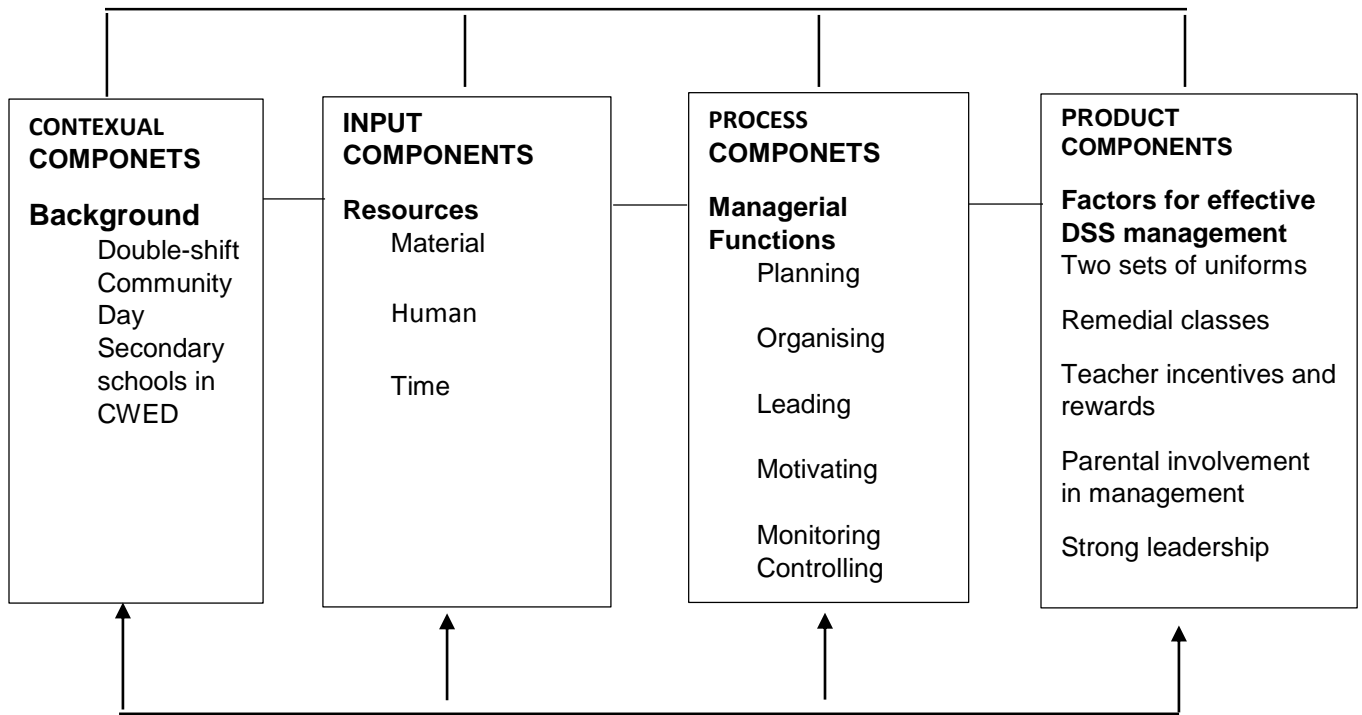


Figure 1.1 Conceptual frame work

Source: Mulabwa, H. (2015) Teachers and pupils’ attitudes towards the double shift system of education in primary schools in Kinondoni District, Dar Salaam, Tanzania.

Here is the exposition of the relevance and application of the CIPP Model conceptual framework in the study. To begin with, the conceptual framework for this study, comprises of four dimensions: concept, input, process and product. The context component describes external pressure on to single-shift schools to accommodate more students leading to the Government’s policy to introduce the double- shift system, whose main goal was to increase access to secondary education. Therefore, in the conceptual framework diagram above, context refers to the double-shift system in which school managers are operating, specifically, the context component relates to the three selected double-shift CDSSs.

The other three components addressed the three objectives of the study. For instance, the input dimension relates to the specific objective number two. The input element explains the resources that are needed to make the system work, including material, human, financial, and time resources. The input component related closely to the second objective which focused on the challenges that school managers faced as they led and managed double-shift CDSSs due to the fact that, nearly all the challenges revealed in the study, except for one were connected to this component.

The third phase; process is where the school managers manipulate the available resources by executing various management functions such as planning, organising, leading and motivating, controlling and monitoring. In the research at hand, the process phase related to objective number one which looked into the strategies that school managers use to discharge their duties in double-shift CDSSs.

Product, is the final phase. Here the concern is on the final output, having invested into the system and having implemented the planned strategies. In this research the product component includes the factors that contribute to effective management of DSS schools, this is so because the focus of this study was to explore how school managers are managing DSS schools considering their complexity, meaning that the expected outcomes or products are what the school managers identified as factors which helped them to achieve the educational goals. The assumption here is that the ultimate goal of schools, be it DSS or single shift, is to achieve educational goals. The product component therefore, relates to the third objective of this study.

Apart from addressing the study objectives, the CIPP Model conceptual framework was also useful in that it directed the researcher to base the study in the quality improvement value. Secondly, the model guided the contents of the literature review as was determined by the contents of the four components of the conceptual framework, and it governed data collection by indicating areas of concentration and the types of questions asked to research participants.

1.7 Definition of key terms

School manager: A person who manages the material, financial and human resources of an educational institution and assumes specific functions, such as planning, organising, leading, coordinating and controlling (Pescaru & Pescaru, 2017).

Management: A skill concerned with the activities of setting the strategies of an organisation and coordinating the efforts of its employees to accomplish its objectives through the utilisation of available resources (Jena, 2022).

Leadership: Is a process of influencing a group of individuals to achieve a goal (Marion & Gonzales, 2014).

Double-shift system of schooling: A system of schooling whereby a school caters for two entirely separate groups of learners during a school day. The first group usually attends school from early morning until mid-day, and the second group usually attends from mid-day to late afternoon (Bray, 2008).

Community Day Secondary Schools: Are secondary schools which originated from Malawi College of Distance Education (MCDE) with the aim of increasing access to formal secondary education, and they were built by the community yet the teaching staff is paid by the Government (African Development Fund [ADF], 2001).

1.8 Summary to the Chapter

This chapter has given the background to the topic of study by highlighting that Malawi, like other developing countries, is struggling with limited access to secondary education, hence the decision to introduce double-shift system of schooling. The problem statement to the study has also been given with emphasis on the fact that managing double-shift schools is more complex than managing a single-shift school, and that literature on how school managers are managing double-shift schools is scarce. The chapter has explicitly articulated the main objective as well as the specific objectives to the study. Further to this, the justification for carrying out the research and the significance of the study have been explained. This section has also disclosed that the study was guided by the Context, Input, Process and Product Evaluation model by Stufflebeam. The next chapter presents the relevant and significant literature from various scholars on the management of double-shift system schools.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Like other developing countries, Malawi is increasing access to secondary education through double-shift system. However, how school managers are managing double-shift schools in Malawi is not fully explored, hence this study. The researcher appreciates the viability of double-shift system as a means of increasing access to education, as well as the challenges that the system arguably has. Convinced that good management is important in all education systems, and that it is even more important in double-shift system, the researcher felt compelled to investigate on how school managers are managing double-shift schools with the purpose of contributing towards the quality of education these schools offer.

The main areas of focus in this literature review are the concept of school management, the concept of double-shift system of schooling, management of double-shift system schools, opportunities in managing DSS schools and challenges in managing DSS schools, and ways of improving practices in DSS schools. The researcher would like to acknowledge the scarcity of empirical literature on double-shift system, more particularly on the management part. Probably the scarcity of literature is due to the fact that in most of the countries where double-shift is being practiced, the system was implemented as a temporary measure. As a result, not much attention is given to the management component (Bray, 2008). Still more, there are few studies that the researcher worked with.

2.1 The concept of school management

As this study relates more to the management concept, this section is generally looking at the concept in detail. To begin with, several authors have defined the term management. For example, Jena (2022) describes management as the skill of getting the work done by people towards achieving a goal. The author further states that management is concerned with the activities of setting the strategy of an organisation and coordinating the efforts of its employees to accomplish its objectives through the utilisation of available resources (p. 72). Marion and Gonzales (2014) assert that management is about standardising procedures in order to draw maximum profits from the organisation. The authors however, argue that school principals do not only manage, they also lead and according to them, leadership means influencing a group of people to achieve a goal and its main agenda is change. (Marion & Gonzales, 2014). Leadership therefore, explores rather than exploit (p. 11).

Bush (2006) recognises the tension that school managers experience in relation to the competing elements of leadership, management and administration. According to the author irrespective of how these terms are defined, school managers found difficulty in deciding the balance between higher order tasks designed to improve staff, students and school performance (Leadership), routine maintenance of present operation (management) and lower order duties (administration). Bush (2006) asserts that the term administration is an overarching term embracing both leadership and management.

Cuban (1988) believes that both leadership and management are essential and must be given equal prominence; "...I prize both managing and leading, and attach no special value to either, since

different settings and times call for varied responses” (p. xx). In light of this, if schools are to operate effectively and achieve their goals, school managers must be competent at both management as well as leadership skills.

In places where little attention is given to regular head teacher training Wamba (2015), it is difficult for the head teachers to competently manage schools and later alone being able to differentiate whether they are managing or leading. A school manager then, should manage the material, financial and human resources of an educational institution, and assume specific functions such as planning, organising, leading, coordinating, motivating and controlling (Pescaru & Pescaru, 2017)).

Elaborating more on the roles of school principals, Artuner and Ates (2013) contend that school managers shape the teachers’ development, determine the educational goals of the school, direct educational applications to achieve educational objectives. The authors further state that school principals find solutions to the problems that may arise between teachers and the classrooms, as well as taking measures to motivate teachers so as to improve the quality of education. Wan and Jamal (2012) suggest that complex organisations such as schools should have principals with leadership characteristics to play an active role in steering the schools towards excellence.

However, Msila (2011) argues that the workload for school managers is becoming unimaginable due to rapid changes, as such there is need to empower and enhance the management practices of school principals. In as much as it is true that school managers are supposed to be empowered so that they can competently discharge their duties, it is somehow challenging to achieve this

especially in places where head teacher training does not seem to follow any specific pattern and head teachers are given schools to manage without prior training as was discovered in a study by Wamba (2015) in Mzuzu, Malawi. The following section elaborates more on the concept of double-shift system of schooling.

2.2 The concept of double-shift system of schooling

In double-shift system, schools serve two completely separate groups of pupils during a school day. One set of pupils come in the morning to mid-day while the other set comes at mid-day to late afternoon (Bray, 2008). It is necessary to be clear on the use of various terminologies that different places use to describe double-shift or some form of double-shift so that we may appreciate what those terms really mean in specific contexts. To begin with, double-shift schools may be called double-session schools, bi-sessional schools and half-day schools (Bray, 2008, p. 18). Although the terms ‘double-shift, double-sessional, and half-day’ schools are sometimes used synonymously, they do mean different things in some countries as explained in the next passage.

The terms ‘double-shift, double-sessional and half-day’ schools mean different things in different countries, especially in Botswana and Uganda (Bray, 2008). In Botswana, ‘double-session’ schools are those with different pupils in the morning and afternoon, and different teachers for each session but same number of hours to those in single-session schools, while ‘half-session’ schools describe those schools with different pupils in the morning and afternoon, with reduced number of classroom hours than single-sessions, and taught by the same teachers (Radosevic-Vidacek et al., 2004).

Bray (2008) reports that in Uganda ‘double-shift’ refer to schools with pupils from the same grades in the morning and afternoon, while ‘double-session’ schools have pupils of different grades in the morning and afternoon. In Malawi, the term double-shift describes a type of school that operates in two groups, with one group of students in the morning and the other group in the afternoon, at the same time, ‘single-shift’ is where a group of students comes in the morning for all classes and by noon/afternoon, they are done for the day (MoE, 2020a).

Other countries have gone as far as having impressionistic terminologies for double-shift schools. For example, in Zimbabwe, it is referred to as ‘hot seating’ as the seats are not left to cool down before another set of pupils sit on them, whilst in Mexico, teachers in double-shift schools are called ‘taxi drivers’ because teachers have to run to taxis after morning shifts to teach afternoon shift elsewhere (Childress, 2004). Something worthy getting in double-shifting is the fact that the effectiveness of the system depends among others things, on the type of model a country or a school adopts (Bray, 2008). And the section below looks at various models of double-shift schools.

2.2.1 Models of double-shift system of schooling

Different countries have adopted different models of double-shifting depending on what is suitable for them. Bray (2008) reveals two main models: end-on shift and overlapping shift. These can be modified further depending on the variations in the length of the week, whether the shift is taught by the same or different teachers, or it is in the urban or rural as well as whether rotation is done daily, weekly or monthly. The most commonly used model is the end-on shift. This is where one group of pupils leaves the school before the next group arrives. Typically, the first set of learners arrives early in the morning and leaves at mid-day, and the other group comes at mid-day and

leaves in the late afternoon. For example, in the Democratic republic of Congo the first set of learners arrive at 7:15am to 12:15pm whilst the next one come at 12:30pm to 5:30pm (Bray, 2008). End-on shift may also be used in multiple shifts, but it is not common as it is more complex, however, it is ideal for emergencies (Bray, 2008, p. 25).

In overlapping shifts, learners come and leave at different times, yet at a certain point they are in the school compound together. This system is only possible where the school has other spare rooms such as laboratories, libraries, workshops, sports fields (for physical education) where students can be accommodated (Bray, 2008). In countries like Indonesia, the time table for overlapping shifts is made in such a way that students from both shifts have lunch break together allowing them to interact and feel as part of a single institution. Bray (2008) believes, with an efficient timetable, this model can work well. In Malawi, both overlapping and end-on shifts models are used particularly in primary schools where pupils in grades 3, 4 and 5 come when pupils in grades 1 and 2 leave, but pupils in grades 6, 7 and 8 overlap with both shifts (Bray, 2008, p. 25). In some cases, the end-on shifts and the overlapping shifts may be refined to suit a particular school in question.

As alluded to earlier, the end-on shift and the overlapping shift can be refined in a number of ways. One of the ways is by varying the length of school week. Bray (2008) highlights that it is possible to increase the number of periods for the double- shift by taking advantage of Saturdays as is the case in Hong Kong (although it is un popular) where the difference in the number of periods between the single-shift and the double-shift is only by two periods due to the extra six periods the double-shift gets from Saturdays. Thus, single-shift has 40 periods per week while double-shift

has 38 periods per week. Mulabwa (2015) asserts that in Tanzania, Saturday schooling is unpopular but if students would pay for such services, then teachers would be willing to teach them. This opinion confirms what Bray (2008) states that double-shift will be unpopular if teachers are not well compensated for the extra job. A further method to refine the two models is on how teachers are allocated.

Educational authorities may decide whether teachers should be shared between shifts or not depending on the availability of teachers as well as the Government's policy. Some countries like Hong Kong, Singapore, South Korea and parts of Nigeria have different teachers for the morning shift and afternoon shift, while some like in Senegal, teachers have to teach more than one shift due to shortage of qualified teachers (Mulabwa, 2015, p. 20). The teachers in Senegal are however, compensated for doing both shifts (Bray, 2008). In Rwanda, teachers teach both shifts with no additional pay (Athanase, 2015). Whether teachers are given extra money for doing both shifts or not, is most likely to determine teachers' attitude towards double-shifting (Bray, 2008).

2.3 Management of double-shift system schools

Literature has revealed a number of issues associated with the management of DSS schools. Some of those issues are explained in the following passages. To begin with, Katjaita (2011) investigated on Experiences and Perceptions of Head teachers in two DSS Schools in Namibia. The author's main focus was on how double-shift is perceived as a management phenomenon by the school principals. In this study the author concludes that managing DSS school is more complex than managing a single-shift school. According to the author, decision making in DSS is more complex because of the delay caused by two separate sessions.

The study further reveal that two sessions result into less teaching time which negatively impacts on the teacher-learner interaction. The author also explains that the aforementioned challenges are experienced in all other management activities such as communication, planning, control and monitoring, human resource management as well as resource management and allocation (Katjaita, 2011). Although Katjaita's study discloses how school managers are managing DSS schools, the author has acknowledged that one of the limitation of the study was that it was conducted at a small scale focusing on two DSS schools where two head teachers and one head of department were interviewed. Another study which would involve more participants from the management team was then necessary hence, this study.

