

**TEACHERS PERCEPTION OF THE CHALLENGES OF EXTENDED  
SCHOOL HOURS ON PUBLIC PRIMARY SCHOOL PUPILS IN BENIN  
CITY**

**BY**

**OKELIGHO PRECIOUS  
EDU1903869**

**INSTITUTE OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**JUNE, 2024**

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**A RESEARCH PROJECT WRITTEN IN THE INSTITUTE OF  
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**JUNE, 2024**

## CERTIFICATION

We, the undersigned certify that this research work was carried **OKELIGHOPRECIOUS** in the Institute of Education, university of Benin, Benin City.

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Dr, W. C. Uwadiae  
(Project Supervisor)

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Date

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Prof K Aluko  
(Project Coordinator)

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Date

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Dr I. F Iyamu  
(Acting Director, Institute of Education)

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Date

## **DEDICATION**

With heartfelt gratitude, I dedicate this project to the Almighty God, whose strength, guidance, protection, wisdom, and love have been my steadfast companions. I also extend this dedication to my beloved parents, Mr and Mrs. James Okeligho whose unwavering support has been a constant source of inspiration.

## **ACKNOWLEDGEMENTS**

All glory and adoration belong to God, my helper and sustainer. It is by His grace, favor, love, and guidance that I have been sustained throughout this programme. I am grateful to God for giving me the strength and wisdom to overcome all challenges and for the successful completion of this study.

I wish to express my heartfelt gratitude to my supervisor, Dr. W. C. Uwadiae, for his conscientious supervision and guidance during the research process. I extend my sincere appreciation to all the lecturers in the Institute of Education for their motivation, encouragement, and support, which have helped me grow into a better person and a certified teacher.

I also want to appreciate my parents, Mr. and Mrs. James Okeligho, for their unwavering support and guidance throughout my years in school. Thank you so much for your unending prayers and words of advice. My gratitude also goes to my lovely siblings for their moral support, and to all those who wished me well—may you prosper in all your endeavors.

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## **ABSTRACT**

*This study examined the teachers perception of the challenges of extended school hours on public primary school pupils in Benin City. The aim was to find out the impact teachers perception of the challenges of extended school hours on public primary school pupils.*

*To achieve this aims, six research questions were raised. Descriptive research design was adopted for this study. The population of this study consisted of all public primary school pupils in Benin City.*

*A sample size of 100 was used which was gotten from the three(3) local government areas in Benin City which include Oredo, Egor and ikpoba okha local government areas. The Instrument used for data collection was the questionnaire. The data collected were analyzed using mean and standard deviation.*

*The findings revealed Teachers in public primary schools in Benin City face several challenges with the implementation of extended school hours, including managing classrooms effectively, increased workload and fatigue, sustaining pupil engagement, difficulty maintaining a work-life balance, and inadequate infrastructure. Despite these challenges, teachers perceive that extended hours positively impact classroom dynamics, enhance pupil collaboration and interaction, and allow for diverse instructional strategies. For successful implementation, teachers highlight the need for adequate school infrastructure, additional resources, and sufficient administrative support. Additionally, extended school hours are seen as significantly benefiting the emotional well-being of pupils. It was therefore recommended amongst others, that government should ensure that classrooms, libraries, playgrounds, are provided to support extended school hours, secure funding to hire more staff, purchase teaching materials, and provide the necessary tools to support extended school hours and also stakeholders in the educational sector should offer training and professional development opportunities for teachers to help them adapt to extended hours*



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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

Teachers and school staff play a crucial role in education, and their experiences can provide insights on the impact of extending school hours on pupils in public primary schools and how effective it can be. This includes checking if the current resources, facilities, and staff can effectively handle a longer schedule. Understanding these practical aspects helps evaluate how well initiatives like extended school hours will work in specific schools. Teachers and staff often face specific challenges when adjusting to changes in school schedules. Garcia and Martinez (2020) highlight how important it is to consider the views of teachers and school staff when studying the effects of extended school hours. This focus acknowledges that teachers are crucial players in making strategies like extended school hours work, and their input is essential for figuring out if it's doable and what adjustments are needed. This spotlight suggests that challenges involve things like teachers having too much to do, needing more training, and changing how they teach. Recognizing and understanding these challenges is vital for coming up with ways to address potential issues. Making longer school hours successful depends on teachers being flexible and ready to adjust how they teach, plan lessons, and manage the classroom. Recognizing the necessary adaptations helps in tailoring support systems and professional development programs for teachers. Extended school hours can significantly impact the daily dynamics within the classroom. Teachers' perspectives provide insights into how the longer day influences pupil/student engagement, attention spans, and the effectiveness of instructional methods. Understanding these dynamics is crucial for assessing the overall impact on the learning environment. The extended school hours spent together affect the quality of relationships between pupil and teachers. This suggests an exploration of how this prolonged interaction influences mentorship, communication, and the overall support system within the school. Positive relationships are fundamental to a conducive learning environment. Teachers and staff play a pivotal role in shaping the school culture. The research delves into how teachers perceive extended schools hours. Brown and Williams (2019) likely discuss how

the implications of extended school hours go beyond the academic realm, acknowledging that the challenges and effects are multifaceted.

