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**SEASONS, SCHOOLS CALENDAR, AND CURRICULA EXECUTION IN BENIN EFL CLASSES****Arlette J. Viviane HOUNHANOU**

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**Abstract:** The present study explores seasons, schools calendar, and programs execution in Benin EFL classes. Seasons, schools calendar, and Programs execution may impact learners' achievement. It is demonstrated by many scholars that both Seasons and School Calendars help stakeholders to be more productive in their daily work and to schedule their activity. This study was conducted in three regions of Benin schools: north, the center, and the south. An overall of fourteen schools were randomly selected coupled with twenty EFL teachers into the study. Questionnaires were administered to the teachers. Similarly, interviews were conducted among learners and Schools administrators. The results revealed a necessity for schools specialists to redesign curriculum division. Moreover, there was a significant need to combine curricula contents that really fit Season's constraints. Finally, the findings show that Program execution in the South and Center part of Benin show more stability whereas they remained

unstable in the northern part.

**Keywords:** *Seasons, Schools Calendar, Curricula Execution*

**INTRODUCTION**

School construction, incessant strikes, lack of teaching materials, and qualified teachers have been found to significantly influence the execution of curricula in Benin EFL classes. However, little published researches on seasons and schools academic calendar have been done by scholars over the time. In fact, even though seasons and school academic calendars are critical to build knowledge, foster student motivation, and drive student outcomes. Today it is obvious that the effect of change in weather condition impacts learners 'success, and this is becoming more and more threatening than ever before. Not only can change in weather significantly impact students' taking a test; it can also put all scoring and reporting deadlines at risk. A bad weather day means extra emergency drills or actions. It can also means rescheduling extra-curricular activities even with the possibility of days off school (Thendrickson,2015). Programs execution on the other hand, means that the teachers have to complete all the academic requirements for the students for that specific term and the teacher cover the contents of what is expected to be taught. Curricula execution can be facilitated.

Specifically, in Benin, seasons do influence academic results. Ultimately, this situation impacts teachers in the execution of their program. This study intends to examine how to season, calendar have an influence on the execution of programs in Benin. Therefore this study is up-to-date practical and claims to offer benefits to the emerging research on Benin education. It is believed that this research study will also guide educational policy makers to understand deeply the challenges posed by seasons, school calendar in the delivery of curricula, and the need to come up with adequate solutions and policies in order to stay in line with the objectives of the United Nations and sustainable development goals.

## 1. IDENTIFICATION OF THE STUDY

### 1.1 Purpose of the Study

The purpose of this study is to examine the impacts of seasons, schools calendars in the execution of curricula in Benin EFL classes.

### 1.2 Research Questions

Sequel to the review of literature, the following research questions were established for this study.

- 1- How do EFL students cope with the effects of seasons and school calendars?
- 2- How do EFL teachers manage program execution?
- 3- In what ways does seasons, school calendar influence curricula execution?

## 2. LITERATURE REVIEW

This literature review is organized into four parts: Definition of some important terms. The season and school calendar in Benin Republic, school attendency, and curricula delivery.

### 2.1 Definition of Terms

A *season* can be defined as one of the parts of the division of a year associated with a specific activity. There are two main seasons in most of the West African countries: the rainy (wet or monsoon) season and the dry season.

A *calendar* is a chart or device which displays the date and the day of the week, and often the whole of a particular year divided up into months, weeks, and days.

*Harmattan* is a strong easterly wind experienced in West Africa blowing direct from the Sahara. It is hot, very dry and dusty, so hot that sometimes splits the trunk of trees. Because of its extreme dryness it promotes evaporation and therefore cooling.

*Lesson sequencing* is the process of organizing several lesson plans that will be taught consecutively. The purpose of lesson sequencing is to create smooth transitions between lessons in order to meet the objectives of the unit plans and to achieve optimal learning outcomes.