Katjaita (2011) further asserts that the management of DSS becomes more complicated when the school is managed by two different people. The author argues that when there are two people managing different shifts, there is what Bush (2003) calls 'fluid' participation where the members develop a 'feeling of another person will do it', as a result, it is difficult to follow up on responsibilities (Katjaita, 2011). On the other hand, when there is one head teacher for both sessions, it becomes easier to monitor managerial functions in the school.

Bray (2008) has contrasting views, the author contends that the fact that the head teacher manages both shifts makes him or her to become ineffective, especially in the afternoon session. And Bray (2008) further suggest that there may be a need to compensate the head teachers for the long hours spent in the schools. It is therefore, important for school authorities to be aware of these realities and choose the most effective practice.

In another study in Tanzania Mulabwa, explored on Teachers' and Pupils' Attitudes Towards the DSS of Education in Primary school in Kinondoni District. The study discloses that managing DSS school is not an easy task (Mulabwa, 2015). According to the author, all the head teachers in the study agreed that they encounter various problems in handling both morning and afternoon shifts such as increased teaching load, difficulties in handling ancillary staff as well as the unfavourable conditions of the afternoon shifts. Even though some recommendations are made in the study to address the identified issues, no detailed strategies as to how school managers are dealing with the challenges have been brought forward hence the need to explore further into the management of DSS.

Literature has also disclosed that head teachers do not have adequate time to supervise teaching and learning for the afternoon shifts. According to Mapolisa et al. (2015) who conducted a study on the Effects of Double Seasoning to Quality Education in Mzilikazi District Primary school in Zimbabwe, the head teachers do not have adequate time to supervise the afternoon shifts because most of them use the afternoons for meetings within and outside the school and also to compile reports for the work they will have done earlier that day. In as much as the study has discovered that afternoon shifts are not appropriately supervised, it has not suggested ways of ensuring that the afternoon shifts are properly handled nor has the study explained how head teachers are coping with all the management hurdles thus, creating a knowledge gap in as far as DSS management is concerned.

Athanase (2015) conducted a study on the Management of DSS of Education and Pupils' Academic Performance in Rwanda in which the author focused on the challenges and opportunities

in DSS, the relationship between DSS management and pupils' academic performance as well as on the ways of improving practices in DSS. The study uncovered that for the pupils' academic performance to improve, there is need to cope with the complexity of issues involved in the management of DSS and suggested a number of ways of improving practices in DSS schools including sensitizing parents about their children's education, motivation of teachers, well planned curriculum is needed, reduction of teachers' work load as well as creation of a conducive atmosphere for learning among others. The study however, has not disclosed the strategies that the head teachers are currently using to manage the schools hence the need to explore further.

Another management issue which literature reveals is on the different identities that the morning and afternoon shifts have. Katjaita's (2011) study discloses that the afternoon shift suffer a number of disadvantages compared to the morning shift. According to the author, it is an enormous task to promote uniformity among teachers as well as students between shifts and in the participants' understanding, the afternoon shift feels like second class citizens of the school.

Ramos (2005) also discovered that the intentional placing of students to a specific shift (afternoon) because they were repeaters or they had indiscipline cases, could affect the way teachers handled such a shift compared to the other shift whose learners were known not to have the same problems, thus discouraging uniformity between the sessions. Not so with a study by Athanase (2015), where students and teachers rotate between shifts daily, thus exposing everyone to both shifts as a result, there is nothing like permanently being for the afternoon or the morning shift, making the effects of both shifts to be more or less the same on all the learners in the school. Seconding Athanase (2015), Bray (2008) is of the view that allocating students into shifts with similar capabilities

promotes uniformity between shifts therefore, the author encourages school authorities to work at ways of increasing the feeling of unity in institutions which are divided between two or more shifts.

Katjaita (2011) however, argues that uniformity in a DSS school may not be possible if culture is not considered. According to the author, whatever the people regard as the norm in an institution determines what happens next, as such, in a DSS school which regard the morning shift as the ‘real’ school, a perception that the afternoon shift is inferior is easily created. The author further suggests that school managers must “have appropriate management and leadership skills to enable them handle double-shift schools, and that the system needs to realise and accept that double-shift schools are different, composite, with lines of communication and processes more complex and less linear” (Katjaita, 2011, p. 88). Literature on how DSS school managers in Malawi allocate students is largely missing compelling the researcher to investigate more.

The method of allocating teachers in the shifts is also a management issue to be considered. According to Katjaita (2011), it was discovered that head teachers complained that it is not easy to convince teachers to teach in the afternoon shift and to find competent and hardworking teachers for the shift due to inferiority that characterises the afternoon shift. The situation is different in Rwanda, because teachers teach in both shifts, no teacher is permanently assigned to a specific shift (Athanas, 2015). It is therefore advisable for the school authorities to weigh both options and go for the one that is more viable. However, in both scenarios, there is need to motivate the teachers to continue teaching with the right attitude (Bray, 2008; Katjaita, 2011).

Literature has also highlighted on the lack of guidelines pertaining to the management structure as well as procedures to be followed in DSS schools. According to the study by Katjaita (2011), DSS schools do lack guidelines, as a result, head teachers are left to decide on how to organise the schools. Guidelines in DSS may not necessarily be an issue as head teachers may just do what others in single shift schools do. Besides DSS is a temporary measure to be removed once resources are permit (Bray, 2008). Nevertheless, it is important for the education authorities to come up with guidelines which can be useful to novice DSS head teachers. The following section presents the opportunities and challenges in managing DSS schools.

2.4 Opportunities in managing DSS schools

Double-shift system of schooling is praised for allowing more learners to access education. For instance, in assessing whether the double-shift system had accomplished its goals, Katjaita (2011) noted that the goal of increasing access to education has to a certain extent been achieved because the tree schools which used to be there in Namibia are no longer there. However, the respondents in Katjaita's (2011) study believe that double-shift schools compromise on quality of teaching and learning and they suggested that double-shift schools be phased out.

Literature also reveals that DSS reduces social inequalities as was discovered in Athanase's (2015) study where the author concluded that DSS has promoted social equity in that children from poor families and orphans can be allowed time to work for a living as well as being able to attend school during the other half of the day. In addition, DSS is commended for enabling governments to make some savings on teacher salaries considering that teachers in certain countries such as Rwanda do not get extra money for working in two shifts (Athanase, 2015).

Bray (2008) discloses that in some countries like Hong Kong, Singapore, South Korea and parts of Nigeria, staff are prohibited from working both sessions because the authorities are afraid that teachers will be tired and that quality will suffer. DSS is also considered cost effective because it makes it possible to use little available resources in terms of infrastructures and library resources to cater for as many school going population as possible (Athanasé, 2015). Athanasé's (2015) study again demonstrates that DSS is parent-pupil friendly in that it permits children to help parents with various jobs at home as well as letting the children to revise their school work and giving them enough time to rest. Double-shift has also given the pupils ample time to develop their skills by interacting and networking with others (Athanasé, 2015). The section below presents the challenges of DSS as revealed in literature.

2.5 Challenges in managing DSS schools

Literature discloses numerous challenges related to the management of DSS schools namely; inadequate materials and facilities such as textbooks and classrooms (Singadi et al., 2014). Another challenge connected to materials is that the materials quickly get destroyed (Katjaita, 2011; Ashong-Katai, 2013). In addition to the aforementioned challenges, there are other problems to do with large workload for teachers, limited instruction time and high indiscipline cases which include truancy as well as general student misbehaviour (Athanasé, 2015; Katjaita, 2011; Kurebwa & Lumbe, 2015).

Generally, researchers have commented on the importance of educational materials and facilities in schools. For instance, Fuller and Clarke (1994, as cited in Linden, 2001) suggest that there are three main factors which contribute to effective secondary school education in the developing

countries: the availability of adequate supply of textbooks, teacher quality (total years of schooling and post-secondary training) and instructional time. And Linden (2001, p. 8) relates Fuller and Clarke's suggestion to DSS by saying that "DSS schools are at a disadvantage to the extent to which they are ignored or undervalued and therefore, have fewer of the critical quality inputs identified by Fuller and Clarke". Linden (2001) further warns that if DSS schools are regarded as a temporary measure to be replaced as soon as circumstances allow, then they may not be given the needed attention and may end up having lower status. The author goes on to "implore government officials for political courage to support DSS schools" (Linden, 2001, p. 8). Now, the challenges which have been mentioned earlier are described in detail in the following passages.

As highlighted in the previous passage, inadequate supply of textbooks and classrooms are causing challenges in the management of DSS. This is supported by Singadi et al. (2014) who in their research on Teacher's and Students' Perceptions of Double session schooling on Ordinary Level Students' Performance in Geography, discovered that one of the critical consequences of double session was shortage of teaching and learning resources which included, lack of relevant geography textbooks. Singadi et al. (2014) ascribed the lack of textbooks to over usage, emanating from large numbers of students in DSS schools.

The author also found out that teachers could not engage in extra work such as remedial classes outside the teachers' schedules because the school did not have enough classrooms. Although such is the case, Bray (2008) proposes that one of the strategies to make DSS schools work is to ensure the schools are given at least one extra room which is not in constant use for regular lessons so

that both, teachers and students may, use it for things like remedial or other work outside the hours of a particular shift.

Bray (2008) also points out that education authorities must ensure that staffrooms are large enough and that all teachers have their own desks whether they work in the morning or afternoon shifts. According to the author, teachers would be more willing to come early or stay late to undertake thorough preparation of lessons if space is available in the staff room, or anywhere else in the school where they can perform such tasks. Failure to provide enough classrooms and space for teachers is likely to cause reduction in the quality of education offered in DSS (Bray, 2008).

In addition to the aforesaid challenges, literature has disclosed that materials in DSS schools get damaged quickly. Evidence supporting this claim is given in a study by Ashong-Katai (2013) who unveiled that desks, teaching and learning materials and other educational equipment deteriorated rapidly in DSS than in Single shifts. According to the author, the quick destruction of materials was due to delayed maintenance which comes about because, whenever there is a breakdown of any facility, each shift blames the other and expects them to solve the problem, thereby taking too long to fix the problem. Katjaita (2011) concurs with Ashong-Katai (2013) by saying that DSS is more likely to place increased burdens on school facilities such as buildings, which may surely lead to higher maintenance cost and reduced life span. School managers should work at sensitising students and teachers on how to take care of school facilities so as to prolong their usage.

The management of DSS schools is sometimes compromised due to inadequate supply of teachers, which eventually leads to large workload for the teachers. Bray (2008) highlights on the choices

that education authorities have pertaining to teacher allocation in DSS. The author, says that where teachers are inadequate, they may be allowed to teach in both shifts. However, Bray (2008) claim that when that happens, the teachers may not have enough time to prepare for the next day and then quality may be compromised. Furthermore, there may be a need to compensate the teachers who cross shifts for the extra work (Bray, 2008). Education authorities should seriously look into issues of teacher supply in DSS to ensure that quantity in DSS is not trading off the quality.

Another challenge that literature reveals relates to limitation of instructional time. For instance, Kurebwa and Lumbe (2015) perceived that teachers in their study complained that they were not able to finish their work because they had limited contact time with the students, as a result, some resorted concentrating on other subjects while neglecting the others. Bray (2008) does not support the idea that reduction in instructional time makes teachers not to finish their work, as claimed by the authors. The issue is not about reduced instructional time, rather what a teacher does in the classroom.

Bray (2008) further asserts that an effective teacher can achieve a great deal in a short time and therefore, encourages school managers to ensure that lessons are lively and meaningful through strengthened supervision and support systems, pre-service and in-service training, better teaching aids and so on. As stated by the author, “these inputs are needed in all systems, but are more desirable in DSS in order to compensate for the constraints that DSS impose” (p. 92).

Bray (2008) suggests several ways of lengthening the shortened day in DSS schools including; increasing the number of school days, improving teaching methods, strengthening supervision to

improve the efficiency of the system, encouraging out of school learning, providing extra room for remedial classes, among others. With regard to remediation, Kurebwa and Lumbe (2015) claim that teachers in their study could not offer remedial classes because of lack of contact time. And Bray (2008) is of the view that remediation may not be easy for teachers who cross shifts since they may be tired. School managers should try to implement some of the ways of increasing time in DSS to improve on quality.

Researchers again found out that limited time in DSS leads to the removal of other subjects because they do not fit in the time table. Bray (2008) acknowledges that the introduction of DSS may result into the removal of some subjects like music, handicraft, moral guidance and religion, thus retaining language, mathematics and science, and performance in the remaining subjects is expected to remain high. On the other hand, Ashong-Katai (2013) argues that lengthening instructional time would prevent the sacrificing of religious and moral education, and other subjects that offer civic education. Doing this would make pupils become better with regard to issues related to academic subjects as well as educational goals. Therefore, education authorities must consider the consequences of removing such subjects on the whole purpose of education.

Finally, various researchers also discover that there are high cases of indiscipline in DSS schools such as truancy as well as general misbehaviour (Ashong-Katai, 2013; Bray, 2008; Kurebwa & Lumbe, 2015). Kurebwa and Lumbe (2015) for instance, learnt that truancy is rampant among students especially in the afternoon shift and participants in their study attributed this to lack of parental supervision as parents are not home to assist children to get ready to go to school.

Similarly, in a study by Katjaita (2011), the author found out that most children stay away from school because there is no one at home to ensure that they have gone to school.

Ashong-Katai (2013) reports that in Ghana the education authorities decided to abolish DSS because they were convinced that the system was contributing to high rates of school dropout. So, they thought abolishing it would help to reduce indiscipline and other bad habits like crime and prostitution. Bray (2008) however, thinks it is unfair to expect schools to keep students away from the streets although the author accepts that such is one of the roles schools play. Bray (2008) further says that the fact that other countries abolished DSS does not mean that the system should be abolished everywhere else, but it simply indicates some contrasts which are there which education authorities must consider in order to make DSS work effectively.

Apart from truancy, literature reveals that DSS schools suffer from general misbehaviour among the students. This notion is supported by Bray (2008) who believes that it is a general atmosphere of DSS schools to have large student population which makes it difficult for staff to know all the students personally, and that such situations may aggravate discipline problems. However, one of the informants in Katjaita's (2011, p. 73) study insisted that "if every teacher did their part of disciplining learners in their own classroom, and also committed themselves as teachers to what was professionally sound, most of the conflicts and disciplinary situations would not occur". In light of this, school managers must ensure that they admonish teachers to take discipline issues in their classrooms seriously.

2.6 Ways of improving practices in double-shift system schools

In as much as it is true that DSS schools suffer a myriad of challenges, literature has revealed ways by which practices in DSS can be improved. Some of such ways are school uniform, the introduction of remedial classes, teacher motivation, parental involvement in school operations and strong leadership (Athanas, 2015; Bray, 2008; Katjaita, 2011).

One of the factors which may contribute to effective practices in DSS schools is school uniform. Although this is not unique to DSS, school uniforms are believed to help in reducing indiscipline issues (Draa, 2005). This is so because school uniforms enable easy identification of students. The researcher is of the view that in a DSS where the students from both shifts wear the same colours of uniform, in other words, they have one uniform for the two sessions, it is as if they do not have school uniform at all, because the students cannot easily be identified as to which shift they belong. Thus in away, promoting challenges in control. It is however, true that even though school uniform is helpful in spotting learners, it may not necessarily resolve all discipline issues prevalent in a school. Nevertheless, they can assist as a positive contributing factor to discipline (Lumsden & Miller, 2002, p. 2). The researcher believes that having two separate uniforms, one for each shift may contribute towards the effective management of DSS schools.

The second factor which contributes towards successful operations in DSS is the operationalisation of remedial classes. This is backed up by Bray (2008) who proposes that school managers in DSS should ensure that they have extra rooms where remedial classes can take place so as to make up for the reduced time in these schools. However, literature has revealed that not all DSS schools have the capacity to offer remedial classes as is disclosed in the study by Singadi et al. (2014),

where the authors uncovered that teachers could not engage in remedial classes because they did not have adequate time as well as rooms. In another study, Kurebwa and Lumbe (2015) found out that remedial lessons were not happening because teachers felt too compressed. Much effort is needed by school managers to ensure that facilities are in place to operationalise remedial classes. One of the areas school managers could consider is teacher motivation.