This could encompass considerations related to pupil' social interactions, emotional well-being, and overall development. Extended school hours impact pupil' social interactions and well-being as well as the capacity to learn and collaborative activities. Teachers' observations and perceptions of changes in pupil' social interactions within the extended school hours frame could be a focal point of their discussion. Examining the effects of extended school hours on pupil' emotional well-being. This involves considering how the extended school hours in a learning environment affects pupil' emotional experiences, stress levels, and overall mental health. Teachers' insights into the emotional well-being of pupil during the extended school hours can provide valuable perspective. Considering the impact of extended school hours on the holistic development of pupil. This could encompass aspects such as the development of life skills, self-esteem, and a sense of well-being. Teachers' perceptions reveal how the extended school hours contribute or pose challenges to pupil' overall personal and social development, teachers adapt their instructional methods and classroom dynamics to accommodate the socio-emotional needs of pupil during extended school hours. This could involve strategies for fostering a positive and supportive emotional climate. Extended school hours on public primary school pupils in Benin city, is rooted in the evolving landscape of education. With a global push for educational excellence, as discussed by Anderson and Lee (2021), there's a growing interest in innovative strategies to enhance learning outcomes. Extended school hours have emerged as one such strategy, aiming to provide additional instructional time for pupil. This strategy involves prolonging the time pupil spend in educational activities, intending to offer additional instructional time beyond the traditional school day, the rationale behind this approach is rooted in the belief that more time dedicated to learning can positively impact academic performance. By extending the school day, public primary teachers aim to create an environment that allows for a more in-depth exploration of subjects, additional practice, and a focus on areas that require additional attention. This aligns with the broader goal of enhancing the overall quality of education and preparing pupil to meet the challenges of an increasingly competitive global landscape. Furthermore, the interest in extended school hours is not solely confined to academic concerns. This strategy is also a of part comprehensive effort to address the multifaceted needs of pupil. Beyond enhancing academic performance, extended school hours also offer opportunities to incorporate extracurricular activities, social skill development, and additional support for pupil who require it. Extended school hours become a potential avenue to ensure that pupil receive a well-rounded education that goes beyond traditional classroom instruction. The emerging trend in exploring innovative strategies aligns with a dynamic educational landscape that recognizes the evolving nature of skills required in the 21st century. By extending school hours, educators aim to create an environment that fosters not only academic growth but also the development of critical life skills, preparing pupil for the challenges and opportunities they will encounter in the future. Successful implementation of extended school hours requires adaptability from teachers. Its likely discuss how teachers need to modify their teaching strategies, curriculum planning, and classroom management to accommodate the extended school hours. Recognizing the necessary adaptations helps in tailoring support systems and professional development programs for teachers. Extended school hours can significantly impact the daily dynamics within the classroom. Teachers' perspectives provide insights into how the longer day influences student engagement, attention spans, and the effectiveness of instructional methods.

Understanding these dynamics is crucial for assessing the overall impact on the learning environment. The extended school hours spent together affect the quality of relationships between pupil and teachers. This suggests an exploration of how this prolonged interaction influences mentorship, communication, and the overall support system within the school. Positive relationships are fundamental to a conducive learning environment. Teachers and staff play a pivotal role in shaping the school culture. The research likely delves into how extended school hours impact collaboration among educators, the sense of community within the school, and the overall morale of the teaching staff. A positive school culture is essential for fostering a supportive and effective educational environments

Moreover, understanding the consequences of extended school hours involves examining not only quantitative measures like academic performance but also qualitative aspects of student development. This holistic approach recognizes that education is a dynamic process, influenced by a myriad of factors beyond the sheer amount of time spent in the classroom. Studies by Brown and Williams (2019) emphasize the importance of considering the socio-emotional implications of extended school hours on young learners. These delve into the potential effects on pupil' social interactions, emotional resilience, and overall socio-emotional development. Extended school hours could impact how pupil engage with their peers, teachers, and the broader school community. It's essential to explore whether the additional time enhances or hinders the development of important social skills and emotional intelligence, By focusing on socio-emotional implications, this research aligns with the broader discourse on educational policy.

Educational policies not only aim to improve academic outcomes but also aspire to create a nurturing and supportive learning environment. Understanding the socio-emotional dimensions becomes crucial for policymakers to make informed decisions that consider the holistic well-being of primary school pupil. The overarching goal of the research is to contribute valuable insights into how extended school hours shape the primary school experience. This includes examining whether the additional time positively influences pupil' attitudes towards learning, their sense of belonging, and their overall satisfaction with the educational environment. By acknowledges the multifaceted nature of extended school hours, incorporating elements such as parental involvement and community support, as emphasized by Hernandez and Kim (2022). The study aims to provide a comprehensive understanding by considering not only academic outcomes but also the social and emotional dimensions, aligning with the holistic development of primary school pupils, exploration of how extended school hours influence the role of parents in their children's education. Increased time in school will require adjustments in parental schedules and commitments. The research aims to understand how parents perceive and engage with the extended school hours , considering their potential contributions to their child's learning experience. The study likely delves into the broader community dynamics and support systems. Extended school hours necessitate collaboration between schools and local communities to ensure the success of the initiative. Hernandez and Kim's emphasis implies an investigation into how community resources and partnerships can enhance the overall educational environment and support the well-being of primary school pupils, By incorporating elements beyond academic outcomes, the research aims to provide a holistic view of the impact of extended school hours. This includes an examination of social dynamics, emotional well-being, and the overall developmental experiences of primary school pupils.

The research is framed within the ongoing discourse on educational competitiveness, echoing the sentiments of Smith et al. (2018) who noted that the global trend in exploring diverse methods to improve educational outcomes. The focus on public primary school pupils is crucial, given the importance of foundational education and its impact on future academic trajectories. This reflects a global trend in seeking innovative methods to enhance educational outcomes. Nations are increasingly exploring diverse strategies to ensure their education systems remain competitive and effective in preparing pupil for the challenges of the modern world. By highlight the importance of foundational education, emphasizing that the early years of schooling play a crucial role in shaping a student's academic trajectory. The focus on public primary school pupils in the research recognizes that foundational education is fundamental, setting the stage for future learning and influencing long-term academic success. By centering the study on public primary school pupils, the research acknowledges the significance of providing a robust educational foundation to a broad segment of the population. This approach aligns with the broader goal of ensuring equitable access to quality education, contributing not only to individual student success but also to the overall educational development of communities and nations. Advocates, as indicated by Smith et al. (2018), often argue that extending school hours has the potential to address educational disparities. They posit that additional instructional time can help bridge gaps in learning outcomes, especially among pupil from underprivileged backgrounds. The idea is that more time in a structured educational environment can provide additional opportunities for academic support and enrichment. On the other hand, critics, as highlighted by Turner and Davis (2019), express concerns about potential negative effects. These concerns revolve around the well-being of pupil, including worries about increased stress, burnout, and the impact on pupil' work-life balance. Critics argue that an overemphasis on extended school hours could lead to diminishing returns if it adversely affects pupil' mental and physical health. Critics argue that extended school hours contribute to heightened stress levels among pupil. The additional time spent on academic activities will lead to increased pressure to perform, especially if the curriculum remains intense during the extended period. This heightened stress could potentially result in burnout, negatively impacting pupil' mental and emotional well-being. The critics' perspective also revolves around the idea that extended school hours disrupt the delicate balance between academic commitments and other aspects of pupil' lives. In particular, concerns are raised about the potential interference with extracurricular activities, family time, and personal pursuits. Critics worry that an overemphasis on academics will compromise the holistic development of pupil. Another key concern is the possibility of diminishing returns. Critics argue that beyond a certain point, extending school hours will not proportionally enhance educational outcomes. Instead, the additional time lead to fatigue and decreased attentiveness.