### 2.2 The Season and the School Calendar in Benin Republic

The climate in Benin is tropical with a dry season in winter and a rainy season which runs from May to September in the extreme north and from Mid-March to October in the South. Along the coast, there's a pause in the raining season in August. From November to January it is hot. It's often scorching in the north, where heat temperature can exceed 35°C. In the Center and North, a wind from the desert blows in winter, called "Harmattan" which can fill the sky with dust, making it whitish and creating a peculiar

mist in the early hours of the day. In the North nights are cool, and sometimes even cold so much, so that the lowest records are about 5°C (41°F). The number of scholars made their research and concludes that seasonal changes do affect academic success. Monguno et al. conducted two researches. For the first one, he studied over three years the ambient temperature impact on 259 randomly selected students' academic performance from the Kashim Ibrahim College of Education. (Nigeria). He had noted that the student achievement after each evaluation period roughly coincided with hot and cold seasons. As for the second research, he measured applied questionnaires after the third year. Some differences were found from both hot and cold seasons impacting on the students' performance in the first and third year; however, significant differences could not be retrieved from the second year.

Some Benin students in the north part have reported that they feel less motivated and more inclined to stay in bed rather than get up for their day as early as 7.Am.

<i>Terms</i>	<i>Periods/Days</i>	<i>Number of weeks</i>	<i>Break time</i>
First term	From September 16th to December 20th	14 weeks	December 20th to January 05th
Second term	January 06th to April 10th	13 weeks	February 21st to March 1st
Third term	April 23 rd to June 24th	09 weeks	June 24 th to September 13th. (Holidays)
Total	10 months (-) the breaks	36 weeks	-

Table 1: School calendar in Benin Republic

### 2.3 School Attendency

School attendance is extremely important in education. Students may miss classes for one reason or the other. If attendance is something that is out of the instructor's control such as whether, then instructors may consider incentives for attending classes. If there are other reasons such as lack of interest in the topic, the instructor needs to examine the material and manner in which it is being taught and plan instruction time in the most efficient manner, taking into consideration the pitfalls associated with both teacher's instruction and the actual time or periods. Chronic absenteeism is often referred to as a problem hidden in plain sight. Chang & Romeo (2008). The authors reiterated that students absent were due to boredom from the change in weather conditions. Similarly, a researcher noted that about 16% of students reported skipping classes because of inconvenient times and location (Gump, 2004). Furthermore, research by Dunn and Dunn cited in Pytel indicated that severe cold or hot room temperatures affect pupils' learning because the brain will be constantly reminding the body to respond appropriately until the required temperature is achieved. Variations in temperature have been shown to affect memory. Higher temperatures of 32°C and 38°C were shown to lead to slower task acquisition. Pakistan study reported that the physical environment including temperature; acoustics, lighting etc have been shown to significantly affect students' performance. Moreover, Gold, (2002) established that children were especially at risk when they were grouped together in poorly ventilated schoolrooms (Gold, 2002).

Additionally, studies show that high classroom temperatures, as well as low classroom temperatures, can affect students' ability to learn and function. Apart from temperature, other factors may intervene in the execution of curricula. In 2015, Vidyakala and Priya reported that home location of the students; family income and transportation problems affect school attendance in one way or the other. Furthermore, the effects of climate variations on human activities and on learners' achievement have also been widely documented. Uzzoli, 2016). Likewise, the causes and effects of learner absenteeism in some Sub Saharan African Countries have been significantly analyzed (Bruneforth, 2006: 97).

## 2.4 Curriculum Delivery

The term curriculum in recent years has come to mean all the planned activities and experiences which are available to students under the direction. Banegas (2019). It "includes the totality of experiences that a student receives through the activities that go on in the school, in the classroom, library, laboratory, workshop, and playground and in the numerous informal contacts between teachers and students. In this sense, the whole life of the school becomes the curriculum which can touch students 'life at all points and help in the evolution of a balanced personality Goodlad (1984).