Research has disclosed that motivation of teachers play a role in the way teachers regard DSS. Singadi et al. (2014) support this assertion through their study the authors learnt that school leadership motivated teachers through monetary incentives to encourage them to be effective and committed. Mulabwa (2015) concurs with Singadi et al. (2014) by claiming that rewards and incentives in the work place are beneficial to both employees and employers in that when teachers are recognised for stellar performance and productivity, they have increased morale, and job satisfaction and involvement in school activities. And for the government as employers, they notice improvement in the performance of schools.

Bray (2008) asserts that the attitude of teachers towards DSS matters therefore, if teachers like or are prepared to cooperate with the system. Then the system can work smoothly. But if teachers feel overworked, inadequately compensated and professionally frustrated, then the system may not be successful. Bray (2008, p. 104) further discloses how “the non-payment of allowances for teaching in extra shifts has severely destroyed the reputation of DSS and in turn led to the opposition from the society”. Education authorities should put systematic ways of motivating teachers as a way of improving quality in DSS schools.

Another factor which improves DSS practices is parental involvement in school operations. Parental involvement means different things to different people. Wyk and Lemmer (2009) assert that for some people, parent participation is only associated with parents' serving in school governing body or school councils where the main functions are matters of policy, finance and governance. While to others, is seen as membership of the Parent Teacher Association where the main function may be fundraising or helping organise or be an audience for school activity (Wyk & Lemmer, 2009).

As highlighted earlier, Katjaita (2011) as well as Kurebwa and Lumbe (2015) all emphasised on the need to consider full parental involvement in double-shift system schools. Specifically, Katjaita (2011) stressed the need to call all parents on board, so they can work hand in hand with the school authorities to improve teaching and learning in a double-shift school. Thus, confirming what Bray (2008) suggests that double-shift schools would need special Parent Teacher Associations and other bodies for collaboration between schools and home, with an aim of sorting out emerging issues in DSS schools.

It is interesting to know that the Ministry of education has plans to roll out and establish Boards of Governors (BoG) in all public secondary schools starting from November 2022, to provide an insight role in the operations of the school through multi-sectoral stakeholders' involvement, as a way of enhancing improved school governance and management for quality education (MoE, 2022, p. 57). The researcher believes that if head teachers in DSS schools make use of Board of Governors (BoG), the operations in these schools can improve.

The other factor which aid successful operations in DSS schools relates to quality management. Quality management is essential not only for double-shift schools but for all types of schools. It is however, more important in double-shift schools because of their complexity (Bray, 2008; Linden, 2001). Athanase (2015) argues that to provide a holistic education in a double-shift school, the first thing is to consider the quality of management. As claimed by the author, there is need to give management responsibilities to people who are able and ready to properly exercise management functions (p. 26).

Athanase (2015) goes on to say that the selected school managers must be conversant with managerial functions such as planning, organising, controlling, staffing and coordinating all school activities. Bray (2008) concurs with Athanase (2015) by proposing that before DSS is introduced or extended, authorities should ensure that they have sufficient supply of appropriate people to run the schools. The author further suggests that leadership could be provided by head teachers and their assistants who themselves had run DSS schools and had found solutions to some of the difficulties of the system.

Bray (2008) also learnt that in countries where double-shift system was successful, such as Hong Kong, Malaysia and Singapore the management cultures were strong. Bray (2008) therefore, makes some suggestions to the school managers, that they must organise short trainings on managing pupil movement, they must try as much as possible to be motivating teachers who might not be given allowances by the government for the extra shift (p. 102). The researcher believes it is high time education authorities begun to recognise the management aspect of DSS to improve on quality.

The fifth way of improving practices in double-shift schools is improved communication outside and within the school. It is obvious that when the community is not made aware of the rationale behind double-shift system, the system will lack support as such, the authorities must explain why they consider double-shift desirable (Bray, 2008). In emphasising how important communication is, Bray (2008) explained that the Government of Senegal initially failed to implement the double-shift system because they did not publicise and did not give enough reasons why they had opted for the system. But later on, after proper communication the system was rolled out successfully (Bray, 2008). The general public must be made aware of what DSS is all about, the system's strengths and weaknesses must be known so that the public can know how to support it.

2.7 Summary to the chapter

In summary, the chapter has looked at the relevant literature on the management of double-shift schools. The section therefore, described the concept of school management, the concept of double-shift system, management of DSS schools, opportunities in managing DSS schools, challenges in managing DSS schools, and ways of improving practices in double-shift schools. The next chapter focuses on research methodology.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the research paradigm, research approach and research design, sample size, sampling technique and research site, data collection methods, pilot study, credibility and validity, limitation of the study, delimitation of the study, ethical considerations and data analysis undertaken in the study.

3.1 Research paradigm

This study adopted the interpretivism paradigm. The interpretivism paradigm, focuses on the subjective world of human experience (Kivunja & Kuyini, 2017). According to Kivunja and Kuyini (2017) “interpretivist approach ‘makes an effort to get into the head of subjects being studied’ so to speak, and to understand and interpret what, the subject is thinking or the meaning s/he is making of the context” (p. 33). The authors further emphasise that in interpretivism, effort is made to try to understand the viewpoint of the subject being investigated than the viewpoint of the investigator and judgement is made upon consensus of the participants and the researcher (Kivunja & Kuyini, 2017).

The researcher examined the topic in question from the interpretivist point of view because, firstly, the paradigm allowed interaction between the researcher and the participants in their contexts so as to have an in depth understanding of how school managers are managing double-shift CDSSs. Secondly, the semi -structured interviews and the focus group discussions which were conducted among multiple participants in the study enabled the expected multiple construction of realities to be experienced.

Thirdly, the interpretivism paradigm allowed the researcher to analyse and interpret data from the participants' perspective and as was required, judgements were made based on the consensus of the participants and the researcher. Most importantly, the study relied upon the researcher to interpret the meaning of the findings. In research, a particular paradigm determines the study's approach and design.

3.2 Research approach and design

This section presents the research approach as well as the design that was made use of in this study. This study used the qualitative approach which is described by Grover (2015) as an approach which deals with non-numerical data analysis and interpretation in order to understand concepts. And the aim of qualitative research is to explore a phenomenon or perspectives on what is going on in a specific topic as well as presenting detailed views of an event as it takes place in its natural setting (Creswell, 1998). Qualitative approach was chosen because the researcher wanted to get an in depth understanding of the participants' experiences, attitudes as well as their perceptions. Under qualitative research approach, there are numerous study designs.

This study adopted the case study design. According to Gray (2014) a case study design sets the procedure on the required data, the methods to be applied to collect and analyse this data, and how all of this is going to answer the research question. Yin (2009) suggests that case studies have a particular ability to answer why and how research questions, as such case studies have the potential to evaluate or explain why a particular programme is working or not.

Specifically, the study used multiple case study where three DSS CDSSs from CWED, Lilongwe were selected as sites for data collection. The researcher chose to use multiple case study because the design allowed the researcher to analyse the data within and across each setting. Secondly, the investigation of more than one case made the researcher understand the similarities and differences between the cases. Most importantly, the evidence created in multiple case study is considered strong and reliable (Baxter & Jack, 2008). The following section is on population and sample size for the study.

3.3 Population and sample size

The larger group to which one hopes to apply the results is called a population and the group on which information is drawn is a sample (Fraenkel, Wallen & Hyun, 2012). In this study, the target population included the Education Officers (EO) from Central West Education Division (CWED), the Head teachers (HTs), Deputy head teachers (DHTs), Head of departments (HODs), Senior teachers (STRs) and Parents Teacher Association (PTA) members in double-shift CDSSs in Central West Education Division, Lilongwe. The sample size for the study was thirty-one participants which means ten participants from each of the three schools and one from the Education Division. *See summary for participants in Table 3.1.*

Table 3. 1: Summary of participants of the study

Category	Males	Females	Total
Education officer	1	0	1
Head teachers	2	1	3
Deputy head teachers	4	4	8
Heads of departments	3	3	6
Senior teachers	3	3	6
Parents teacher association Members	3	7	6
Total	16	15	31

The researcher sampled thirty-one key informants based on advice by Edwards and Baker (2012), who suggest that a sample of loosely around thirty is ideal in a qualitative study. By the time the participants had reached thirty-one, the researcher had realized that no new data was coming in. This encounter is backed by Grady (1998) who assert that “data saturation is when new data tend to be redundant of data already collected”. Grady (1998) further claim that, “in interviews when the researcher begins to hear the same comments again and again, data saturation is being reached... it is then to stop collecting information and to start analysing what has been collected” (p. 6).

3.4 Sampling technique and research site

The researcher mainly used non-random, purposeful sampling technique. The decision for purposeful sampling is supported by Ndengu (2012) who contends that purposeful technique is

opted for, based on the researcher's judgement of the individuals that would provide rich data but also ensure good representation of the population. To begin with, there are four DSS CDSSs in Lilongwe Urban and three schools were purposefully sampled as research sites because the researcher believed that the participants in these schools would seriously provide rich information which the researcher was looking for since most of the participants were unfamiliar to the researcher. Unlike in the school where the researcher teaches. Nevertheless, it was used as a pilot study site.

The choice of three schools and not less allowed soliciting of multiple opinions and perceptions so as to enhance transferability of the results to the other double-shift CDSSs within the Central West Education Division (Lodico, et al., 2006). As for the participants, they too were purposively sampled because they had specific knowledge about the topic at hand (Lodico et al., 2006). Data collection instruments for the study are given in the following section.

3.5 Data collection methods and instruments

This research used two data collection methods: semi-structured interviews and focus group discussions. Kvale (1996) defines an interview as “a conversation whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meanings of the described phenomena” (p. 174). Punch (2009) distinguishes three types of interviews; the structured, semi-structured and unstructured interviews.

Semi-structured interview is a data collection method which employs a blend of closed and open-ended questions. The researcher chose the semi-structured interview method because it allowed

dialogue between the researcher and respondents to meander around the topic in question and also to delve into the unforeseen issues giving an opportunity to the researcher to have an in depth understanding of the phenomenon (Adams, 2015). Four separate interview guides for the four categories of participants; namely, the EO, HTs and DHTs, HODs and STRs and PTA members were formulated and used. *See appendix VIII, IX, X, XI.*

The second method was focus group interview. Focus group interview is a “group interview on a particular topic, led by a trained moderator and its goal is to provide useful insights on the topic” (Collins & O’Brien, 2003, p. 142). There are different suggestions from different authors on the number of participants in a focus group discussion. According to Krueger (1994), a focus group should comprise a minimum of three and a maximum of twelve participants. Four members took part in each school’s focus group discussion. For the focus group discussion guide, *see Appendix XII.* The researcher believes that focus group discussions assisted in in-depth exploration of the views and experiences of the participants and brought unique data and insights offered through group interaction (Gilbert, 2001). Before the actual data collection, the researcher conducted a pilot study.

3.6 Pilot study

A pilot study is a small study to test research protocols, data collection instruments, sample recruitment strategies and other research techniques in preparation for the main study. Turner (2010) suggests that a pilot study should be conducted with participants that have similar interests as the would-be participants in the actual study. Elaborating on the purpose of pilot testing, Kvale (2007) posits that it helps the researcher in finding out if there are flaws, limitations, or other

weaknesses within the interview design which would allow the researcher to make necessary changes before the implementation of the study.

In light of the assertions above, the pilot study was conducted at the remaining DSS CDSSs after sampling the three. The pilot study was helpful in that it enabled the researcher to polish up on some of the vague phrases certain interview guides had to make them more sensible and easy to understand. Secondly, the pilot study gave the researcher a training ground on how to operate the recording devices. It also assisted the researcher to acquire skills related to listening, questioning as well as patience i.e. to let the participant talk without interrupting them. Besides, the pilot study enabled the researcher to determine how much time one interview needed which then guided the planning process. Most importantly, knowing that some of the challenges in data collection had been dealt with made the researcher confident and ready to get into the real study. Credibility and validity were also observed in this research.

3.7 Credibility and Validity of the study

Credibility in qualitative research refers to the trustworthiness and how believable a study is (Cohen et al., 2000), while validity relates to whether the findings of a study are true and certain (Guion, 2002). Creswell (2012) alludes to the fact that in qualitative research, there is no such a thing as bias, rather the researcher should be self-reflective about their role in the research, how they are interpreting the findings as well as how their personal and political history are shaping their interpretations. This, according to Creswell, makes credibility an important aspect in qualitative research. Creswell (2012) acknowledges that there are a variety of strategies for validating qualitative research, the author however, suggests three strategies namely triangulation,

member checking and external auditing. The researcher adopted these three aforementioned procedures.

3.7.1 Triangulation

Triangulation is the process of confirming evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research (Creswell, 2012). The researcher triangulated as follows: firstly, the researcher used more than one data collection method such as semi-structured interviews and focus group discussions. Secondly, data was collected from a wide range of informants like the HTs, DHTs, HODs, STRs, and PTA members as backed up by Shenton (2004), who argues that individual viewpoints can be verified against others and then a rich picture of attitudes, needs or behaviour under study can be deduced based on contributions of a range of people. Thirdly, data was collected from three sites. This was done because results that emerge at different sites are likely to have greater credibility in the eyes of the reader (Shenton, 2004). The researcher also applied the member checking technique.

3.7.2 Member checking

In the quest to achieve trustworthiness of this study, the researcher again employed member checking technique. Creswell (2012) describes member checking technique as a process in which the researcher asks one or two members in the study to check the accuracy of the account. The researcher therefore, checked with the members on the accuracy of the collected data during and after the interviews as well as the discussions. The inquirer also checked with the members after data analysis to ensure that the interpretations of the findings were reflecting the views, attitudes

and perceptions of participants. And where there was need for clarification due to conflicting ideas, the researcher sought the members' input.

3.7.3 External auditing

External auditing is a process in which a researcher hires or obtains services of an individual outside the study to review different aspects of the research (Creswell, 2012). The researcher hired an external auditor who audited the entire project. The auditor was asked to conduct thorough review of the study and to give a report in writing, which included the strengths and weaknesses of the study. Upon receiving the report, the inquirer acted on the weaknesses to enhance credibility of the study. The following section outlines the limitations of the study.

3.8 Limitation of the study

As noted by Cohen et al. (2006), every research has its own inevitable limitations. The first limitation for the study related to the scarcity of literature on DSS, more especially on the management part. As a result of that, the researcher was somehow restricted on the extent to which the researcher would argue for or against the assertion. The analysis of data was also affected since certain emerging themes could not be backed up by literature. However, the book by Mark Bray (2008) contains a lot of stuff and that is why its commonly referred to in this study. During data collection, some respondents were not very willing to take part in the interviews. As a result, they gave undetailed responses which made it difficult for the researcher to thoroughly work with the data. Nevertheless, the data was sufficient as it reached saturation point. As such, the researcher had enough data to work with.

3.9 Delimitation of the study

The concept of double-shift system of schooling is too broad, as such, the study mainly focused on the management part. It did not consider teachers' or students' performance in DSS. The study also concentrated on the management of double-shift CDSS within the CWED, Lilongwe, and not on double-shift CSS or Open schools. Furthermore, the research targeted the school managers from the selected schools, which included HTs, DHTs, senior teachers and PTA members. The study excluded ordinary teachers and students. This was so because the researcher's interest was on the management team.

3.10 Ethical considerations

Shawa (2017) states that research ethics have become so important in educational research so that no way should a research be done without considering ethics. George and Jones (2012) assert that ethics is concerned with the moral values or principles that guide behaviour and inform us whether actions are right or wrong. Among other things, ethical consideration in qualitative research includes; informed consent, confidentiality and protection from harm (Lodico et al., 2006).

This study ensured that research ethics were considered. To begin with, the inquirer sought permission to conduct research from the university authorities as indicated in *Appendix V*. The researcher then made a request to the Education Division to conduct research *see Appendix VI* and the Division granted the permission, *see Appendix VII*. Thereafter, the researcher got consent from the school managers for the three selected double-shift CDSSs, where the actual study took place.

With regard to informed consent, before each interview or focus group discussion, the inquirer gave a letter of consent to the participants, read it and where necessary, interpreted it in Chichewa

(vernacular language). The researcher also explained the purpose of the study and why the participants' school as well as them, were involved and later the participants were asked to sign the letter indicating that they understood and that they would take part in the study. A copy of the consent letter and form is shown in *Appendix VIII*.

Confidentiality is another crucial component in research ethics. This is so because in social research, participants may be expected to disclose the personal details that may not be known to their friends. As such, a researcher must ensure that such information is kept as a secret (Allen & Wiles, 2016). In this study, the investigator made sure that identities of participants are not disclosed. This was achieved by making use of pseudonyms. In the discussion of findings, the researcher hid the identities of respondents as well as the actual names of the three study sites, only codes are used.