### **Statement of the Problem**

Despite the global interest in implementing extended school hours as a strategy to enhance educational outcomes, there is a dearth of research specifically examining the challenges perceived by teachers in the context of public primary schools in Benin City. As educational institutions increasingly consider extending the school hours, it is imperative to understand the nuanced perspectives of teachers regarding the challenges they encounter in implementing and adapting to this extended school hours . There is a gap in the existing literature concerning the specific challenges teachers in public primary schools in Benin City perceive when faced with

the implementation of extended school hours. The study seeks to explore how teachers perceive these changes, including potential disruptions or enhancements to their established teaching practices. The study aims to investigate teachers' perceptions of how extended school hours influence the social interactions, emotional experiences, and overall development of public primary school pupils in Benin City.

### **Research Questions**

The following research questions were raised to guide the study;

1. What challenges do teachers encounter in public primary schools in Benin City when faced with the implementation of extended school hours.
2. How do teachers in public primary schools in Benin City perceive the impact of extended school hours on classroom dynamics and instructional strategies
3. What feasibility considerations do teachers identify regarding the implementation of extended school hours.
4. To what extent do teachers believe that extended school hours influence the socio-emotional well-being, social interactions of public primary school pupils in Benin City

### **Purpose of the Study**

The study aims to provide insights into Teachers' Perception of the Challenges of Extended School Hours on Public Primary School Pupils in Benin City. Specifically it seeks to:

1. Investigate the challenges teachers encounter in public primary schools in Benin City when faced with the implementation of extended school hours.
2. Find out teachers in public primary schools in Benin City perception on the impact of extended school hours on classroom dynamics and instructional strategies?

3. Identify the feasibility considerations teachers identify regarding the implementation of extended school hours.
4. Examine the extent teachers believe that extended school hours influence the socio-emotional well-being, social interactions, and overall development of public primary school pupils in Benin City?

### Significance of the Study

The study's findings can provide valuable insights for educational policymakers in Benin City. Understanding the challenges perceived by teachers can inform the development of policies that align with the local context and address concerns related to the implementation of extended school hours. By identifying the challenges faced by teachers, the study can contribute to the development of targeted professional development programs. This can empower teachers with the necessary skills and support systems to navigate the complexities of extended school hours effectively. The research findings can guide administrators and school leaders in refining the implementation strategies of extended school hours. Recognizing specific challenges allows for the development of tailored solutions and adjustments to enhance the overall success of the extended school hours frame. Also understanding teachers' perceptions of the socio-emotional implications for pupils during extended school hours can contribute to the well-being of pupil. This knowledge can inform strategies to support pupils' emotional development and social interactions within the extended school day the study contributes to the academic discourse on extended school hours by offering insights into the challenges specific to the Benin City context. This adds depth to the existing literature and provides a nuanced understanding of the implications of extended school hours on public primary school education.

Recognizing teachers as key stakeholders in the educational process, the study empowers educators by giving them a platform to voice their concerns and insights. This acknowledgment is crucial for fostering a collaborative approach to addressing challenges in the educational system.

### Scope and Delimitation of the Study

The study focuses specifically on teacher perception on the challenges of extended school hours in public primary school pupils in a defined geographical location, which is Benin City, the study does not encompass private primary schools. The focus is exclusively on the impact of extended school hours in the public primary school setting, recognizing that private schools have distinct structures and dynamics. The study encompasses a specific range of grade levels within public primary schools, the study is delimited to primary education levels. It does not extend its analysis to secondary or higher education levels, acknowledging that the impact of extended school hours differ significantly across educational stages. The study will investigate the challenges related to the extended school hours policy in Benin City. This includes

examining perceptions of teachers within the context of the existing or proposed extended school hours implementation in public primary schools

### **Definition of Terms**

These definitions provide a clear understanding of the key terms and concepts used in the research topic.

1. **Extended School Hours:** Refers to an extended school hours frame beyond the traditional school day, during which pupils are engaged in educational activities. In this study, it specifically pertains to the prolonged hours implemented in public primary schools in Benin City.

2. **Teachers' Perception:** Encompasses the subjective views, beliefs, and attitudes of teachers regarding the challenges associated with extended school hours. It reflects the individual and collective interpretations of teachers within the context of their professional experiences.

3. **Challenges:** Denotes obstacles, difficulties, or issues that teachers identify and perceive as problematic in the context of implementing extended school hours. Challenges include but are not limited to logistical issues, pedagogical concerns, and socio-emotional considerations.

4. **Public Primary Schools:** Refers to government-funded primary educational institutions in Benin City. These are schools that cater to pupils in the foundational stages of education, typically from grades one to six.

5. **Socio-emotional Implications:** Encompasses the potential impact of extended school hours on the social and emotional well-being of pupils. This includes considerations of pupils' interactions, emotional experiences, and overall socio-emotional development within the extended school day.