As defined by Kearney and Cook, (1961), curriculum delivery is a complex of more planned and controlled conditions under which students learn to behave rightly and in their various ways. Although curriculum delivery may seem to be largely the responsibility of the teaching staff, there are many major delivery tasks that encompass the entire school, thus requiring the leadership of the principal. These include determining which courses are to be offered, sequencing courses and/or units, and scheduling courses with concern for curriculum balance, continuity, flexibility, and availability. Teachers are vulnerable to various and diverse challenges in delivering a curriculum in their school setting. This can be observed in Kobia's (2005) study that was conducted among Swahili language teachers in Kenya. The author discovered that there was not enough time to deliver the Swahili syllabus according to the allocated time scale in the curriculum. In addition to this finding, teachers were not involved in any formal organized in-service training before the execution of the new curriculum in their school. Similarly, there was a lack of teachers to cater for the increased number of secondary students. Kobia's study concluded that teachers were overburdened, due to a heavy teaching load, and hence, policymakers are unlikely to support widespread calendar modifications without a solid body of evidence that will be beneficial for all students. In another study, Winter (2005) discovered that there are no concrete evidence that rearranging the instructional time alone increases student achievement, but through innovative intersession instructional programs, achievement results have been shown to increase. Such intersession periods are only able to exist when the calendar is arranged on a balanced rather than the traditional model.

In the same vein, Dixon (2011) discovered that extracurricular and co-curricular activities can also help learners to self-realization; specifically, co-curricular activities are activities that occur during the normal class time (Frame, 2007). According to Medline Plus (2010), children need at least an hour of physical activity every single day. Exercise allows children to feel less stressed, feel better about themselves as people, feel more ready to learn in school, keep a healthy weight, build healthy bodies, and sleep better at night. Furthermore, Reeves (2008) revealed that there was a strong association between student

involvement in extracurricular activities, improved attendance, behavior, and academic performance. In their study, extracurricular activities require that students participate in activities after the normal school day, which may include football, tennis, basket, foreign language clubs, chorus or any other school clubs. These activities require a commitment from the students to participate and spend time after the normal school hours (Cadwallader, et al, 2002).

### **3 Research Methodology**

#### **3.1. Design and Settings**

This study utilized a cross-sectional survey research design. The settings for this study include public schools in three different regions of Benin. The researcher collected data in the Northern, Southern, and Center parts of Benin. The reason for the selection of the schools lies in the fact that they were too far from learners' living houses. Also, the construction of some classes did not meet the requirement of a regular classroom. The researcher noticed classes without roofs, without doors, and windows, and the presence of reverberation. It was visible in the majority of classes especially in the morning before the break, and in the evening at 4.Pm. The schools were also selected to judge the effect of seasons (rain) regarding the execution of lessons.

#### **3.2. Participants**

The subjects of this research were comprised of randomized students in three regions of Benin Public schools: the north, the center, and the south. Fourteen schools were involved. Twenty EFL teachers also took part in the research.

Please the age, gender, and other socio-demographic info of the students will be required her

#### **3.3 Instruments**

The main instrument used for data collection in this study was a questionnaire (please see Appendix). Questions were drawn from the literature review and existing research on seasons and school calendars and its impacts on academic results.

The instrument was designed to measure the extent to which teachers agree or disagree with statements from the research (with 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree). Questionnaires intend to guide the decision-making process for the curriculum specialists in designing school calendar and delivery of curriculum at the national level. Some of the questions include "How familiar are you with the current school calendar?" "How well do the activities offered at your learners' school match his/her interests?" The instrument was found to reliable after a pilot study with the psychometric property of  $\alpha = .07$ , among students.

Meanwhile, the interviews were also administered among the learners and Schools administrators especially Pedagogical Advisers (PA). Finally, classes were observed during the two main seasons: the rainy season and the dry season. The researcher has considered the two semesters of the whole year to collect reliable data. The researcher observed moments of the class activities and took notes in the observation checklist. In an attempt to generate data to answer the research questions the researcher studied various documents which included the class attendance register, and the text register. Attention

was especially focused on attendance as retrieved from the claims of the respective class teachers and the level of progression in the program.

#### 4-Findings

##### 4.1 Questionnaire Results

For the first question, eleven (11) out of twenty (20) EFL teachers that is 55% of EFL teachers are against the fact that school starts in September. 51% of them are somewhat familiar with the current school calendar. Twelve (12) EFL teachers that is 60% are very interested in changing the current school calendar.