Not only were the participants treated with much care as far as their personal details are concerned, they were also protected from harm. Every researcher is under obligation to reveal every potential harm and how the participants shall be protected (Resnik, 2011). The investigator made sure that no physical or psychological harm would come to anyone who participated in the research because of their involvement (Fraenkel & Wallen, 2003). Data analysis processes are highlighted in the coming passage.

3.11 Data analysis

This study used thematic analysis technique. Thematic analysis is the process of identifying patterns or themes within a qualitative data (Maguire & Delahunt, 2017). A number of authors

(Aronson, 1995; Boyatzis, 1998; Attride-Stirling, 2001; Joffe, 2011) have published descriptions and guides to conducting thematic analysis, but this study adopted the guide by Victoria Braun and Victoria Clarke, established in 2006. The researcher employed thematic analysis because of the nature of the topic as it aimed at soliciting the school managers' views, experiences and perceptions, a condition which merited the study's data to be analysed in an interpretative approach as is backed up by Braun and Clarke (2012), who argue that thematic analysis is suitable when attempting to understand a set of experiences, thoughts or behaviours across a data set. Additionally, thematic analysis is relatively simple to learn and apply since it does not require the use of theory to inform the analysis, and it is quite accessible to less experienced researchers (Braun & Clarke, 2006; Nowell et al., 2017).

However, the researcher was aware of some of the limitations that thematic analysis has. For instance, the analysis is criticised for not being rigorous enough due to its flexibility (Braun & Clarke, 2013). To deal with this, the researcher explicitly defined the assumptions underlying the study's analysis and aligned with them all through the analysis i.e. the study was grounded in interpretivism paradigm and the analysis used was inductive analysis since the researcher did not have any pre-set codes, but searched through data for codes by using open coding technique.

The data analysis was guided by the objectives of the study. The idea to organise the data in relation to the research objectives is supported by Cohen et al. (2007) who suggest five ways of organising and presenting data as by groups, by individuals, by issue, by research question or objective and by instrument. Despite being aware of the limitations that this method has, that it could violate the evidence of the respondents, the researcher still used it because it 'draws together all the relevant

data for the exact issue of concern to the researcher and preserves the coherence of the material’ (Cohen et al., 2007, p. 468).

3.11.1 Doing the analysis

In the first phase called familiarising yourself with the data, the researcher listened to each interview recording before transcribing verbatim so as to develop prior understanding of what the data addressed. Then the data which was in the form of audio recordings from both semi-structured interviews and focus group discussions were transcribed verbatim. Thereafter, the researcher read the transcribed data over and over again and took some notes as the researcher noted certain impressions from the data (Byrne, 2021). The completion of the familiarisation process led to the next phase of the analysis: generation of initial codes.

In the second phase the researcher started to organise the data in a meaningful and systematic way through coding. The researcher started to code small chunks of data that were relevant to the study’s objectives as well as the elements of the conceptual framework until all the items were coded. After coding all the items in the second phase, the researcher begun generating themes through analysing, combining and graphically mapping how the codes were related to one another. In the end, initial themes were generated.

After initial themes were generated, the researcher checked if the coded data properly fitted into the constructed themes. This was accomplished by assessing if the data within each theme had adequate commonality and coherence, and if data between themes were distinct enough to merit separation. The initial themes were again reviewed with regard to how they connected to the entire data set and then final themes were developed. *See Appendix I* for codes and emerged themes.

In phase five the researcher defined and named the themes by identifying what each theme was all about and determine the aspect of data it captured. The final thematic map for each objective was developed. *See appendix II, III, IV.* The report was produced where themes and sub themes under each of the three objectives were analytically presented, discussed and interpreted.

3.12 Summary to the Chapter

This chapter focused on the methodology of the study. Therefore, the section has presented the study's paradigm namely interpretivism. The research approach and design used in the study have been given as qualitative and case study, respectively. The segment has also indicated that the sample size for the study was thirty-one participants and the study employed the non-probabilistic purposeful sampling technique. The section has described that the research site included the three DSS CDSSs in CWED, Lilongwe. The semi-structured interviews and focus group discussion were the data collection methods which made use of interview guides and focus group discussion guides. The chapter has also given details on how credibility and validity, as well as ethical considerations were achieved in the study. Finally, the chapter disclosed that the 2006 Braun and Clarke's thematic analysis approach was used to analyse data for the research.

CHAPTER 4: DATA PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter covers data presentation, discussion and interpretation of the findings. The presented data including the discussion and results interpretation are in tandem with the purpose of this study, which was to explore on how school managers are managing double-shift Community Day Secondary Schools in Central West Education Division, Lilongwe. The findings of this research were guided by three objectives: to investigate the strategies school managers use to discharge duties in DSS CDSSs, to examine the challenges school managers face as they lead and manage DSS CDSSs, and to determine factors for effective management of DSS CDSSs. The CIPP Model conceptual framework was instrumental in the study in that it addressed the research objectives, it guided the contents of the literature review, it directed the researcher to ground the study in the quality improvement value and it also steered the data collection, data analysis and interpretation of the results.

This section has three main segments divided according to the objectives of the study. Under each objective, the researcher presents, discusses and interprets the themes which emerged from the analysis. The themes are presented using brief excerpts narrated by the informants and are presented in symbolic form. The excerpts from semi-structured interviews are marked with letter (R), while from focus group discussion are marked with letter (F). Therefore, the excerpts have been assigned the informants' code (H/T, DHT, HOD, STR, PTA, EO and a number 1,2,3 indicating the school they belong to) as well as /1, /2, /3 depending on whether the HOD participant is from science, language or humanity department and whether that senior teacher is 1 or 2 or PTA

1 or 2, plus the excerpt's code. For example, HOD1/ 1- R meaning the respondent is a head of department at school number one and is in the science department and the excerpt is from an interview. The following part presents the findings for objective 1.

4.1 Strategies school managers use to discharge duties in double-shift CDSSs

This objective was meant to investigate the strategies which school managers adopted in executing their managerial functions of planning, organising, leading and motivating, as well as controlling and monitoring. Although these managerial functions are separate entities, each function cannot work on its own since they are linked to each other. As a result, this study regarded the managerial functions as intertwined and the analysis for this objective produced interwoven themes. Five themes emerged from the analysis: emphasis on working together within and across shifts, head teachers and deputy head teachers do not rotate their managerial functions, school managers tailored the management structure to the school needs, students are allocated to shifts randomly and a set of teachers belong to a shift.

4.1.1 Emphasis on working together within and across shifts

Emphasis on working together within and across shifts cropped up as a theme in response to what strategies were the school managers using in discharging their managerial functions of planning, organising, leading and motivating as well as controlling and monitoring in the double-shift, CDSSs. The informants disclosed that when two shifts work as one to achieve various activities in the school, then the system works better in the sense that there is unity and uniformity between the shifts unlike when shifts function in isolation.

Working together within and across shifts was evident in all the aspects of managerial functions as presented below. The study also revealed that sometimes teachers may fail to plan together and that becomes a problem as it is difficult to come up with an examination paper for students from both shifts. In addition to this, the study also disclosed that some activities such as sports and other extracurricular activities are not always possible to plan them together without compromising on time which is precious in DSS.

Respondent HT2-R (June 6, 2022) stated that:

I call all the managers from both shifts at once may be two weeks before opening so we can plan together for the term and then once we open what we agreed is shared to the rest of the staff

Respondent STR3/1-R (June 28, 2022) commented on the cooperation which was there among the teachers:

It starts with making schemes of work, you need to make a scheme which is similar to your colleague. This side should be learning what the others are learning, it should not be like ndi school ina ndi school yomweyo (it's another school yet it's the same one).

The findings are consistent with Bray's (2008) proposition that school authorities should work at ways of promoting the feeling of unity in institutions which are divided between two or more shifts. However, Katjaita (2011) argues that uniformity in a DSS school may not be possible if culture is not considered. According to the author, whatever people regard as the norm in an institution determines what happens next. For instance, Katjaita (2011, p. 89) believes that a "DSS school which regard the morning shift as the 'real' school, a perception that the afternoon shift is inferior is easily created".

Relating these findings to the CIPP Model conceptual framework, the researcher found out that the theme: emphasis on working together within and across the shifts did not apply to all the activities in the schools. For example, the respondents in school 1 complained that they could not organise extracurricular activities to accommodate students from both shifts due to limited time and in the school where extracurricular activities were done, the teachers agreed that it was not easy to organise them. This indicates that there is more to be done to promote unity and uniformity in the schools. However, as a process this strategy is serving the DSS better and it should be advocated for only that another way of dealing with extracurricular activities should be devised.

4.1.2 School managers do not rotate managerial functions

The results of this study revealed that the head teachers and the deputy head teachers did not rotate their managerial functions. They all stayed in the schools from morning up until the end of the afternoon shift to ensure that they follow up on all the activities of both shifts,

as explained by the respondents HT3-R (June 27, 2022):

Me and the deputies stay here for both shifts. The HODs and senior teachers knock off with their shift.

In support of the findings of this study, Katjaita (2011) claims that when the top most school managers do not rotate between shifts, it becomes easier for them to follow up on their responsibilities. On the contrary, Bray (2008) contends that since the head teachers and the deputy head teachers stay in the school for both shifts, they become ineffective, especially in the afternoon shift. The author further argues that there is a need to compensate the HTs and their DHTs for the long hours spent in the school (Bray, 2008).

This study has found that the presence of HTs and their DHTs in both shifts indicates good practice in as far as the process component of the DSS is concerned and must be encouraged. Nevertheless, education authorities should consider looking into ways of motivating the HTs and the DHTs because they work longer hours and therefore deserve to be compensated accordingly.

4.1 3 School managers tailor the management structure to the school needs

The above theme describes how each school management team in the studied schools tailored the management personnel according to the school needs. This study reveals that the management structure in all the three schools was organized differently. For instance, schools 1 and 3, had two DHTs while school 2, had three DHTs. And the number of HODs also varied among the schools in that school 1 had twelve HODs, six for a shift and schools 2 and 3 had six, three for each shift. And in schools 2 and 3, it was revealed that the HODs were paired up with senior teachers who worked as HODs in their absence. The study also disclosed that school managers are not trained prior to being assigned to a DSS school nor are there special orientations given to head teachers on how to handle DSS schools. It was interesting to learn from participant DHT2-R (June 29, 2022) that:

We made an arrangement to include someone as an assistant deputy head teacher, so, we are three of us because I and my colleague, we are both men so as management, we saw that sometimes there are issues which require female input from the management level.

Bray (2008) supports these findings by contending that school managers in DSS will always need to make special arrangements to ensure that duties are properly covered. With a different view, Katjaita (2011) believes that DSS schools lack proper guidelines as a result school managers are left to decide on how to organise the schools. Katjaita's notion is backed up by the EO-R's

response to the questions whether there are guidelines for managing DSS schools and if school managers are oriented before being assigned to DSS schools?

The respondent EO-R (July 11, 2022) said:

As regards guidelines for managing DSS, mmm we do not have any and managers are not oriented on the handling of DSS, they just use their integrity and experience, and also finding out from other schools who operate under the same system.

In light of the CIPP Model conceptual framework, the findings demonstrate that there are setbacks in the process component of the DSS schools in as far as the management structure is concerned, and that the strategy at hand requires attention. Education authorities should consider formulating guidelines for DSS management structure.

4.1.4 Students are allocated to shifts randomly

This theme describes the strategy which the school managers in all the three investigated schools adopted in the allocation of learners. According to the study, students are put into shifts at random without considering any pre-set academic or social characteristics.

Participant DHT2-R (June 29, 2022) gave a very elaborate response as to how the students are allocated. He stated that:

So, when they come, we just take the selection book and label the streams against each student, like ABCDEF then all the As' go to shift A and all the Bs' go to class B and so on. And nobody is allowed to change shifts anyhow.

The aforementioned strategy indicates that students were not assigned to a shift or stream according to any pre-set educational characteristics, thereby encouraging uniformity in the caliber

of the students between the shifts. The results confirm Bray's (2008) assertion that allocating students with similar capabilities promotes uniformity between the shifts.

And seconding the same, Ramos (2005) discovered that intentional placing of students to a specific shift (afternoon) because they were repeaters or they had indiscipline cases could affect the way teachers handled such a shift compared to the other shift whose learners were known not to have the same problems. Taking into consideration the conceptual framework for the study, the theme: students are allocated to shifts randomly, is serving the process component of DSS better, indicating good practice and should be commended to other DSS schools.

4.1.5 A set of teachers belong to a shift

The theme in question discloses that the teachers in each of the schools which took part in this study were divided into two sets and that each set belonged to a specific shift. The study however, reveals that although teachers in the schools are assigned to a particular shift, there are some teachers who cross shifts because there are inadequate teachers in the schools. The study also revealed that most teachers were happy to be in a DSS school as it gives them enough time for personal activities. But some also complained that crossing shifts because there were inadequate teachers was something they wished was addressed since it meant that they had a large work load and they had to stay for both shifts.

Respondent DHT1-R (May 19, 2022) had this to say:

...in terms of teachers, we have teachers per shift. However, in some cases, if there is shortage in the other shift you can, some teachers will come both shifts to make sure that they cover up on the gaps which are there.

Bray (2008) highlights on the options that education authorities have with regard to how teachers can be organised. The author asserts that where a set of teachers are assigned to a specific shift, chances are high that the teachers may have enough time to prepare for the next day unlike where teachers belong to both shifts, they may have less time to prepare for classes and to correct assignments. Bray (2008) further argues that little preparation time can cause deterioration in the quality of education offered in DSS. Additionally, there may be a need to compensate the teachers who cross shifts for the extra work (Bray, 2008).

In light of Aziz et al.'s (2018) assertion, that in the process phase of CIPP Model, the evaluator tries to understand how the system is working by assessing the effective use of the input, it can be deduced that the input part of the DSS is negatively affecting the process part of the system. Therefore, there is a need to ensure that DSS have adequate human resource for effective functioning of the system.

In brief, five themes came up as strategies which school managers use to discharge duties in double-shift CDSSs. Strategy number one stressed on working together of teachers and students within the shifts and across shifts. It was deduced that the strategy is serving the DSS better and should be advocated for. The second strategy was that HTs and DHTs did not rotate managerial functions, they stayed for both shifts. Although, the strategy seemed to be contributing positively towards the DSS, it was revealed that HTs and DHTs become ineffective in the afternoon shift and that there is need to motivate them for working longer hours.

As for the third strategy, it was discovered that school managers tailored the management structure to school needs which demonstrated lack of proper guidelines to the management of DSS schools, and connecting this to the study's conceptual framework, it has been concluded that the process component of the DSS, in as far as management structure is concerned requires closer attention. The last but one strategy disclosed that students are allocated into shifts randomly and it was found out that the strategy was serving the DSS well.

The final strategy revealed in the study stipulated that a set of teachers belonged to a shift. The study indicated that the initial plan was to have specific teachers for a specific shift however, due to inadequate supply of teachers, certain teachers in all the three schools crossed shifts and that adversely affected the management of DSS. With regard to the CIPP Model conceptual framework, it was deduced that the input component of DSS is adversely affecting the process part and efforts should be made to equip DSS with adequate teachers.

4.2 Challenges school managers face as they lead and manage DSS schools

Objective two was meant to examine the challenges that school managers encounter as they lead and manage DSS schools. Two main themes and five subthemes emerged from this objective. The themes were challenges in resources and high indiscipline cases. The first theme, challenges in resources had three subthemes: challenges in material resource, challenges in human resource and limited instructional time. And the second theme, high indiscipline cases had two subthemes: truancy and general misbehaviour.

4.2.1 Challenges in resources

Challenges in material resources

Data analysis for the study revealed that the challenges in material resources were four fold: lack of textbooks, inadequate classrooms, insufficient space in the staffroom and rapid deterioration of materials.

Lack of textbooks

Although not identified as the main challenge in either of the schools, the respondents in all the three schools moaned about the scarcity of textbooks as one of the threats to effective management of DSS. The participants in all the three schools were also quick to recall how they received Science books from EQUALS Project and how as science department they had managed to put students in groups and allow them to borrow books in those groups and use them outside the school campus. Still some participants especially those from the Language Department complained that they did not have enough books for the students to take home so that they can have sufficient time to study.