## **CHAPTER TWO**

### **Review of Related Literature**

This chapter discussed the review of literature relevant to the study under the following sub-headings;

- Theoretical Framework
- Challenges Teachers Encounter in Public Primary Schools with the Implementation of Extended School Hours.
- Teachers Perception on the Impact Of Extended School Hours on Classroom Dynamics and Instructional Strategies
- Feasibility Considerations Teachers Identify with Regarding the Implementation of Extended School Hours.
- Teachers Perception on the Influence of Extended School Hours on the Socio-Emotional Well-Being, Social Interactions of Public Primary School Pupils
- Summary of Literature Review

### **Theoretical Framework**

The study is hinged on Albert Bandura theory of social cognitive theory. Social Cognitive Theory, developed by Albert Bandura in (1978) the theory sheds light on how individuals learn and adjust their behaviors by observing others and the outcomes of actions (Bandura 1978). This posits that individuals do not just learn through personal experiences but also by observing others. This type of learning enables individuals to gain new knowledge, skills, and behaviors by witnessing the experiences of others. Through the use cognitive processes, encompassing mental activities like attention, memory, and motivation. Attention is crucial for individuals to focus on observed behavior, memory aids in retaining what was observed, and motivation determines the inclination to replicate observed behavior. To learn through observation, individuals must pay attention to the relevant cues and behaviors exhibited by

others. This process involves selectively focusing on specific aspects of the observed situation or model. Following attention, individuals need to store the observed information in their memory. This retention is essential for later reproducing the observed behavior, involving encoding, storing, and retrieving information. The likelihood of individuals adopting observed behaviors is influenced by motivation. Factors like perceived rewards or punishments associated with the behavior, as well as personal goals and values, impact motivation.

According to this theory, teachers' perceptions are shaped by observing how their fellow teachers handle extended school hours on public primary schools in Benin city. For instance, if a teacher witnesses a colleague effectively managing the extended school hours and achieving positive outcomes, they are likely to adopt similar strategies. This observational learning promotes a collective understanding among teachers in addressing challenges associated with Extended school hours. This proposes that teachers also derive insights from their own experiences with implementing Extended school hours in their classrooms. If a teacher experiments with a specific approach and observes favorable results, they are inclined to continue using that approach. Conversely, if challenges arise, they will adjust their strategies based on these firsthand experiences. For instance, if a teacher observes a colleague successfully integrating engaging activities during the Extended school hours, leading to increased pupils' participation and better comprehension. This observation serves as a source of learning. Simultaneously, the teacher will apply a similar approach in their own classroom, drawing from both the observed success of their colleague and their personal experiences with positive outcomes.

### **Key Concept of the Theory**

1. **Behavior Modeling:** Teachers are more inclined to adopt behaviors they observe, particularly if positive outcomes are evident. Regarding extended school hours, teachers will emulate successful strategies observed in colleagues, fostering collective learning and adaptation.
2. **Vicarious Reinforcement:** Bandura's theory suggests that teachers are motivated to adopt behaviors leading to positive outcomes for others. In the research, teachers will be motivated by witnessing their peers' effective strategies in addressing challenges linked to Extended school hours, inspiring them to implement similar practices.
3. **Self-Efficacy Beliefs:** Social Cognitive Theory places significance on self-efficacy beliefs, denoting teachers' confidence in performing specific tasks. Teachers observing colleagues effectively managing extended school hours will cultivate heightened self-efficacy beliefs, positively influencing their perceptions of adapting to these changes.
4. **Observation of Peer Strategies:** Actively observing and learning from strategies employed by peers to tackle challenges such as increased workload and adjustments to instructional

methods is integral. This observational learning contributes to a shared reservoir of knowledge within the school community.

**5. Cultural Transmission of Practices:** Behaviors observed and learned within a social context can be culturally transmitted. In the research context, successful strategies for addressing challenges related to Extended school hours will integrate into the school's culture, fostering a collective understanding and approach among teachers.

**6. Application of Learned Strategies:** Teachers, drawing from their observations and learning within the social environment, will apply these strategies in their classrooms.

### **Extended Schools Hours**

Extended school hours involve extending the conventional duration of the school day, offering additional time for a variety of educational activities such as academic instruction, extracurricular pursuits, and enrichment programs. The objective is to provide pupils with increased opportunities for learning, participation, and skill development by extending their time within the educational setting. This extension aims to enrich the overall educational experience and achieve specific educational objectives. Anderson and Lee (2021) underscores the global inclination to adopt inventive strategies for improving learning outcomes, including extending instructional time within schools. Educational institutions around the world are actively exploring new and inventive approaches to address challenges and improve the quality of education. The term "innovative strategies" implies a departure from traditional or conventional methods. School systems are seeking creative and forward-thinking solutions to enhance the effectiveness of teaching and learning. This could include raising academic achievement, fostering critical thinking skills, or ensuring a more comprehensive and impactful educational experience for pupils. Garcia and Martinez (2020) note that extended schools hours will encompass opportunities for extracurricular activities and enrichment programs, contributing to a more comprehensive educational experience and positively influencing pupils' overall development. Extended school hours provide opportunities for a variety of extracurricular pursuits, including sports, arts, music, clubs, and community service. This extension encourages pupils to explore their interests beyond the core curriculum, fostering a more dynamic and varied learning experience. The research highlights the integration of enrichment programs designed to boost specific skills or provide deeper insights into certain subjects. These programs contribute to a more comprehensive education by offering avenues for intellectual growth and skill development. By incorporating extracurricular activities and enrichment programs, Extended school hours contribute to a holistic educational immersion. This approach acknowledges that education encompasses more than textbooks and classrooms, embracing a broader range of experiences that shape pupils' character, values, and abilities. Participation in extracurriculars nurtures personal development, including qualities like leadership, teamwork, and time management. These activities also create social opportunities, assisting pupils in building relationships, honing communication skills, and engaging with peers beyond academic contexts. The extended school hours, according to the research, positively influence pupils' overall development. Exposure to diverse activities and programs