EFL teachers in the north and in some areas in the South regions have confessed that activities offered at their learners' schools match fairly well their interest whereas EFL teachers in the South and Center regions turned that activities correspond quite well to learners' interest. The majority of EFL teachers in the Center and South part agree they succeed in covering the program. In the north, they strongly disagree. However, all EFL teachers have scored significantly. N=17 that is 85% when it comes to know their feeling on the impact of program execution on learners' performance.

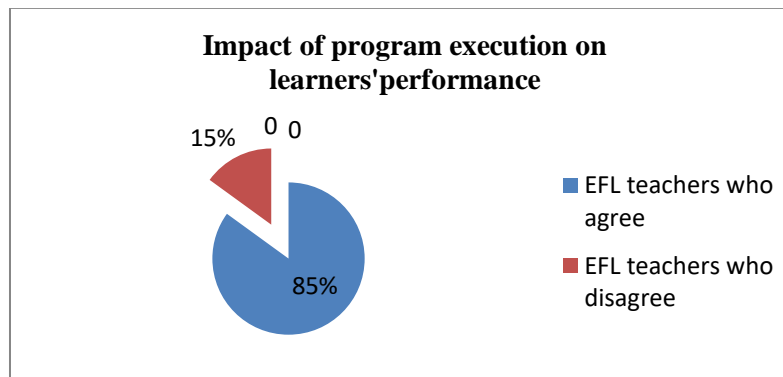


Figure 1 Impact of program execution on learners' achievement

##### 4.2 Results from the Interview

##### 4.3 Feedback from Learners

For the interview questions addressed for learners, the researcher has interviewed students in intermediate classes and in exam classes. Answers provided by learners differ from one region to another one. In the North part and in some regions of the South, learners' responses correlate and are more likely to be the same. In the Center and in the majority of the South regions learners' answers score significantly.

1-Dealing with their age, learners are pretty much young. They have the average especially in the south and in the center. But it can be noted that in the north part and in some areas of the South learners are relatively old for the class level.

2-Learners have confessed that they attend school regularly. These learners are in majority in the South and in the Center. In the north and in some South areas learners do not attend school regularly.

3-The reasons mentioned:

-School distance (the location)

- work hard at the farm during the harvest time
- Teachers' strike
- weather constraints (too cold in the morning). They feel comfortable to stay in bed.
- lack of money and food.

4-They would like the authorities to help them for the school distance. Moreover, they would like school authorities' lower punishment when they miss classes. During the rainy season and harvest time, they really need to work with their families. They express their desire to have improvement regarding the schedule and the working hours. They have suggested a slight modification; this may help them to attend more classes. On the question, here is a student answer:

*"I want school authorities to help my friends and I for our daily meal during the break time. My house is a long way from my school. Sometimes I have classes from 5pm to 7 pm and I reach home at 8pm. This is extremely difficult for me".*

-In the South and in the center three quarter (3/4) of students interviewed do have the required book (document d'accompagnement). In the North part, the majority of learners who came from the South and Center do possess the book, but native from the North (87%) do not own a single book.

#### **4.4 Feedback interview from EFL Teachers**

From the different answers, teachers have reflected that normally the academic calendar could have been conceived on the basis of learners 'needs. According to EFL teachers in the South and Center regions, the academic calendar is well designed. But on the ground, it is not applicable due to a certain number of factors which do not depend on schools administrators. Authorities should revisited and rethink the issue of appointments during the holidays, solve modification problems regarding curricular. By doing so, it may reduce difficulties observed in schools. From the North part EFL teachers' perspective, academic calendars are not well structured. There is a mismatch between the content and learners' realities on the ground.

1- To use their words: ***"It's a matter of responsibility"***. According to their time-table, when they have classes, South and Center regions EFL teachers attend school. Nevertheless, in the north part, EFL teachers have confessed they do attend classes, but experience a hard time from November to January especially at 7 am. This is due to the season and the weather variation. Psychologically, EFL teachers are conscious that learners won't attend classes on time, learners are not available. Also, road to reach schools are not accessible consequently they are not motivated to attend classes. Students do not even care. The same constraint is observable during the harvest time and the rainy season and the majority of students are involved in the farm work. The following sentence expressed an EFL feeling on the question:

***"Learners do not attend classes. They do not even rush when they are late, how come am I going to cover the entire learning situation in the book?"***

2-Most of the time teachers do not start classes at the due date. It is up to the teacher to manage as quickly as possible he/she can to cover the program at the end of the year. ***"It may happen that the teacher got into trouble with the pedagogical Adviser or the Inspector if he/she does not reach the required Learning Situation for the academic year"***.<sup>07</sup> EFL teachers out of 20 succeed in covering the program

that is 35%. Teachers who agree for program completion have reported that they start classes earlier they reach their goal especially when learners are available with the prescribed books. Also, they have added that stability impacts greatly program execution. The problem occurs especially when they move from one school to the other one or from one class to another.

3-To the current curriculum, EFL teachers would like an introduction of texts that suit or meet learners' realities. Furthermore, they propose to up-date themes and the pictures in the books. Curriculum specialists may insert texts about Benin cultures. The texts should consider all regions in Benin so that students learn more about their countries instead of talking about "New Age travelers and Gypsies" in (Go for English Terminale).

4-EFL teachers would like to see removed from the current curriculum one of the skills that is the writing. They express the need to remove it partially and to reinforce students on semi-guided composition to help learners acquire vocabulary progressively.

<i>Schools visited</i>	<i>North part</i>	<i>South part</i>	<i>Center part</i>
<i>Number</i>	06	05	03
<i>Raining season</i>	85%	60%	53%
<i>Dry season</i>	81%	37%	33%

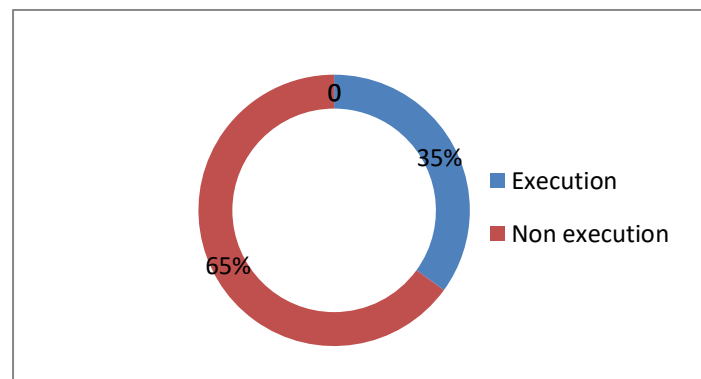


Figure 2 program Execution

#### 4.5 Feedback Interview from School Administrators

1-A pedagogical Adviser has an attendance requirement in his/her area (the school department or district) to cover within a year. The visit in the class should be unexpected. On a regular basis, a PA should spend 162 hours in his/her area for classes visited, which is approximately 80 visits per year. Sometimes, the Assistant Principal may invite a Pedagogical Adviser to come over to check the teacher's performance for professional deficiency reasons. This is a technical visit or diagnostic visit.



2-The disciplinary measures are not systematic. It is a long process. First, the Pedagogical Adviser analyses the reasons to localize the responsible because it does not depend on the teacher all the time. Then flexibility is applied. But if the teacher for one reason or another is faulty, then a brief account is written with a copy to the educational division board. At that level, measures will be re-analyzed and appropriate decisions will be formulated.

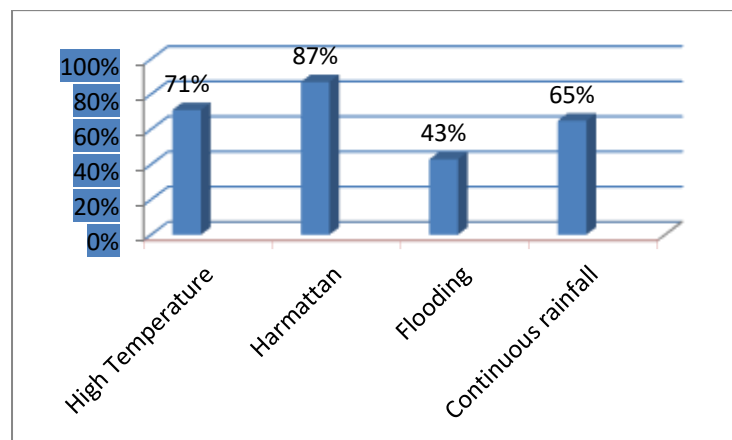
3-Some Pedagogical Adviser analyses the season and plan their visit accordingly. Others have confessed that weather should not normally impact school attendency. They visit classes at any time during the academic year. Weather is not an excuse for the Pedagogical Adviser.