Here is what respondent DHT1-R (May 19, 2022) said:

Mmm we lack textbooks, especially in the language department, of course there was a time we received some books but they were not enough since it's a DSS, we have many students.

Respondent HOD2/1-R (May 19, 2022) however, commended the effort which the Ministry of Education through EQUALS project had done in issuing out several science books which students were then using. He gladly explained:

But in our case, we have received books from EQUALS through the ministry that has alleviated our problems. We are better, we have put students in groups and we have given them the books.

The results concur with what Singadi et al. (2014) found in their research on Teacher's and Students' Perceptions of Double session schooling on Ordinary Level Students' Performance in Geography, that one of the critical consequences of double session was shortage of teaching and learning resources which included lack of relevant Geography textbooks. According to Singadi et al. (2014) lack of textbooks was because of over usage due to large numbers of students.

Khuwaja (2001) asserts that the purpose of the input evaluation is to provide information for determining the resources used to meet the goals of any program. In light of this, it can be said that the inadequate supply of textbooks in the schools adversely affected the functionality of DSS. Fuller and Clarke (1994, as cited in Linden, 2001) identified three factors for effective secondary school education in the developing countries which includes; the availability of adequate supply of textbooks, teacher quality and instructional time.

However, Linden (2001) notes that "DSS schools are at a disadvantage to the extent to which they are ignored or undervalued and therefore, have fewer of the critical quality inputs identified by Fuller and Clarke" (p. 8). Linden (2001) further warns that if DSS schools are regarded as a temporary measure to be replaced as soon as circumstances allow, then they may not be given the

needed attention and may end up having lower status. The author goes on to implore government officials for political courage to support DSS schools (Linden, 2001). If initiatives like that of EQUALS are many, then DSS schools like the others may benefit. The study deduced that lack of textbooks in the schools is an indication that the input part of DSS is failing the system. As such, there is a need to equip the double-shift schools with sufficient textbooks to ensure quality education.

Insufficient space in the staffroom

The respondents from the participating schools complained that the staffrooms could not accommodate all the teachers from both shifts, as such those in the morning shift had to leave the staffroom for the afternoon teachers, a thing respondents found challenging as explained by respondent HOD1/3-R (May 19, 2022) who said:

The staffroom does not accommodate us all, so it becomes hard when you are done with your shift but you want to may be mark or write notes. It's like you have nowhere to stay, nde umangonyamuka kumapita makamaka (so you just leave especially in) the rainy season

The results are contrary to what Bray (2008) advocates that education authorities must ensure that staffrooms are large enough and that all teachers should have their own desks, whether they work in the morning or afternoon shifts. According to the author, teachers would be more willing to come early or stay late to undertake thorough preparation of lessons if space is available in the staffroom or anywhere else in the school, where they can perform such tasks (Bray, 2008). With reference to the study's conceptual framework, it was deduced that as an input resource, space in the staffroom was compromising the effectiveness of DSS, therefore, school authorities must

seriously work at providing the schools with enough space in the staffroom to allow adequate preparation time for the teachers.

Materials get damaged quickly

The study discovered that the participants moaned about rapid deterioration of materials in the schools, especially furniture because they were being over used and the delay in fixing the broken ones led to insufficient furniture in the classrooms. This is supported by the narratives below.

STR1/1-R (May 19, 2022) said:

Another challenge is that the resources we have; furniture, books they get destroyed mwachangu (quickly). I think it's because they are used too much.

While, the other respondent STR3/2-R (June 28, 2022) noted that sometimes there is negligence on the care of materials by shifts. They recounted:

...like desks, you find that a shift does not take care of the desks and they are broken when the other shift wants to use them.

The findings are consistent with the results from Ashong-Katai's (2013) research, who discovered that desks, teaching and learning materials, and other educational equipment got damaged earlier in DSS than in Single shifts. According to the author, the quick destruction of materials was due to delayed maintenance which come about because whenever there is a breakdown of any facility, every shift blames the other and expects them to solve the problem thereby taking too long to fix the problem. Katjaita (2011) concurs with Ashong-Katai (2013), by saying that DSS is more likely to place increased burden on school facilities such as buildings, which may surely lead to higher maintenance cost and reduced life span. Rapid deterioration of materials is compromising on the

effectiveness of DSS processes. Therefore, the study suggests that School managers should come up with ways of safeguarding the school materials and then sensitise teachers and students on how to take care of the school facilities, to prolong their usage.

Inadequate classrooms

The respondents in all the three schools complained about inadequate classrooms. Although most of the participants complained that there were inadequate classrooms in the school for extra classes outside the shift schedules, the study revealed that some teachers still arranged for classes where learners learn under trees especially in dry seasons. Still others said they made use of the assembly hall, although the hall was only available before the arrival of the Open School. The study revealed that insufficient classrooms was more challenging at school 1 compared to the other two schools.

DHT1-R (May 19, 2022) whined:

There is shortage of classrooms, especially when learners split, like ma (in) block subjects, let's say Social and BK.

The focus group discussions for school 1 revealed that the school had challenges in terms of classrooms because the school also operated an 'Open School'.

STR1/2-F (May 30, 2022) declared that:

Yes, we do have that hall but it was specifically built for the open school. So once they are in, we can't use it, we have a big challenge, sometimes lessons take place under those trees.

The findings are similar to what Singadi et al. (2014) discovered that teachers could not do extra classes or remedial lessons because there were no classrooms that could accommodate learners

outside their sessions. But Bray (2008) proposes that one of the strategies to make DSS schools work is to ensure these schools are given at least one extra room which is not in constant use for regular lessons so that both teachers and students may use it for things like remedial or other work outside the hours of a particular shift.

The study demonstrated that the classrooms as an input into DSS fell short of the required quantities and therefore, there was a need to provide enough classrooms so that schools have extra rooms for other important educational activities. Besides, the challenge in lack of classrooms was so evident in the school 1 compared to the other 2 schools, meaning that the allocation of resources in DSS schools was contextually different, a situation educational authorities must critically examine. Besides, the school managers did not just fold hands seeing students and teachers stranded for classrooms, some sat under trees while some used the assembly hall until the time the hall was needed for the Open School. This suggests that school managers in DSS should try as much as possible to devise means of dealing with different situations that may arise.

Challenges in human resource

Data disclosed that the respondents felt that human resource was the main challenge that school managers struggled with in the participating schools. The challenges mainly related to inadequate supply of teachers which translated to large workload for the teachers as they were made to cross shifts or stay within the shift but with more classes to teach. Here is what the participants had to say with regard to inadequate supply of teachers.

HT3-R (June 27, 2022) explained that:

Most of the teachers are having two or more classes to teach and the two of the classes here have three streams so you always have challenges. They have a lot of work and then if they have to mark effectively it's also challenging.

From a head of department point of view participant HOD3/1-R (June 28, 2022) complained:

The main challenge in DSS is class allocation, because it happens that we have got few qualified teachers in that subject and to distribute the number of teachers between the shifts is not easy because there is a huge workload to be distributed among the few teachers.

The findings confirm what Singadi et al. (2014) observed in their study that Geography teachers in DSS had huge workload, which made it difficult for the teachers to assess individual performance of the students. The authors also discovered that due to huge classes that the teachers had, it was hard for them to know individual names of students which made some learners to feel as if they are discriminated against.

In Malawi, teacher supply has remained a challenge as is indicated by the large student-teacher ratio of over 200 in most secondary schools, and about 18.4% of teachers are still unqualified with MSCE as the highest qualification (MoE, 2022, p. 39). This has a negative impact on the quality of education. Fuller and Clarke (1994, as cited in Linden, 2001) confirm that this is a concern because teacher quality is a key determinant of effective schools in both developed and developing countries. Bray (2008) suggests that where there is shortage of teachers, education authorities may consider letting teachers teach both shifts, but that would mean paying the teachers extra money for the extra work.

According to Bray (2008), teachers would be excited if they are compensated appropriately for the extra work, failing which, teachers may be demoralised and the system may fail. Linden (200, p. 6) concurs with Bray (2008) by asserting that extra pay for working more than one shift may be attractive to low-paid teachers who would otherwise have to take a second job. Stufflebeam (2003) asserts that input evaluation among other things, considers staffing plans for their feasibility, and Sopha et al. (2019) claim that, that is done in order to select a plan that will maximise effectiveness. In view of this, it can be deduced that in the schools, the staffing was not feasible since there were inadequate supply of teachers and therefore, effectiveness of the system was jeopardised. The government of Malawi should seriously look into human resource challenges in the schools, otherwise the quality of education may continually dwindle.

Limited instructional time

Limited instructional time subtheme is about the insufficient time that schools allocate to a shift as well as to a subject, and the consequences of such on teaching and learning process. The participants in the schools complained that DSS schools were not given enough time for them to finish the syllabus, that there was less contact time between teachers and learners and that some subjects were removed because they could not fit in the time table.

DHT1-R (May 19, 2022) grumbled this way:

Time is very minimal, so most of the times, finishing the syllabus is very challenging.

Similarly, Kurebwa and Lumbe (2015) discovered that teachers in their study complained that they were not able to finish their work because they had limited contact time with the students. As a

result, some resorted to concentrating on other subjects while neglecting the others. Bray (2008) does not support the idea that reduction in instructional time make teachers not to finish their work, according to the author, the issue is not about reduced instructional time, rather what a teacher does in the classroom. Bray (2008) further asserts that an effective teacher can achieve a great deal in a short time and therefore, encourages school managers to ensure that lessons are lively and meaningful through strengthened supervision and support systems, pre-service and in-service training, better teaching aids and so on. According to the author, ‘these inputs are needed in all systems, but are more desirable in DSS in order to compensate for the constraints that DSS impose’ (Bray, 2008, p. 92).

Respondent DHT3-R (July 6, 2022) complained how less contact between students and teachers affected some students who in their nature, learn better being taught, not by themselves.

She lamented:

You find there are other students, they need help from teachers all the times, they want teachers to be close to them and yet here our lessons only take 35 minutes for them to grasp the information using minimal time, it's challenging (DHT3-R, July 6, 2022).

To such situations Bray (2008) suggests that teachers may introduce remedial classes. However, Kurebwa and Lumbe (2015) found out that remediation itself also suffered due to lack of contact time. Moreover, in schools where teachers crossed sessions, they may be tired to arrange for remedial classes (Bray, 2008). Respondent STR1/2-F (May 30, 2022) moaned the removal of other subjects such as Life skills and computer studies in their school.

They grumbled:

Other subjects were removed from the list of subjects we offer in this school as they could not fit in the time table (STR1/2-F May 30, 2022).

Bray (2008) acknowledges that the introduction of DSS may result into the removal of other subjects like music, handicraft, moral guidance and religion. Thus retaining language, mathematics and science and that the performance in the remaining subjects are expected to remain high. On the other hand, Ashong-Katai (2013) argues that lengthening the instructional time would prevent the sacrificing of religious and moral education and other subjects that offer civic education and doing this, would make pupils become better with regard to issues related to academic subjects as well as educational goals. The findings demonstrate that somehow time as an input resource is negatively affecting the operations of the system, especially in schools where remedial classes are not possible due to other limiting factors. That being the case, school authorities should ensure that DSS schools have the necessary facilities for extra classes to compensate for the reduced time.

4.2.2 High indiscipline cases

Indiscipline cases which emerged from the analysis include truancy and general misbehaviour which ranged from fighting to open defiance of authority.

Truancy

During the focus group discussion at school 1, informants complained that students were fond of shunning away from classes. Other informants believed that the students were absenting

themselves from classes because of lack of interests in education while some thought it was because of lack of support from parents. STR2/1-F (June 29, 2022) complained in this way:

There are challenges in the afternoon shift. Usually, some students do not attend classes. When it's morning shift you see them but afternoon, ambiri amathawa or sabwera nkomwe (most of them run away from classes and some don't even come).

Similar sentiments were given by respondent HOD1/2-R (May 19, 2022) she said:

Truancy iii ungomva anabwera koma wapita (you just hear that he or she came but they have left) we can't say what causes this but eee ambiri ku (most of them) school amangothawa (they run away) especially in the afternoon shift. Lack of interest basi (its due to lack of interest nothing else)

Kurebwa and Lumbe (2015) discovered that truancy was rampant in children who attended the afternoon shift and they attributed it to lack of parental support because most children came to school when their parents had already left for work. Katjaita (2011) got much the same findings, thus confirming that truancy is common in the afternoon shift since the parents are at work and there is no-one to make sure that the learners have arrived at school. As such, many learners just stay away.

Convinced that truancy in DSS schools is one of the major causes of dropping out of students from school, the education authorities in Ghana decided to abolish the system because they thought that reducing the rate at which children become truants would help reduce indiscipline and such bad habits like crime and prostitution (Ashong-Katai, 2013). However, Bray (2008) thinks it is unfair to expect schools to keep students away from the streets, although the author accepts that such is one of the roles schools play. The CIPP Model posits that sometimes programmes can produce

unintended outcomes which can determine the sustainability of the programme (Stufflebeam, 2003). Taking this into consideration, it can be argued that truancy in DSS is one of the unintended products of the system and requires attention if DSS schools are to be successful.

General misbehavior

The respondents pointed out that misbehaviour was prevalent in their schools and they ascribed that to the large student body that DSS schools have.

One informant, PTA3/1-R (July 6, 2022) disclosed that:

Discipline issues are also too much where there are a lot of students on one place. For example, the teachers once complained to us that some students come to school with drinks which they believed that it was beer.

While respondent HOD3/3-R (June 28, 2022) said:

...may be because the students are many, they take advantage of that 'if I do this I will hide, they will not know me'. Like today what they are calling me for, it's a discipline issue. Some students were fighting.

The findings confirm what Bray (2008) believes is the general atmosphere of DSS schools where the large student population makes it difficult for the staff to know all the students personally and that such situations may aggravate discipline problems. However, one of the informants in Katjaita's (2011) study insisted that "if every teacher did their part of disciplining the learners in their own classroom and also committed themselves as teachers to what was professionally sound, most of the conflict and disciplinary situations would not occur" (p. 73). General misbehaviour was another unintended outcome that DSS produced due to large numbers that these schools have,

meaning that education authorities should mind the numbers that are sent to these schools to avoid overcrowding which eventually causes indiscipline.

Concisely put, the study revealed that there were two main challenges that school managers faced as they led and managed double-shift CDSSs: those that related to resources and the ones associated with discipline. The challenges connected to resources were three fold: challenges in material resources, in human resources and limited instructional time. It was disclosed that there were four challenges with regard to material resources; namely, lack of textbooks, insufficient space in the staffroom, inadequate classrooms and easy destruction of materials.

The study demonstrated that the input component of the DSS had hiccups which needed fixing so that school managers could manage the schools successfully. The study also revealed that there were challenges in human resources because the schools had inadequate supply of teachers which led to large workload among teachers and this jeopardised the input element of the DSS leading to difficulties in the management of DSS schools. The other resource challenge was limited instructional time.

The study disclosed that teachers were not able to finish the syllabus, less contact time disadvantaged some learners, and some subjects were removed from the timetable due to reduced time in DSS schools. It was deduced that time as an input resource was negatively affecting the operations of the system therefore, there is a need to ensure that these schools have facilities that allow extra lessons to make up for the reduced time. The study also demonstrated that large student

body in DSS contributed to high indiscipline cases such as truancy and general misbehaviour. Truancy and general misbehaviour were regarded as the unintended products of the system which must be dealt with through checking school enrollments to avoid overcrowding.

4.3 Factors for effective management of DSS schools in Malawi

This objective was meant to determine the factors that contribute to effective management of double-shift CDSSs in Malawi. Five themes emerged from the data: introduction of two sets of school uniform, introduction of remedial classes, parental involvement in school management, teacher incentives and rewards as well as the availability of strong leadership.

4.3.1 Introduction of two sets of school uniform

Data revealed that a good number of the informants from the participating schools identified the introduction of two sets of school uniform as a key factor which contributed to effective management of DSS schools, especially in the area of student control and identification. Below are the respondents' sentiments:

DHT1-R (May 19, 2022) comments on the reasons for instituting two sets of uniforms, she said:

We were having challenges when there was one school uniform, so this time around, we said we should separate them so that we can know them.

The EO-R (July 11, 2022) hailed the idea of two sets of school uniforms, she remarked:

The other thing that I have seen which is good in terms of discipline, is that some schools have two sets of school uniforms which makes you able to identify which shift is being unruly. Like the school where I was, there is one school uniform so, you cannot know which shift a particular student belong to (EO-R July 11, 2022).