enables pupils to uncover their strengths, interests, and passions, contributing to a more well-rounded and fulfilling educational journey. The inclusion of extracurriculars and enrichment aligns with broader educational goals emphasizing not only academic accomplishments but also the cultivation of essential life skills. This approach recognizes schools' role in nurturing pupils with diverse talents and interests. Providing a variety of activities during extended school hours recognizes the diversity in pupils learning styles and interests. This flexibility empowers teachers to tailor their approach to pupil preferences, creating a more inclusive and engaging learning environment. Smith et al. (2018) discuss the worldwide trend of exploring diverse methods to enhance educational outcomes, with extended school hours aligning with this broader pursuit of strategies to elevate the quality of education. A worldwide trend where educational institutions and policymakers are actively seeking innovative and diverse methods to elevate the quality of education. This reflects a recognition of the evolving needs and challenges within the education sector on a global scale, the exploration extends beyond a singular solution, emphasizing the adoption of varied strategies. This recognition acknowledges the complexity of educational challenges and the need for multifaceted approaches to address diverse issues affecting learning outcomes. Within the array of strategies discussed, extended school hours emerge as a deliberate and strategic choice. This implies a recognition that increasing the time pupils spend in educational activities has the potential to contribute significantly to achieving the desired improvements in educational outcomes. This alignment suggests that the choice to extend school hours is driven by a deliberate intention to positively impact pupils' academic achievements and overall educational experiences. Extended school hours are positioned as part of an adaptive response to address specific issues and enhance the educational environment, acknowledging the need for flexibility and innovation. The acknowledgment of a global context implies that strategies, including extended school hours, are being considered and implemented in diverse educational systems. This could involve fostering a culture of continuous improvement and innovation to elevate the overall quality of education on a global scale. Brown and Williams (2019) underscore the need to consider the socio-emotional implications of extended school hours on pupils, recognizing that this aspect goes beyond academics and influences pupils' social and emotional well-being. It acknowledges that pupils' experiences during the additional time spent at school can have a profound impact on their overall well-being, encompassing social and emotional dimensions. Extended school hours will provide opportunities for increased social interaction among pupils. This can influence the quality of relationships they form with peers and teachers. Positive social interactions contribute to a supportive and inclusive school environment, while challenges in this aspect will affect pupils' overall emotional experiences. It explore factors such as increased stress levels or, conversely, the potential for a more relaxed and conducive learning atmosphere. Understanding the emotional impact is crucial for assessing the overall effectiveness and sustainability of extended school hour initiatives. Extended school hours introduce changes to pupils' daily routines, how pupils adapt to these new school hours and whether these changes positively or negatively affect their emotional states. This adaptation process is vital for understanding the practical implications of extended school hours on pupils' daily lives. Positive experiences and challenges within the extended school hours can play a role in shaping how pupils navigate social interactions and cope with emotional situations.

## **Challenges Teachers Encounter in Public Primary Schools with the Implementation of Extended School Hours.**

Teachers in public primary schools face several challenges when implementing extended school hours. Extended school hours lead to a higher workload for teachers, potentially resulting in fatigue and burnout. A study by Hargreaves, et al. (2001) found that increased working hours can negatively impact teacher well-being and effectiveness in the classroom. Teachers often require extra time for crafting lessons and materials suitable for the extended school hours, necessitating the development of new instructional materials and adjustments to existing plans. The extension of the school day means teachers spend more time directly involved in teaching and managing the classroom. This prolonged interaction demands sustained energy and focus, intensifying both physical and mental demands on teachers. Extended school hours will bring forth supplementary administrative responsibilities, including tracking pupil progress, generating reports, and participating in meetings associated with the extended program. These tasks contribute to an overall increase in teachers' workloads. Longer working hours limit the opportunities for teachers to engage in personal and professional development. Continuous learning is pivotal for teachers, but the extended workload will hinder their attendance at workshops, training sessions, or pursuit of advanced degrees. As teachers grapple with fatigue from Extended school hours, there will be a diminishing quality in their instructional delivery. Tired teachers will struggle to maintain the same level of involvement, enthusiasm, and dynamic teaching methods, potentially affecting pupils' comprehension and retention of the material. The extension of school hours could strain teachers' capacity to offer individualized attention to pupils. Teachers necessitate ample time for rest, relaxation, and personal activities to sustain their overall job satisfaction and effectiveness. Fatigue will hinder teachers' efficacy in collaborating with colleagues. Effective collaboration and strong professional relationships are pivotal for a supportive teaching environment. The extension of school hours will curtail opportunities for collaborative planning, diminishing the exchange of ideas and best practices among teachers. Prolonged hours will strain the connections between teachers and pupils. Fatigue impact the patience and empathy exhibited by teachers, potentially influencing the overall classroom ambiance and the cultivation of positive pupil-teacher relationships. Sustaining pupils attention and engagement during Extended school hours is challenging. Research by Fredricks et al., (2004) emphasizes the importance of maintaining high levels of pupils engagement for effective learning, which becomes more difficult with extended school hours. Extended school hours increase the risk of cognitive fatigue among pupil. As the day progresses, pupils struggle to sustain focus, resulting in shortened attention spans that impede their capacity to absorb and process information efficiently, although pupils initially respond positively to interactive teaching methods, prolonged periods lead to a waning enthusiasm and reduced active participation. Sustaining heightened engagement demands diverse and novel teaching approaches. The Extended school hours will require a wider array of instructional strategies to keep pupils interested and motivated. However, consistently maintaining this variety over longer durations poses a significant challenge for teachers. Extended school hours contribute to physical and mental fatigue in pupils. Fatigue diminishes pupils' responsiveness to instructional cues, impacting their engagement levels and potentially leading to decreased participation during class activities. Extended school hours encroach upon time traditionally allocated for extracurricular pursuits. This shift can affect pupils overall enthusiasm for learning, as they will perceive the prolonged hours as infringing on their free time and extracurricular interests. Teachers must

adapt their teaching methods continuously and introduce innovative approaches to sustain engagement during Extended school hours. This necessitates additional effort in lesson planning, creativity, and a thorough understanding of pupil' needs to foster a dynamic and interactive learning environment.