4-Yes, in a certain degree. If the period of strike and the lack of teachers in certain areas. Also for the season sometimes it's extremely hot and temperatures are high. Another reason is in the practicability of roads. Accesses to roads are difficult.

***“Even the teacher who holds a motorbike may not reach the school for two or three days”.***

5-The school authorities have a lot to do. It is a common responsibility to achieve good academic results in a year. Factors that determine success should be analyzed carefully by all stakeholders so that schools become more effective.

6- There are factors that impact academic results and specifically the execution of programs in Benin: Some parents provide the following answer: 71% of principals have confessed that high temperature account for the non attendency of students in their schools. 85% of principals have attributed this to harmattan especially in the north part. 43% of principals think in the South East that flooding affects learners 'attendency, and finally, 65% of principals insisted that continuous rainfall limits learners come to school regularly.



*Source: Field survey 2019*

**Figure 3: Factors that impact the execution of programs**

## 5. SUGGESTIONS AND DISCUSSIONS

### 5.1 Suggestions

Attending school forms an integral part in the performance and achievement of learners, an important factor in school success among the youth. Epstein and Sheldon (2002:31). Encouraging regular school

attendance is one of the most powerful ways you can prepare your child for success both in school and in life. When you make school attendance a priority, you help your child get better grades, develop healthy life habits and have a better chance of graduating.

The government should readjust the school calendar accordingly and at the national level. The calendar should be reconsidered in accordance with learners' needs. In the north and south areas, schools specialists may design a calendar that will allow learners to follow courses at a given period and an appropriate one. A slight modification in the program may help both students and EFL teachers to reach their objectives. Hard labor can be categorized among co-curricular and extracurricular activities so that learners feel they are really enrolled in the system. Inspectors can train EFL teachers on how to execute programs during the year. Once a structured curriculum has been adopted and supposedly implemented for each subject area, the questions will become: "Are the teachers following it?" "Is the content presented to the students the same as indicated by the stated curriculum?" It is clear that the teacher who takes the student only two-thirds of the way through the prescribed topics for the year is out of alignment with the planned curriculum. The teacher who spends an unordinary large amount of time on his or her favorite topic and slights or ignores the prescribed topics is out of alignment with the agreed-upon curriculum. The bounds of human knowledge are constantly expanding and, therefore, it is essential to go on examining and evaluating the contents of the curriculum. It is also necessary that the curriculum is always in the process of development and change to be a living and modern thing. Curriculum renewal should be a constant and continuous process.

In addition, instead of punishing students for non attendency, schools administrators should ask for help and facilities that may lower the difficulties of learners to reach their school. If learners are punished, then the same sanction should be directed to teachers. PA should not also blame EFL teachers for not completing the programs. The suggestion of curriculum alignment and extracurricular activities match with the findings of Winter (2005) in the literature which propose innovative intersession instructional programs for learners. John Goodlad (1984) also suggested that adequate attention be paid to curriculum balance.

One of the important suggestions for this research study relies on the position of the government. The government should not release school principals for not reaching the prescribed percentage of success. It does not depend on them. They should not be felt accountable for the bad academic of students results. Deep analysis should be conducted in order to fix the problem. In 2019 82 principals have been released from their schools due to low academic results during the national exam.