The results demonstrate the flexibility the school managers in the selected schools had in adopting ways of improving DSS schools as suggested by Bray (2008), that education authorities and head teachers should consider what suits them best for the smooth running of the DSS. One advocate of school uniform policy argue that school uniforms play an important role in the identification of students resulting into decreased discipline issues (Draa, 2005).

When students of different shifts have the same school uniform, it is as if they are not in uniform at all considering that school uniform plays a big role in the identification of students. But Lumsden and Miller (2002) argue that in as much as a school uniform is helpful in the spotting of learners, it may not necessarily resolve every form of discipline prevalent in schools. With regard to the study's conceptual framework, there is evidence that the introduction of two sets of school uniforms served the DSS better in the control and identification of students, implying that the factor positively contributed to the effective management of DSS schools.

4.3.2 Introduction of remedial classes

Data revealed that all the participating schools introduced remedial classes so as to increase the shortened contact time that the schools have. It however, emerged that school 2, had systematic schedules for remedial classes but for schools 1 and 3, remedial classes were done at the teachers' discretion. It was also revealed in the focus group discussion for school 1 that the remedial classes and study circles were not regular because of lack of classrooms, conflict of interest as some teachers were also needed for the open school.

Respondent HOD2/1-R (June 29, 2022) confirmed that as a school, they introduced remedial classes in an attempt to assist teachers to be able to finish the syllabus and that the remedial classes were still operational.

He narrated:

We have remedial classes, especially for Forms 2 and 4. In this arrangement, they come a bit earlier when they are in the afternoon shift (HOD2/1-R June 29, 2022).

The same respondent pointed out that Forms 1 and 3 had study circles.

He said:

For the Form 1 and 2 we have study circles when they come in the morning after knocking off they will go for study circle where teachers do administer their work for them to do at least for 1hour (HOD2/1-R June 29, 2022).

The focus group discussion in school 2 revealed that both remedial classes and study circles were operational, partly because there were monetary incentives attached. Remedial classes and study circles were not as vibrant in schools 1 and 3 as per the evidence given by respondent DHT1-F (May 19, 2022) who explained:

Yeah, so, um then sometimes due to limited time like is from 7 to 12 sometimes when they knock off from 12, there are also some make up classes for some teachers who feel like the learners are behind.

The findings from school 2, where remedial classes and study circles were conducted systematically, confirm Bray's (2008) proposition that DSS schools should ensure that they have extra classrooms for remedial classes in order to make up for the reduced time. On the other hand, Singadi et al. (2014) support the findings from schools 1 and 3. The author observed that Geography teachers could not do remedial classes because of inadequate time and lack of

classrooms. Relating the results to the CIPP Model conceptual framework, it can be concluded that in the context of school 2, the operationalisation of remedial classes and study circles positively contributed towards effective management of DSS, but for schools 1 and 3, the remedial classes did not fully help in the management of DSS schools, as such the school managers in these schools should deal with the factors that were identified as hindrances to the successful implementation of remedial classes and study circles.

4.3.3 Teacher incentives and rewards

Data revealed that in schools where teachers were regularly given incentives, teachers were willing to engage in extra work outside their session such as remedial classes and study circles. And that in the other schools like school 3 school managers could give incentives to teachers within the term, but they specifically gave awards to high performing teachers at the end of the year, after the national examination results for Forms 2 and 4 are out. In school 1 it was discovered that incentives were given to the teachers systematically. This claim was supported by respondent HOD2/1-R (June 29, 2022) who praised the strategy their school adopted to give incentives to teachers who were coming to teach the Form 2s and 4s.

He explained:

Like what is happening now, the BOG has come in to assist the Form 2s and 4s, we have introduced makeup classes so there are incentives there, so to me that's a plus for DSS so that we can utilise the time to the maximum (HOD2/1-R, June 29, 2022).

But in schools where the incentives were given at an ad hoc basis, teachers did not patronise the remedial classes and study circles that much. Here is what one of the respondents said in a focus

group discussion, as they recalled how as PTA, they once tried to motivate the teachers but failed.

PTA1/1-F (July 20, 2022) explained this way:

Yes, we give them in terms of monetary but it's not sufficient because we just say in a month, we are going to give you K3000, we didn't say per hour or per day, we couldn't afford, so some teachers say aaa I can't do it for K3000 a month.

The findings are similar to what Singadi et al. (2014) found in their study that school leadership motivated teachers through monetary incentives to encourage them to be effective and committed although some teachers felt that the incentives were not enough. Mulabwa (2015) concurs with Singadi et al. (2014) by claiming that rewards and incentives in the work place are beneficial to both the employees and employers in that when teachers are recognised for stellar performance and productivity, they have increased morale, and job satisfaction and involvement in school activities. And for the government as employers, they notice improvement in the performance of the schools.

Bray (2008) asserts that the attitude of teachers towards DSS matters therefore, if teachers like or are prepared to cooperate with the system, then the system can work smoothly. But if teachers feel overworked, inadequately compensated and professionally frustrated, then the system may not be successful. Bray (2008) further discloses how “the non-payment of allowances for teaching in extra shifts has severely destroyed the reputation of DSS and in turn, led to the opposition from the society” (p. 104). In as much as the results for this study identified teacher incentives and rewards as one of the contributing factors to effective management of DSS schools, it is evident that in the context of schools 1 and 3, the extent to which teacher incentives and rewards contributed to successful management of DSS was minimal, implying that the factor did not assist

much in achieving the system's targeted needs. Therefore, for the school managers in schools 1 and 3 to benefit from teacher incentives and rewards, they needed to make some refinements. On the other hand, the results also illustrated that at school 2, teacher incentives promoted the management of DSS, indicating that the factor helped in meeting the targeted needs of DSS.

4.3.4 Parental involvement in school management

Parental involvement in school management theme describes parental participation in school management as one of the factors that contribute to successful DSS management. Data disclosed that in all the participating schools, the PTA was fully involved in the management activities as unfolded in the following quotes.

Respondent DHT3-R (July 6, 2022) commented on the big role the PTA were playing in supervision of classes as well as the students' welfare, she disclosed:

They are empowered to come and supervise the lessons. For your information, last term they were here, they supervised our teachers and came up with a report. Apart from this, the PTA recruited cleaners who clean the classrooms and the surroundings on behalf of the students. You know our students come from far so it was difficult for them to come on time to do their chores.

Additionally, DHT1-R (May 19, 2022) recognised PTA's contribution in their school and stated:

They also contribute in decision making what we want our school to be, how best can we solve a particular problem... whenever we want anything in this school PTA is involved.

In the excerpts above, parental involvement is three dimensional: initiation and participation in infrastructural development, involvement in class supervision and students' welfare as well as decision making. Wyk and Lemmer (2009) assert that parental involvement means different things

to different people: to some it is only associated with parents' serving on school governing bodies or councils where the main functions are matters of policy, finance and governance, while to some it means being a member of PTA where the purpose is to help in fund raising activities.

According to the authors, parental involvement is the willing and active participation of parents in a wide range of school activities (Wyk & Lemmer, 2009). Considering this definition, it can be deduced that in the studied schools, there was evidence that parents were involved in the management of the schools. The results then, confirm Bray's (2008) recommendation that DSS schools should have strong teacher-parent associations and other bodies from the community with the aim of having joint effort to deal with various issues in these schools. Relating the findings to the study's conceptual framework, it can be argued that parental involvement in the management of the DSS schools was serving the system well therefore, it is a practice which needs to be propagated.

4.3.5 Availability of strong leadership

It emerged from the data that strong leadership would contribute towards successful management of DSS schools as was suggested by the participants at schools 1 and 3. There was a consensus in the focus group discussion from school 3 on the need for a strong headship in DSS schools since the schools are characterised by large population.

Participant STR3/1-F (June 28, 2022) explained:

You know DSS schools being large in terms of students and teachers, surely needs head odzitsata (one conversant with the system) and adzipezeka (and is available). If not aliyense amangopanga zilizonse (failing which staff just behave anyhow).

The education officer had similar views and said:

Management in DSS requires strong character for the head teacher since a head teacher who is a professional do handle DSS with much ease. Where the head teacher is weak, we rely on the deputies to help him or her (EO-R July 11, 2022).

The findings are consistent with Bray's (2008) suggestion that before DSS is introduced or extended, authorities should ensure that they have sufficient supply of appropriate people to run the schools. The author further proposes that leadership could be provided by head teachers and their assistants who themselves had run DSS schools and had found solutions to some of the difficulties of the system.

Athanase (2015) goes along with Bray (2008) by admitting that in order to offer a holistic education in the DSS, then there is need to give responsibilities to people who are able and ready to properly exercise management functions. Even so, Bray (2008) realises that DSS schools do not receive much attention in management because it is only taken as a temporary measure. The study suggests that in the context of the schools where there is strong leadership, it could be said that strong leadership is an important ingredient to the successful management of DSS schools. This being the case, the education authorities should consider training HTs and their DHTs on how to handle DSS schools.

In brief, the third objective related to the factors that contribute to effective management of DSS CDSSs. Five factors emerged and the first one was introduction of two sets of school uniforms. The study revealed that the different uniforms for each shift served the DSS well in terms of students' control and identification, implying that the factor positively contributed towards the successful management of the system.

The second factor was about the introduction of remedial classes. Data revealed that school 2 systematically conducted remedial classes unlike schools 1 and 3 where remedial classes were done at teachers' discretion. The study deduced that in the context of school 2, the operationalisation of remedial classes and study circles positively contributed to the effective management of DSS, and that in schools 1 and 3, the remedial classes did not fully help in the management of DSS indicating a need to refine the way remedial classes are handled in schools 1 and 3. The third factor was to do with parental involvement in the management of DSS. The research disclosed that this was evident in all the participating schools and it was deduced that this factor assisted in the management of DSS and needed to be propagated to other DSS schools.

The fourth one was teacher incentives and rewards. The study revealed that in schools where teachers were given incentives at regular intervals within the term, were willing to engage in extra work outside their session unlike those who were not motivated in a similar way. The study concluded that in schools 1 and 3, the extent to which teacher incentives and rewards contributed to successful management of DSS, was minimal implying that the factor did not provide sufficient help in achieving the system's targeted needs and therefore, in these schools, there was a

requirement to enhance the teacher rewarding system. However, in school 2, the incentives promoted the management of DSS and as such, helped in meeting the system's intended needs.

The last factor emerged as the availability of strong leadership. The results suggested that in the schools where the HTs were well conversant with the DSS, the factor was an important ingredient to the proper management of the system. The findings therefore, demonstrate the need for education authorities to consider training HTs and DHTs on how to handle DSS schools.

4.4 Chapter summary

This chapter has provided the major findings of the research. It has discussed the themes under each of the three objectives. In objective 1, five themes were described. The first one revealed that the school managers put emphasis on working together of members within and across shifts in order to promote uniformity between the shifts. Then it was revealed in the second theme that HTs and DHTs did not rotate their managerial functions, but stayed to manage both shifts. The next strategy showed that the school managers tailored the management structure to their needs which somehow insinuated lack of proper guidelines to what constitute a management structure in a DSS school. The fourth strategy described that students were randomly assigned to shifts without considering any pre-set educational or social characteristics. The last one explained that a set of teachers belonged to a shift. The study disclosed that initially, teachers were assigned to a specific shift but due to inadequate supply of teachers, some were crossing shifts.

Objective 2 had two main themes with five subthemes. The challenges in resources was the first theme with three subthemes. The number one subtheme under the challenges in resources was challenges in material resources and included lack of textbooks, inadequate classrooms, which insufficient space in the staffroom and the last material challenge was rapid deterioration of materials. The second subtheme under challenges in resources was, challenges in human resources. This theme showed that the studied schools had inadequate teachers which resulted into large workload. And then the final subtheme was limited instructional time which indicated that the schools felt the impact of reduced contact time as teachers could not finish the syllabus on time.

Five themes emerged from the data in relation to the third objective. The first theme explained how the introduction of two sets of school uniform helped school managers in identifying and controlling students. It was also revealed that schools introduced remedial classes to increase the shortened day that DSS schools have. Parental involvement in school management theme disclosed that school managers worked with parents to improve the management practices in DSS schools. The other theme was to do with teacher incentives and rewards and the results demonstrated that the schools whose teachers received incentives at regular intervals, the teachers were willing to engage in extra work. The fifth theme: availability of strong leadership described that head teachers who were conversant with the DSS and had strong character were better able to lead and manage these schools. The next chapter is on conclusion and recommendations.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of the current study was to explore on how school managers are managing double-shift CDSSs in CWED, Lilongwe, Malawi. Literature reveals that the management of DSS schools is complex (Bray, 2008; Katjaita, 2011; Linden, 2001). Yet, school managers in these schools are expected to be as effective as those in single shifts schools. Upon realising that literature is not very explicit on how school managers are operating in such complex circumstances, the researcher came in to fill that gap hence, this study.

The study employed a qualitative approach and case study design. Data was generated through semi-structured interviews and focus group discussions from a population sample of thirty-one participants who were purposively selected from three double-shift CDSSs, and two education officers from CWED, Lilongwe. And data was thematically analysed using the 2006 Braun and Clarke's six step thematic analysis. This chapter presents the summary of findings, how the critical research objective was answered, the relationship between the findings and the conceptual framework, recommendations and thereafter, suggested areas of further research and conclusions are given.

5.1 Summary of findings

5.1.1 Strategies school managers use to discharge duties in DSS CDSSs

The study unveiled five strategies. The first one was emphasis on working together within and across shifts. The research revealed that school managers stressed that staff members and students in one shift should work together with those in the other shift in order to promote uniformity between the shifts. The study further uncovered that this strategy did not apply to all the school activities, some were left out, such as sporting activities, indicating that the strategy as a process component in DSS was somehow lacking and therefore, the school managers needed to check on how best they could deal with the activities which could not be properly handled using this strategy.

The second strategy was that HTs and DHTs did not rotate their managerial functions, they stayed in the school to manage both morning and afternoon shifts. The study disclosed that this strategy contributed positively to the process element in DSS. However, the study showed that the HTs and DHTs became unproductive in the afternoon shift therefore, the study suggested that HTs and DHTs should use more participatory and collaborative leadership styles in order to maintain their productivity in both shifts and also that there is a need to find ways of motivating the school managers who stay longer hours in the school.

The third strategy revealed that school managers tailored the management structure to the school needs since there was no uniformity in the number of DHTs, HODs and senior teachers in the researched schools. The study therefore, demonstrated that there was lack of guidelines pertaining

to the management structure in the schools (Katjaita, 2011), indicating that the process component with regard to the management structure in the studied DSS schools, required improvement.

The other strategy which the school managers were using to discharge duties in DSS was the random allocation of students. The study uncovered that the students were assigned to shifts randomly without considering any preset educational or social characteristics, and that this ensured that both shifts had learners of similar caliber which promoted uniformity between the shifts (Ramos, 2005). The study generally showed that this strategy made the process part of DSS to work better and should be encouraged.

The last strategy was that a set of teachers belonged to a shift. The research revealed that a set of teachers were assigned to a specific shift and that sometimes due to inadequate supply of teachers, some teachers crossed shifts and some had more classes to teach which increased the teachers' workload. The study therefore, indicated that this strategy as a process part of DSS was to a certain extent failing the system because of lack of adequate teachers.

5.1.2 Challenges that school managers face as they lead and manage DSS CDSSs

The study disclosed that school managers encounter in DSS schools were twofold: challenges in resources and high indiscipline cases. The research further brought to light three resource challenges; namely, challenges in material resources, challenges in human resources and limited instructional time. Two challenges came out under high indiscipline cases inclusive of truancy and general student misbehaviour. With regard to material resources, the study revealed four

challenges. The first one was lack of textbooks. The study deduced that lack of textbooks in the schools meant that the education which these schools were providing was not effective enough, considering that availability of adequate supply of textbooks is one of the factors for effective secondary education (Fuller & Clarke, 1994, as cited in Linden, 2001). As such there was a need to equip the double-shift schools with sufficient textbooks to ensure quality education.

The second material resource challenge was inadequate classrooms and it affected the operationalisation of remedial classes as well as the splitting of students into block subjects. The research demonstrated that the classrooms as the input component of DSS, fell short of the required quantities and therefore, there was a need to provide the schools with enough classrooms so as not to compromise on quality.