Inadequate facilities and materials can impede the successful implementation of extended school hours. According to a report by the National Center for Education Statistics (NCES, 2019), resource disparities in public schools contribute to variations in educational quality, affecting the effectiveness of extended programs. Insufficient facilities and materials can lead to a shortage of crucial learning resources, including textbooks, technology, and supplementary materials. This scarcity can impede the implementation of diverse educational activities during extended school hours, hindering comprehensive and engaging learning experiences. A lack of classrooms or insufficient space can impose limitations on scheduling flexibility and the types of activities accommodated during extended school hours. This spatial constraint will impact the variety of instructional methods and collaborative activities teachers can integrate, potentially diminishing the overall effectiveness of extended programs. Extended school hours will necessitate the use of technology to enhance learning. However, a lack of updated technology or challenges in maintaining and upgrading existing equipment can deprive pupil of valuable opportunities for digital learning, research, and interactive educational tools. Extracurricular activities and clubs are integral to extended programs. Inadequate facilities for sports, arts, or other extracurricular pursuits will curtail the range and diversity of these activities, impacting pupils overall engagement and holistic development envisioned by extended programs. Schools often offer specialized programs during extended school hours, such as tutoring or enrichment activities. Resource disparities will constrain the availability and quality of these programs, affecting pupil who could benefit from additional academic support or enhanced learning opportunities. Inadequate resources will heighten the workload on teachers, necessitating adaptation to limitations in facilities and materials. This can influence the quality of instruction and the preparedness of teachers, potentially affecting their capacity to deliver effective lessons during Extended school hours. Disparities in resources contribute to variations in the overall educational environment. Pupils perceiving a lack of access to materials and facilities will experience diminished motivation and engagement in extended programs, undermining the intended positive outcomes of these initiatives. Managing diverse pupils needs becomes more complex with Extended school hours. The work of Ingersoll and Strong (2011) highlights the challenges teachers face in addressing pupils differences and behavior issues, which intensify with prolonged school days. Extended school hours entail prolonged interaction with a diverse pupils population, each with varying learning styles and academic capabilities. Teachers must tailor their instructional methods to accommodate different learning preferences, ensuring effective support and engagement for all pupils, regardless of their abilities. The extension of the school hours will contribute to an upsurge in behavioral challenges. Extended school hours in the classroom can lead to restlessness or fatigue, potentially exacerbating behavioral issues. Teachers must adeptly employ classroom management strategies to address diverse behavioral needs and cultivate a positive learning environment. The need for individualized attention becomes more pronounced during extended school hours. Teachers are tasked with identifying and addressing the specific needs of each pupils, whether requiring extra academic support, behavioral interventions, or personalized learning plans. This individualization becomes more intricate with the extension of the school day. Extended school hours can impact pupils emotional and

social development. Teachers play a pivotal role in nurturing the social dynamics of the classroom and addressing any emotional challenges pupils will encounter. This becomes more complex with extended school days, requiring teachers to be attuned to the diverse emotional needs of their pupils, teachers need to collaborate with support services, such as special education or counseling, to address the diverse needs of pupils. Extended school hours intensify the demand for these services, making effective collaboration essential to provide comprehensive support for pupils facing various challenges. Ongoing professional development is crucial for teachers to acquire the skills and strategies needed to manage diverse needs during Extended school hours. This encompasses training on differentiated instruction, effective behavior management techniques, and creating an inclusive learning environment, extended school hours necessitate enhanced communication with parents to gain insights into pupils' needs. Teachers must cultivate strong partnerships with parents to ensure a thorough understanding of each pupils' strengths, challenges, and support requirements. Teacher resistance and a potential decline in job satisfaction are significant challenges. Fullan (2007) discusses the importance of addressing teacher concerns and ensuring their support for any educational reform, as resistance can hinder successful implementation. Teachers oppose educational reforms for various reasons, including concerns about changes in teaching methods, curriculum adjustments, or uncertainties about the effectiveness of proposed reforms. This resistance can manifest as a reluctance to adopt new practices, lack of enthusiasm, or even active opposition, the success of educational reform relies on gaining teachers' support. Teachers play a central role in translating reforms into classroom practices, and lack of support from teachers can hinder the intended outcomes of the reform initiatives. Recognizing and addressing teacher concerns is crucial for overcoming resistance. Effective communication and collaboration are essential to identify worries, provide clarifications, and involve teachers in decision-making. This fosters a sense of ownership and shared responsibility for the reform initiatives, providing targeted professional development is a key strategy to address teacher concerns and enhance their ability to navigate changes. Training programs focusing on new methodologies, technologies, and instructional strategies empower teachers to embrace and implement reforms more confidently. Implementing reforms without considering teachers' perspectives will lead to a decrease in job satisfaction. If teachers feel overwhelmed, undervalued, or unsupported, it can negatively affect their overall job satisfaction and, consequently, their effectiveness in the classroom. The need to build a collaborative culture where teachers feel their input is valued. Ongoing dialogue between teachers, administrators, and policymakers is essential. Collaborative decision-making fosters a sense of collective responsibility, making teachers more willing to actively engage in reform efforts. Successful reform requires a sustained, long-term commitment to address immediate concerns and continuously support teachers as they adapt to and sustain changes. This commitment contributes to a positive work environment and enhances the overall job satisfaction of teachers.