## 5.2 Discussion

The study examined the seasons, schools calendar, and curricula execution in Benin EFL classes. In the results, there was a link between the researcher's findings and the previous literature. From the findings, it was revealed that students experience a hard time regarding the variation of seasons and school calendar. Absenteeism is a direct consequence for EFL teachers because they do not reach their goal. Thus it is extremely difficult for teachers to manage program execution. For this study, the researcher revealed a close link between variables of temperature, drought during the "harmattan" and learners 'absenteeism especially in the north part of Benin. For instance, In Zimbabwe, high temperatures and

drought had adverse effects on school attendance, as students who were malnourished did not find going to school interesting. The variable of temperature supported previous studies such as in Goldstein, et al., (2007) who showed that students perform better during a particular optimal time of day. In terms of the researcher's investigations, student home transport/distance strongly contributed to absenteeism, which ultimately impacts the execution of programs by EFL teachers. The findings were supported by the interview addressed to learners and some stakeholders. "*Lack of mean of transportation contributed significantly to learner absenteeism. Learners reported they walked up to nine km (kilometers from home to school day). They are afraid to walk alone sometimes*". Also, a principal added that "*The provision of scholar transport is not within the school competency*". It was noted by this study that the majority of learners in the north and in some areas in the south work during the school day on the farm. Child labor was stated as the cause of learner absenteeism. At some schools, learners especially girls were expected to work for instance selling at the market. This result was similarly reiterated by Wittenberg, (2005: 27) who stated that "School attendance rate was slightly higher for learners who were not engaged in any work at school". The same idea was reinforced by Zafar, et al, (2005:68) that lack of transport and its unreliability was a problem which rises to absenteeism. The long-distance to schools increased the chances of threat and absenteeism".

## CONCLUSION

Seasons and calendars are crucial elements in the discussion of school reform in a country. The study explores the effects of seasons, school calendar, and their impacts on the execution of programs. In EFL classes. Based on the findings, the researcher comes up to a couple of conclusions. There are factors that are obstacles for the EFL teacher to execute the program appropriately. Among these: attendency – high temperature (drought, and harmattan) – incessant rainfall leading to flooding, long-distance (lack of transportation). Thus in these conditions, the teacher cannot achieve his/her goal. From the results of this research study, the government should reconsider some aspects of reconstruction of roads, and provide adequate transport in order to increase school attendance. Modifying the school calendar and adjusting the curriculum that meets learners' needs may enhance the performance of students. More so, the curriculum cannot be regarded as fixed for all times. It should be a matter of constant experimentation with a view to revising it from time to time according to changing needs.

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### Appendices: Questionnaire for EFL teachers

***The information received from this survey will be used to guide the decision making process for the curriculum specialists in designing school calendar and delivery of curriculum at the national level.***

1- When reflecting upon the current school year I would be.....the school begin in September

- I favor of
- Against
- Indifferent
- Other (please specify)
- 

2- How familiar are you with the current school calendar?

- Very
- Somewhat
- Not at all

3- How interested are you in changing the current school calendar?

- Very
- Somewhat
- Not at all

4-I think season and school calendar may influence the academic results of learners?

- Agree
- Disagree
- Strongly Agree
- Strongly Disagree

5-How well do the activities offered at your learners' school match his/her interests?

- Not well at all  
 Fairly well  
 Quite well  
 Extremely well

6- I succeed in covering all the activities of the curriculum designed for the academic year

- Agree  
 Disagree  
 Strongly Agree  
 Strongly Disagree

1- I think that Program execution has an impact on learners' achievement

- Agree  
 Disagree  
 Strongly agree  
 Strongly Disagree

### **Interview Sheet for Learners**

- 1-How old are you?
- 2-Do you come to school regularly?
- 3- If No, what are the reasons for you to miss classes?
- 4- What would you want the school authorities to do so that you attend school regularly?
- 5-Do you have the prescribed book? If yes, what did you learn?

### **Interview Sheet for Teachers**

- 1-What do you think about the academic calendar?
- 2- Do you attend classes regularly?
- 3-Dealing with the programs 'execution do you reach your goal?
- 4-What would you like to see added to the current curriculum?
- 5-What would you like to see removed from the current curriculum?

### **Interview sheet for Administrators (PA, Vice Principals, Principals)**

- 1-How often do you visit EFL teachers in their school?
- 2-What are the disciplinary measures when a teacher does not reach the end of the program?
- 3-Do you take into account weather fluctuation/variation?
- 4-Do you agree that school calendar may influence the execution of programs in EFL classes?
- 5-What would you suggest to the school authorities so that the year runs smoothly?
- 6-What are the factors that may impact the execution of programs.