The third challenge was insufficient space in the staffroom which made some teachers to leave the school campus as soon as they were done with teaching to give room to the next shift and the study showed that as an input resource, space in the staffroom was compromising the effectiveness of DSS as a result, the school authorities needed to provide double-shift schools with enough staffroom space to allow adequate preparation of lessons by the teachers. The study also revealed that materials got damaged quickly as a result of large number of students who over used them. Therefore, the study suggested that school managers should come up with ways of safeguarding school materials and sensitising the teachers and students on how to take care of school facilities.

As mentioned earlier, the second resource challenge relates to human resources. The study unveiled that there was inadequate supply of teachers in the schools which made teachers to cross shifts and to have large workloads. Another resource challenge was limited instructional time. The research disclosed that teachers complained about inadequate time in DSS which resulted into difficulties in completing the syllabus, the removal of other subjects from the time table as well as less contact time between teachers and students. The study indicated that there was a need to put in place measures that would help increase the limited instructional time, an important input component in DSS.

As alluded to earlier, alongside resource challenges, the other main challenge was high indiscipline cases. The study discovered that indiscipline cases were rampant in the schools ranging from truancy to general students' misbehaviour. The study showed that truancy was more evident in the afternoon shift and that there was general students' misbehaviour such as fighting and open defiance to authority. The study regarded the two indiscipline challenges as unintended outcomes of DSS which needed to be checked through school enrollments.

5.1.3 Factors for effective management of DSS CDSSs.

The study discovered five factors that contribute to effective management of DSS CDSSs in CWED, Lilongwe Malawi; namely, introduction of two sets of school uniforms, introduction of remedial classes, parental involvement in school management, incentives and rewards for teachers and availability of strong leadership. The study uncovered that students were easily being identified as to which shift they belonged upon the introduction of two sets of school uniforms and that the easy identification of students helped in the control of indiscipline in the schools. The

study demonstrated that as a process component in DSS, the introduction of two sets of uniforms was serving the system better, suggesting that it is a factor that other DSS schools may wish to adopt.

The study also revealed that in an attempt to increase the reduced time in DSS, the school managers introduced remedial lessons. It was however, noted that one school among the three, conducted remedial classes systematically unlike the other two which did them at an ad hoc basis. The study therefore established that in the school where remedial classes were fully operational, this factor positively contributed to the effective management of DSS as a process component, indicating that it is a factor worth advocating.

The study discovered a third factor: parental involvement in school management. Under this factor, the study unveiled that the school managers made efforts to involve the parents through BOG or PTA in infrastructural development, class supervision, students' welfare as well as decision making. The fourth factor for effective management of DSS was to do with the incentives and rewards for teachers in the school. This research discovered that one school out of the three consistently gave incentives and rewards to teachers which among other things, motivated teachers to work outside their prescribed schedules such as remedial lessons. And that in the other two schools, teachers got incentives haphazardly. The study therefore, demonstrated that regular and consistent incentives and rewarding system as a process part of DSS contributed effectively to the system's management.

The study finally identified availability of strong leadership as the fifth factor for effective DSS management. The study established that a school manager who is conversant with DSS was well able to manage such a school. However, the study also discovered that the management of DSS is usually neglected, as a result, most head teachers are not specifically trained to handle these schools because DSS is regarded as a temporally measure to be replaced when conditions change (Bray, 2008). Therefore, this research deduced that HTs and DHTs should be trained on how to operate in a DSS school since DSS is more complex than a single shift.

5.2 How the critical research objective was answered

The critical research objective was answered through the three objectives as was already highlighted in the summary of findings above. This research revealed that school managers adopted some five strategies that assisted them to discharge their managerial functions in a complex DSS; emphasis on working together within and across shifts, HTs and DHTs do not rotate their managerial functions, School managers tailored the management structure to their needs, students are allocated to shifts randomly and a set of teachers belong to a shift. The study also indicated that the school managers encountered some challenges inclusive of inadequate material, human and time resources as well as high indiscipline cases. Nevertheless, the school managers identified other five ways that assisted them to deal with some of the challenges that they faced; introduction of two sets of school uniforms, introduction of remedial classes, parental involvement in school management and availability of strong leadership. Relationship of findings to the conceptual framework is presented next.

5.3 Relationship of findings to the conceptual framework

The CIPP Evaluation Model by Daniel Stufflebeam guided the study. The model prompted the researcher to investigate the study from the value of quality improvement. The conceptual framework related to the study findings in that; the findings of the first objective of the study were in sync with the process component of the CIPP Evaluation Model. The findings revealed that school managers adopted five strategies to discharge their managerial functions in DSS schools which highlighted how the DSS in those schools operated, as a result, exposed the processes which worked best and maintained the quality of education as well as those that did not work well and required improvement.

The second objective of the study was in tandem with the input element of the CIPP Evaluation Model. The findings for this objective indicated that the input part of DSS in the studied schools proved unsatisfactory in accomplishing the goals of the system. This was so because three out of the four challenges which school managers faced related to the input component. Therefore, the findings showed direction as to where the system needed refinement. The other two remaining challenges related to the product component and they emerged as unintended outcomes. The final objective in the study related to the product component of the CIPP Evaluation Model. The findings for this objective brought five factors which contributed to effective management of DSS schools. The factors emerged as products because they came into use when the school managers noted that they had challenges which needed to be sorted if the DSS was to work effectively and meet the targeted needs.

5.4 Recommendations

For the purposes of wanting to contribute towards quality education in Malawi, the researcher presents the following recommendations which were made in relation to the findings from the three research objectives of the study.

- School managers should be trained on how both shifts can work together in order to promote unity and uniformity between the shifts. This is so because it was noted in the study that it was difficult to engage members from both shifts for other things like extracurricular activities.
- Education authorities should draw up an orientation manual which will among other things stipulate the composition of the management structure in DSS schools. It was discovered in the study that schools had different number of DHTs, HODs and senior teachers. Therefore, for the sake of novice DSS head teachers, such a tool may be handy.
- There is a need to deploy enough qualified teachers into the DSS schools considering that these schools have limited instructional time and head teachers in schools with unqualified teachers should regularly organise in service trainings to equip such teachers with better methods of teaching.
- Head teachers should reinforce parental participation in school management so that through PTA or BOG some of the challenges related to resources can be sorted.
- It is high time that the education authorities in Malawi begun to put in place extra compensation packages for HTs and DHTs belonging to DSS schools for the extra job they are doing, managing two schools in one place. Similarly, head teachers should systematically set up motivation mechanisms at school level to boost the morale of those

teachers who cross shifts or have large workloads, as well as those conducting remedial classes and study circles.

- Education authorities should ensure that DSS schools do have staffrooms which can accommodate all staff members, if that is not possible, then a classroom can be turned into a staffroom as long as teachers have a room where they can comfortably sit and prepare for classes, mark or even rest as they wait for other classes.
- School managers must regularly sensitise and remind students and teachers to develop a sense of ownership towards all the materials in the school. Students and staff members must be aware of the communication channels with regard to broken items in the school so as to facilitate timely rehabilitation of the broken facilities.
- School managers should be encouraged to give more attention to remedial classes. In schools where remedial classes are hindered by inadequate rooms, head teachers should work with PTA to put up makeshift shelters as they work towards constructing permanent classrooms so as to enable teachers cover more work.
- There is need to recognise that DSS schools are not the same as single shift schools therefore, they should not be treated in the same way. More attention should be given to the management part of DSS schools. School managers from DSS schools should therefore, regularly hold workshops where issues that derail the operations of DSS schools could be highlighted and discussed. Such forums can be of much help to novice DSS head teachers.

5.5 Suggested areas of further study

More research can be done in the following areas:

- Assessment of school managers' perception towards the management of DSS schools in Malawi.
- Investigate how the management of DSS affects the performance of students in Malawi.
- Explore teachers' experiences on the teaching and learning practices in DSS schools in Malawi.
- Explore students' perception and experiences on the management of DSS schools in Malawi.

5.6 Conclusion

In the quest to explore how school managers are managing DSS CDSSs this study revealed that school managers adopted five strategies in discharging their managerial functions: emphasis on working together within and across shifts, HTs and DHTs do not rotate their managerial functions, school managers tailored the management structure to their needs, students are allocated randomly between shifts, and a set of teachers belong to a shift.

The study further revealed that the school managers faced two main challenges: challenges in resources which includes challenges in materials, human resource as well as limited instructional time and high indiscipline cases such as truancy and general students' misbehaviour. Lastly, the study disclosed the five factors which contributed to effective management of DSS schools: introduction of two sets of school uniform, introduction of remedial classes, parental involvement

in school management, incentives and rewards for teachers, as well as availability of strong leadership.

The researcher believes that it is high time the Ministry of Education realised that what they thought was going to be temporary has come to stay. Inadequate documentation on DSS here in Malawi is an indication that the system is not given the attention it deserves. Nevertheless, DSS of schooling is doing a commendable job in providing education to a large number of students who would otherwise be out of school. Therefore, there is a need to ensure that quantity does not compromise on quality, as such, priorities should be given to these schools so that they should be fully equipped with all the required resources: textbooks, enough classrooms, sufficient space for staff members, enough qualified teachers and that proper personnel are assigned to head these institutions.

Additionally, the Ministry of Education may have to look into compensation packages for the head teachers and their deputies who are managing DSS schools for working longer hours, even going beyond the recommended time for civil service. Doing that may boost the school managers' morale and they may become more committed thereby increasing the quality of education these schools are offering. And considering that DSS schools are different from single shift schools, HTs and DHTs in DSS should be given special attention with regard to the management processes.

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APPENDICES

Appendix I: Codes and Themes

Codes and Themes for Objective 1

THEME 1: Working together within and across shifts
CODES: <ul style="list-style-type: none">▪ If teachers of the same subjects do not plan together one end up teaching something contrary▪ We plan and do subject allocation together▪ We work together as HODs from both shifts▪ You need to make a scheme similar to your friend▪ Extracurricular activities are planned to unite the students▪ Students are encouraged to learn from the other shift
THEME 2: HTs and DHTs do not rotate their managerial functions
CODES: <ul style="list-style-type: none">▪ Me and the deputies stay here for both shifts▪ HODs are for a specific shift▪ You are not a head for a shift but both▪ HODs and senior teachers knock off with their shift▪ We are the same administrators who control morning and afternoon
THEME 3: School managers tailored the management structure to their needs

CODES:

- It means we have 6 heads of department and 6 this side
- We made arrangements to include someone who is female assistant
DHT
- Senior teachers act as deputy HODs
- I have two deputies, one deputy cannot assist you to manage DSS
- We do not have guidelines
- We are three deputies

THEME 4: Students are allocated to shifts randomly**CODES:**

- We allocate them randomly
- We take the selection book and label the streams
- Once allocated, its final
- All the As, go to class A, and all the Bs, go to class B

THEME 5: A set of teachers belong to a shift**CODES:**

- We have two sets of teachers
- We have teachers per shift
- Allocation of teachers into shifts not easy
- Am doing both shifts
- We do not have teachers of same caliber

OBJECTIVE 2: To determine the challenges that school managers encounter as they lead and manage double-shift Community Day Secondary schools.

Codes and Themes for objective 2

THEME 1:Challenges in resources
SUBTHEME 1: Challenges in material resources
CODES: <ul style="list-style-type: none">▪ We lack textbooks▪ If we had books in the library▪ In our case we received books▪ There is shortage of classrooms▪ We do not have enough facilities▪ The staffroom does not accommodate us all▪ Materials easily get damaged
SUBTHEME 2: Challenges in human resources
CODES: <ul style="list-style-type: none">▪ Teachers are having two or more classes▪ Teachers have a lot of work▪ We have got few qualified teachers▪ Teachers have large workloads▪ Science teachers not enough▪ Teachers cross shifts

SUBTHEME 3: Limited instructional time

CODES:

- Time is very minimal
- Finishing the syllabus is very challenging
- Lessons only take 35 minutes
- To grasp information using minimal time its challenging
- Students want teachers to be close to them

THEME 2: High indiscipline cases

SUBTHEME 1: Truancy

CODES

- There are challenges in the afternoon shift
- They have a tendency of absenting themselves from classes
- You just hear he/she came but they have left
- It is like they do not have interest
- Usually, some students do not attend classes
- Most of them run away from classes

SUBTHEME 2: General misbehavior

CODES:

- Indiscipline issues are too much
- Students come to school with drinks believed to be beer
- What they are calling me for is an indiscipline issue
- May be because students are many
- If I do this, they will not know me

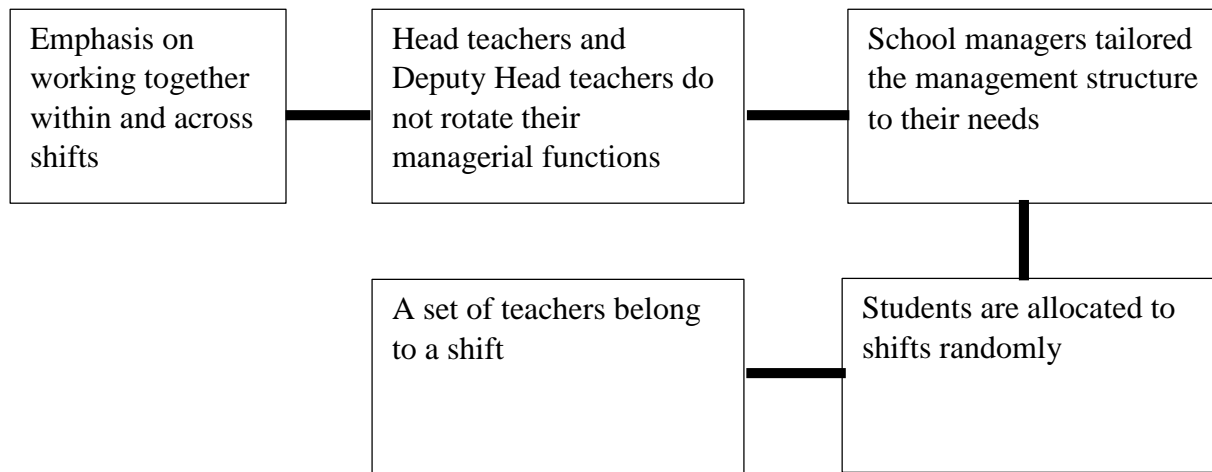
OBJECTIVE 3: Factors contributing to effective management of double-shift CDSSs in Malawi.