### **Teachers Perception on the Impact of Extended School Hours on Classroom Dynamics and Instructional Strategies**

The extension of school hours could strain teachers' capacity to offer individualized attention to pupils. Teachers necessitate ample time for rest, relaxation, and personal activities to sustain their overall job satisfaction and effectiveness. Fatigue will hinder teachers' efficacy in collaborating with colleagues. Effective collaboration and strong professional relationships are pivotal for a supportive teaching environment. The extension of school hours will curtail opportunities for collaborative planning, diminishing the exchange of ideas and best practices among teachers. Prolonged hours will strain the connections between teachers and pupils. Fatigue impact the patience and empathy exhibited by teachers, potentially influencing the overall classroom ambiance and the cultivation of positive pupil-teacher relationships. Sustaining pupils attention and engagement during Extended school hours is challenging. Research by Fredricks et al., (2004) emphasizes the importance of maintaining high levels of pupils engagement for effective learning, which becomes more difficult with extended school hours. Extended school hours increase the risk of cognitive fatigue among pupil. As the day progresses, pupils struggle to sustain focus, resulting in shortened attention spans that impede their capacity to absorb and process information efficiently, although pupils initially respond positively to interactive teaching methods, prolonged periods lead to a waning enthusiasm and reduced active participation. Sustaining heightened engagement demands diverse and novel teaching approaches. The Extended school hours will require a wider array of instructional strategies to keep pupils interested and motivated. However, consistently maintaining this variety over longer durations poses a significant challenge for teachers. Extended school hours contribute to physical and mental fatigue in pupils. Fatigue diminishes pupils' responsiveness to instructional cues, impacting their engagement levels and potentially leading to decreased participation during class activities. Extended school hours encroach upon time traditionally allocated for extracurricular pursuits. This shift can affect pupils overall enthusiasm for learning, as they will perceive the prolonged hours as infringing on their free time and extracurricular interests. Teachers must adapt their teaching methods continuously and introduce innovative approaches to sustain engagement during Extended school hours. This necessitates additional effort in lesson planning, creativity, and a thorough understanding of pupil' needs to foster a dynamic and interactive learning environment. Although extended school hours afford teachers the time to recognize and accommodate these differences. By modifying the instructional pace, teachers can cater to the varying speeds at which pupil grasp concepts within the classroom. Extended school hours provide teachers with the flexibility to adapt their teaching methods based on ongoing assessments of pupils progress, ensuring that instructional strategies align with the evolving needs of each pupils. The pupil-centered approach revolves around guaranteeing a comprehensive understanding of the curriculum for every pupils. Extended school hours enable teachers to revisit topics, provide additional explanations, and offer extra support to pupil who require more time to comprehend specific concepts. This approach fosters a more thorough and equitable learning experience. Extended school hours contribute to the implementation of mastery learning principles. Teachers can allocate time for pupil to master foundational concepts before progressing to more advanced topics. This ensures that pupils build a robust understanding of the curriculum, minimizing learning gaps, pupils-centered instruction acknowledges and addresses the diverse learning needs within a classroom. The flexibility in pacing during extended school hours empowers teachers to deploy various instructional strategies, adapting to different learning styles and preferences. This inclusivity promotes a positive and supportive learning environment.



Extended school hours provide teachers with the time needed for ongoing assessment, enabling them to make timely adjustments and interventions to support pupils' learning journeys.

The extended school hours frame allows for a more holistic approach to learning. Teachers will incorporate extracurricular activities, enrichment programs, and interdisciplinary projects, contributing to a more well-rounded educational experience for pupils. Teachers can design interdisciplinary projects that span multiple subjects during Extended school hours. Interdisciplinary learning promotes a holistic understanding of complex issues, encouraging pupils to make connections across various domains (Darling-Hammond, 2017). Interdisciplinary projects encourage pupils to explore topics from multiple angles, facilitating a holistic understanding. By integrating content from various subjects, pupils can grasp the interconnected nature of real-world challenges and solutions, extended school hours provide the time needed for teachers to design and implement projects that weave together concepts from diverse subjects. Interdisciplinary projects often involve real-world applications, making the learning experience more relevant and meaningful for pupil. Extended school hours allow teachers to delve into real-world issues, encouraging pupils to apply their knowledge to solve complex problems. Extended school hours support the integration of critical thinking and problem-solving skills into projects that require pupil to analyze information, draw connections, and formulate well-rounded solutions. Interdisciplinary projects often necessitate collaboration among pupil with diverse expertise, extended school hours offer the time for teachers to facilitate collaborative learning experiences, enhancing pupils teamwork and communication skills. Extended school hours provide the flexibility to incorporate innovative and creative elements into interdisciplinary projects. Pupils have the opportunity to explore creative solutions and express their understanding in diverse ways, contributing to a more engaging and dynamic learning environment. Teachers perceive extended school hours as an opportunity to provide more individualized attention to pupils. With additional time, they can address specific learning needs, offer personalized feedback, and create a supportive environment for pupils to thrive academically. Extended school hours facilitate the establishment of a nurturing academic atmosphere, empowering teachers to forge stronger connections with pupils, instill trust, and cultivate a sense of belonging (Pianta & Hamre, 2009). The extension of school hours provides teachers with additional time for daily interactions with pupils. This extended engagement allows for more profound conversations, personalized guidance, and addressing pupils concerns, thereby fostering the development of supportive relationships. With the added hours, teachers can offer more individualized attention to each pupils. This personalized approach aids teachers in comprehending the unique strengths, challenges, and learning preferences of their pupils, creating an environment of acknowledgment and assistance. Establishing trust is a gradual process, and the extended school hours facilitate the evolution of robust teacher-pupil relationships. Through consistent support and interaction, teachers can build trust and rapport with pupils, establishing a secure and comforting setting for learning. A supportive academic environment contributes to fostering a sense of belonging among pupils. When pupils feel valued, understood, and appreciated by their teachers, they are more likely to develop a positive connection with the school community, enhancing their overall engagement in the learning process. The additional hours enable teachers to offer crucial emotional support to pupils. This becomes particularly important for pupils facing challenges or dealing with external stressors. Accessible teachers during extended school hours can provide guidance and encouragement, promoting emotional well-being. The establishment of supportive relationships contributes to creating a positive