Codes and Themes for objective 3

THEME 1: Introduction of two sets of school uniform
CODES: <ul style="list-style-type: none">▪ We brought in the use of two uniforms▪ We were having challenges when there was one uniform▪ By observing the school uniform from a distance, you can spot out to say; this one is for this shift.▪ Some schools have two sets of uniforms▪ You cannot know which shift a particular student belongs to▪ Where I was, there is one school uniform
THEME 2: Introduction of remedial classes
CODES: <ul style="list-style-type: none">▪ To address issues of little time we introduced makeup classes▪ Those who are not in examination classes have study circles▪ Attempts are made for teachers to finish the syllabus▪ There are remedial classes that are usually made after knocking off▪ But they are allowed to come as early as possible so that they may be going through some work

THEME 3: Teachers' incentives and rewards	
CODES:	
<ul style="list-style-type: none"> ▪ Makeup classes and study circles are paid for ▪ Incentives are needed in DSS ▪ HTs must notice those who are hardworking and reward them ▪ We provide one or two things ▪ We have not agreed on any incentives 	
THEME 4: Parental involvement in school management	
CODES:	
<ul style="list-style-type: none"> ▪ We decided to work hand in hand with BOG ▪ We consult them on a number of things ▪ They are empowered to come and supervise classes ▪ They contribute in decision making ▪ They motivate the teachers 	
THEME 5: Availability of strong leadership	
CODES:	
<ul style="list-style-type: none"> ▪ Strong leadership is a must in DSS ▪ Management in DSS requires strong character for head teachers ▪ H/T who is a professional handles DSS school with much ease ▪ Where the H/T is weak we rely on the deputies ▪ There is need for a H/T conversant with DSS 	

Appendix II: Final Thematic Map for objective 1



Key

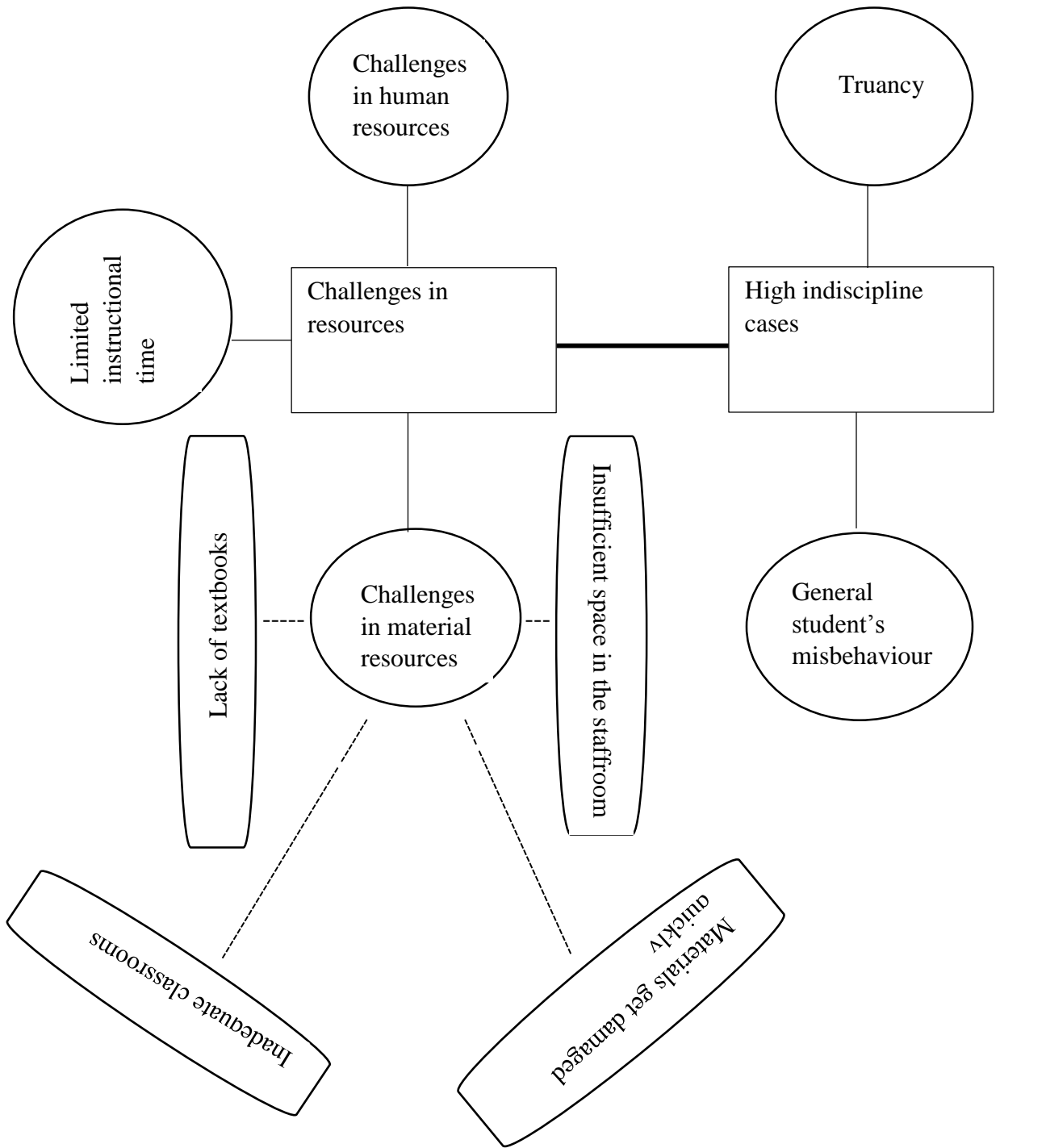


Main theme



Connection between main themes

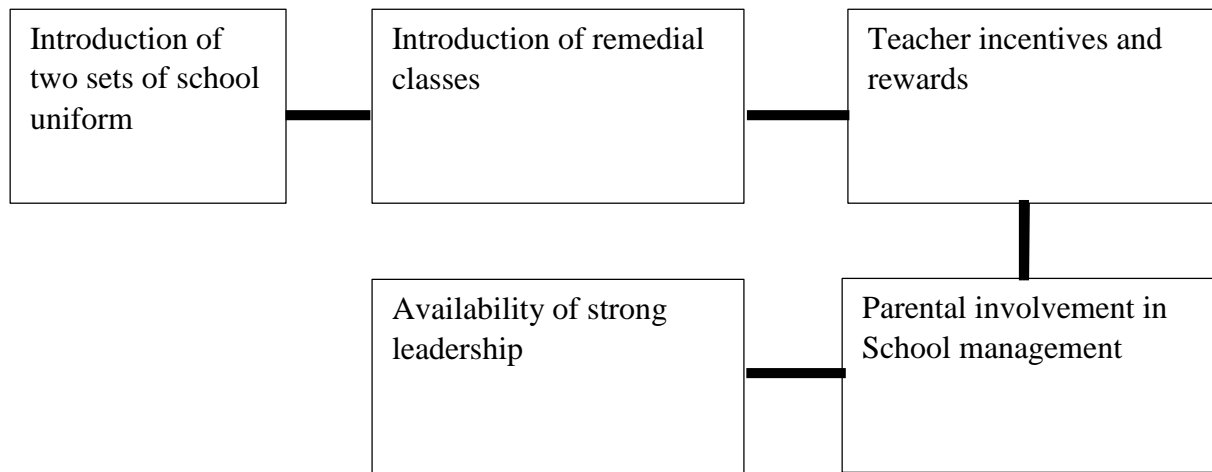
Appendix III: Final Thematic Map for objective 2



Key

- | | | | |
|---|--------------------------------|--|-----------------------------|
|  | Main theme |  | Connection to sub-sub theme |
|  | Connection between main themes |  | Sub – sub theme |
|  | Sub theme |  | Connection to sub theme |

Appendix IV: Final Thematic Map for objective 3



Key



Main theme



Connection between main themes

Appendix V: Request Letter for Ethical Clearance

Mzuzu University
Private Bag 201
Mzuzu
03/02/2022

Dear Sir,

RE: REQUEST FOR RESEARCH ETHICAL CLEARANCE

My name is MPHATSO FATSANI KALONGA (Student number: MEDLM 1020). I am a Master of Education Leadership and Management student. I am writing to request your office for ethical clearance to conduct a study on how school managers are managing double-shift system schools in Central West Education Division, Lilongwe District. The main objective of the research is to explore how school managers are managing double-shift system schools.

I am assuring you of the highest confidentiality of the information that will be sought throughout the research process. The information collected will be specifically used for the purpose of this study.

For more information on the study and confirmation of my identity, you may contact the program coordinator, Dr. Margaret Mdolo on 099 3001 059 or email at mdolo.mm@mzuni.ac.mw

Yours sincerely,



MPHATSO FATSANI KALONGA

Appendix VI: Approval to Conduct Research from ETS Department



MZUZU UNIVERSITY

**Department of Teaching, Learning and
Curriculum Studies**

Mzuzu University
Private Bag 201
L u w i n g a
M z u z u 2
M A L A W I

Tel: (265) 01 320 575/722
Fax: (265) 01 320 568
mdolo.mm@mzuni.ac.mw

1st April 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MS MPHATSO KALONGA

Ms Mphatso Kalonga is a registered Master of Education (Leadership and management) Program student at Mzuzu University. She has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study she is conducting as a requirement for the program.

Kindly assist her accordingly.

Yours faithfully,

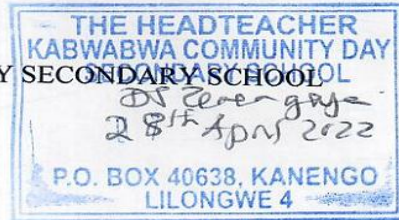
Dr Margaret M. Mdolo
Program Coordinator

Appendix VII: Request for the Study to Central West Education Division

FROM: MPHATSO FATSANI KALONGA
KABWABWA COMMUNITY DAY SECONDARY SCHOOL
P.O BOX 40638
KANENGO, LILONGWE 4

TO: THE EDUCATION DIVISION MANAGER
CENTRAL WEST EDUCATION DIVISION
P.O BOX 98
LILONGWE

THROUGH: THE HEAD TEACHER
KABWABWA COMMUNITY DAY SECONDARY SCHOOL
P.O BOX 40638
KANENGO, LILONGWE 4
27TH April 27, 2022



Dear sir/ Madam,

INTENTION TO CONDUCT RESEARCH

My name is Mphatso Fatsani Kalonga, a post-graduate student at Mzuzu University pursuing Master's Degree in Educational Leadership and management. As part of my course requirement I am to conduct research on a topic of my choice: **Exploring How School Managers are Managing Double-Shift Schools in Malawi.**

I intend to do this research in three double-shift Community Day Secondary Schools in Central West Education Division namely; Mlodza, Tsabango and Chigoneka.

The sample size for the study is 28, broken down as follows; Education Division Manager plus 9 participants from each of the three schools which include 1 head teacher, 1 deputy head teacher, 3 heads of department, 2 teachers and 2 PTA members.

I wish to have a less than 30 minutes interview session with the EDM and to visit the mentioned schools twice for two 30 minute sessions each day for semi structured interviews and focus group interview.

I desire to commence the research as soon as your office permits me to do so.

Looking forward to hearing from you.

Yours sincerely,

MPHATSO FATSANI KALONGA

0997344177

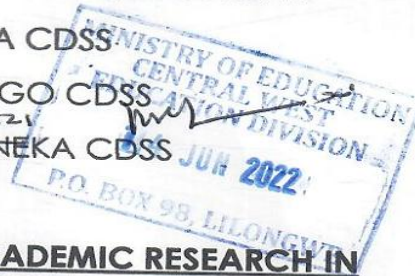
Appendix VIII: Introduction Letter from Central West Education Division

REF. NO CWED.ACADRESEARCH/05/2022

10th May 2022

FROM: THE EDUCATION DIVISION MANAGER, CENTRAL WEST
EDUCATION DIVISION, P.O. BOX 98, LILONGWE

TO : THE HEADTEACHER, MLODZA CDSS
THE HEADTEACHER, TSABANGO CDSS
THE HEADTEACHER, CHIGONEKA CDSS



**RE: REQUEST TO CONDUCT ACADEMIC RESEARCH IN
CWED SECONDARY SCHOOLS**

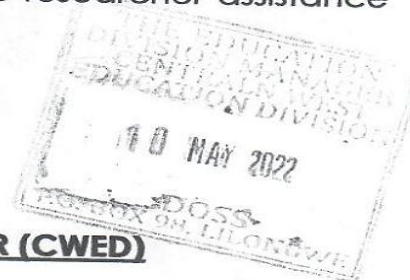
I write to advise that **Mphatso Fatsani Karonga** has been granted permission to conduct an academic research to collect data for her Master's degree dissertation in your school. Her area of study is 'Exploring How School Managers are Managing Double-Shift Schools in Malawi'.

However, the researcher will have to seek individual consent from the participants and that normal classes shall not be disrupted. You are therefore requested to render to the researcher assistance required.

A handwritten signature in black ink, appearing to be 'T. K. Msukwa'.

T. K. Msukwa

EDUCATION DIVISION MANAGER (CWED)



Appendix IX: Informed Consent Form for Research Participant

Participant Informed Consent Form

My name is Mphatso Kalonga I am a postgraduate student at Mzuzu University pursuing Master's in Educational Leadership and Management. As part of my course requirement, I am conducting this research which is aimed at exploring how school managers are managing double-shift system schools. Please, be assured of the following:

- Your participation in this study is of great importance as it will enable me to gather information relevant to the study.
- Your participation is completely voluntary and will not expose you to any harm.
- You are also free not to respond to any question (s) which you consider to be uncomfortable or too difficult for you, or to terminate the interview at any point should you wish to do so. Please be assured that there are no repercussions for doing so.
- That there are also no monetary or material rewards attached to participating in this study.
- That your privacy and confidentiality will be maintained and respected. This will be done through use of pseudonyms to ensure anonymity.
- You are being invited to take part in this research because I believe that you are among those people who are well informed in the topic under study.
- The research will take place for not more than one and half hours
- Be informed that the knowledge that we get from this study will be shared with you and your school before it is made widely available to the public.

- If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact: Mphatso kalonga, Box 40638, Kanengo, Lilongwe 4. Mobile: 0997344177 or email: mphatsolight90@gmail.com

This proposal has been reviewed and approved by Mzuzu University Research Ethics Committee (MZUNIREC) which is a committee whose task is to make sure that research participants are protected from harm. If you wish to find out more about the committee, contact Mr. Gift Mbwele, Mzuzu University, Private Bag 201, Luwinga 2, Phone: 0999404008/0888641486

Certificate of consent

I have been invited to participate in research about exploring how school managers are managing double-shift schools

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Name of participant.....

Signature of participant.....

Date.....

Day/month/year

Statement by the researcher

I have accurately read out the information sheet to the potential participant and to the best of my ability made sure that the participant understands the research project. I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the

participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of the Researcher.....

Date.....

Day/month/year

Appendix X: Interview guide for Education Officer

1. May you take me through the concept of double-shift system in Malawi.
 - When was double-shift system of schooling introduced in Malawi?
 - What prompted the Ministry of Education to introduce double-shift system of schooling in some Secondary schools in Malawi?
 - Was the system adopted as a temporary or permanent measure?
 - What criterion is used to select a secondary school for double-shift system?
2. From your interaction with school managers managing double-shift secondary schools, how do they run these schools considering that they have two schools in one place. Think about management functions;
 - Planning
 - Organising
 - Leading
 - Motivating
 - Monitoring
 - Controlling
3. Are there guidelines for managing double-shift secondary schools in Malawi?
4. Are school managers oriented on how to handle double-shift schools prior to being assigned to such a school?

5. How do you differentiate the management of a double-shift school from that of single-shift school?
6. From your experience, what challenges do school managers in double-shift secondary schools encounter?
7. How do the school managers deal with the identified challenges?
8. What factors do you think are contributing to effective management of DSS?

END OF QUESTIONS

Appendix XI: Interview guide for head teachers and deputy head teachers

1. What are the reasons for the introduction of DSS of schooling in Malawi?
2. How does a double-shift system school operate/work? /Take me through a typical day in a DSS.
3. Are there any specific strategies that you have put in place to carry out these managerial functions;
 - Planning
 - Organising
 - Leading
 - Motivating
 - Monitoring
 - Controlling
4. How do you differentiate management of a DSS school from that of a single-shift school?
5. According to your experience, what are the strengths/challenges of DSS school?
6. What solutions have you come up with to sort out some of the challenges that you have mentioned?
7. What are the roles that the PTA are playing in the management of the school?
8. What factors have contributed to the effective management of DSS here?

END OF QUESTIONS

Appendix XII: Interview guide for Heads of department and Senior teachers

1. Why was double-shift system of schooling introduced in Malawi?
2. According to your experience as a teacher in a double-shift system school, how does a double-shift school operate?
3. How do you think the school managers cope with their work: being a head master/ deputy of two schools in one place? Think about management functions such as;
 - Planning
 - Organising
 - Leading
 - Motivating
 - Monitoring
 - Controlling
4. How do you differentiate management of a DSS school from that of a single-shift school?
5. According to your experience, what are the strengths/challenges of DSS school?
6. What solutions have been put in place to sort out some of the identified challenges
7. What factors have contributed to the effective management of DSS here?

END OF QUESTIONS

Appendix XIII: Interview guide for PTA

1. Why was DSS of schooling introduced in Malawi?
2. How do you differentiate the management of DSS and that of single shift?
3. According to your experience, what are the strengths/challenges for DSS?
4. How do you think the school managers are able to cope with having to manage two schools in one place?
5. What strategies have you noted as unique to the managing of DSS?
6. What are your roles in the management of this school?

END OF QUESTIONS

Appendix XIV: Focus group discussion guide

1. Why was double-shift system of schooling introduced in Malawi?
2. According to your experience in a double-shift system school, how does a double-shift school operate?
3. How do you think the school managers cope with their work: being a head master/ deputy of two schools in one place? Think about management functions such as;
 - Planning
 - Organising
 - Leading
 - Motivating
 - Monitoring
 - Controlling
4. How do you differentiate management of a DSS school from that of a single-shift school?
5. According to your experience, what are the strengths/challenges of DSS school?
6. What solutions have been put in place to sort out some of the identified challenges?
7. What roles do PTA members play in the school?
8. What factors have contributed to the effective management of DSS here?

END OF QUESTIONS