learning culture within the classroom. Pupils are more inclined to actively participate, share their thoughts, and collaborate with peers when they feel secure and supported by their teachers. A supportive academic environment elevates pupil motivation. Pupils are more motivated to engage actively in their learning journey, participate in class activities, and take ownership of their educational progress when they perceive genuine care from teachers about their success and well-being. Teachers consider Extended school hours as an avenue for increased parental involvement. The extended school hours provide opportunities for parent-teacher interactions, workshops, and involvement in school activities, contributing to a more connected school community. Extended school hours create extra time for meaningful interactions between parents and teachers. This facilitates regular updates on pupil' progress, discussions about academic goals, and collaborative efforts to support each child's learning journey (Epstein, 2018). With extended school hours<sup>1</sup>, teachers can consistently update parents on their children's academic progress, spotlighting achievements, addressing challenges, and providing insights into overall development. This ongoing communication helps parents stay well-informed and actively involved in their pupils educational journey. Extended school hours facilitate more in-depth discussions between parents and teachers concerning academic goals for individual pupils. These conversations involve setting specific targets, outlining strategies for improvement, and aligning expectations between home and school environments to create a unified approach to pupils' education. The extended school hours allows collaborative efforts between parents and teachers to support each pupil's learning journey. This collaboration could involve jointly addressing academic challenges, implementing tailored strategies to enhance learning outcomes, and fostering an environment where pupils feel supported both at home and in the classroom. Teachers offer more individualized attention to pupils when engaging with parents during extended school hours. This personalized approach enables a more comprehensive understanding of each pupil's strengths, weaknesses, and learning styles, fostering customized strategies for academic success

On the flip side, teachers acknowledge challenges in sustaining high levels of pupils engagement over extended school hours. Fatigue and attention spans could be concerns, prompting the need for innovative strategies to maintain a dynamic and stimulating learning environment. Extended school hours will lead to pupil fatigue, impacting attention spans (Cahill, 2010). Prolonged instructional periods result in diminished focus and engagement. This is a common challenge recognized by teachers when considering the extension of learning hours. Pupils experience physical fatigue due to the extended duration of school hours. The human body has natural limits on sustained concentration and energy, and prolonged instructional periods can strain pupils physically. Extended school hours lead to cognitive fatigue, affecting pupils' mental alertness and capacity to focus. The brain's ability to sustain attention diminishes over time, and prolonged instructional periods will exacerbate cognitive fatigue. Pupils find it challenging to maintain the same level of engagement during extended school hours. As fatigue sets in, interest and enthusiasm for learning will wane, impacting the overall quality of participation and interaction in the classroom, fatigue negatively influence pupil motivation. A tired and fatigued pupils be less motivated to actively participate in lessons, complete assignments, or contribute to collaborative activities, potentially hindering the learning process pupils struggle to maintain sustained attention over prolonged periods, leading to disruptions in concentration and hindering effective learning. Extended school hours facilitate collaborative planning and teamwork among teachers. They view this as a chance to

share best practices, collaborate on lesson plans, and collectively address the diverse needs of pupil, fostering a supportive professional community.

### **Feasibility Considerations Teachers Identify with Regarding the Implementation of Extended School Hours.**

Teachers weigh numerous feasibility considerations when contemplating the implementation of extended school hours, encompassing diverse aspects to ensure the practicality, effectiveness, and overall benefit for all stakeholders. Teachers thoroughly assess the feasibility of implementing extended school hours by considering various factors aligned with established principles in school practices. Recognizing the significance of stakeholder collaboration, teachers emphasize collective decision-making, communication, and garnering support from various parties involved in the school community (Bryk et al., 2010). Teachers actively participate in decision-making processes that include administrators, parents, pupils, and community members. This inclusiveness ensures that decisions take into account a diverse range of perspectives and needs. Open and transparent communication is crucial in collaborative efforts. Teachers prioritize clear communication channels to facilitate the exchange of information, ideas, and feedback among all relevant parties. Collaboration among stakeholders emphasizes creating a shared vision and common goals for the school community. Teachers collaborate with administrators, parents, and other stakeholders to articulate a collective vision aligned with the broader mission of the school, acknowledging the diversity of perspectives among stakeholders, teachers actively seek input from parents, pupils, and community members. This inclusive approach ensures that decisions consider a variety of needs, backgrounds, and expectations of those directly impacted by educational initiatives, collaborative decision-making involves addressing challenges and solving problems together. Teachers, in collaboration with stakeholders, seek solutions that are practical, feasible, and responsive to the unique context of the school community. Teachers work towards building consensus among stakeholders, fostering a sense of shared ownership in decision-making processes. This approach to consensus-building promotes a unified implementation of changes or initiatives related to extended school hours. Recognizing that conflicts will arise, teachers actively employ conflict resolution strategies. This includes addressing disagreements constructively, seeking common ground, and ensuring that decisions are made with the best interests of the entire school community

The importance of community preferences, teachers align extended school hours with the local community's expectations, considering cultural, socioeconomic, and demographic factors (Sanders, 2017). Teachers are sensitive to the cultural intricacies within the local community. They take into account cultural values, traditions, and preferences to ensure that the extension of school hours aligns seamlessly with the community's cultural context, by analyze the socioeconomic landscape of the community to understand financial and social dynamics. This includes considering factors such as parental work school hours, economic stability, and resource availability, impacting the community's perception of and readiness for extended school hours. Recognizing the diversity within the community, teachers consider demographic factors such as family composition, languages spoken, and varying educational needs. This inclusive approach ensures that decisions about extended school hours respond to the diverse demographic characteristics of the community. Teachers actively involve the community to gather insights and preferences. This will involve conducting surveys, organizing community forums, or seeking input through various channels to understand what parents, pupils, and

community members value in terms of educational offerings and extended school hours. Teachers effectively convey the benefits of extended school hours to the community. This involves emphasizing how the extension aligns with educational goals, supports pupil learning, and addresses the distinctive needs and preferences expressed by community members. This collaborative approach ensures that the school's initiatives resonate with the community's vision for education and overall well-being. Teachers align with the principles of inclusive education by assessing the feasibility of offering support services during Extended school hours, catering to diverse pupil needs (Salend, 2015). Teachers acknowledge and identify the diverse needs among pupils within the school community, encompassing various requirements such as academic support, counseling, special education services, and extracurricular activities. Teachers undertake a comprehensive assessment to ascertain the viability of providing a spectrum of support services during Extended school hours. This involves evaluating available resources, staffing levels, and infrastructure to ensure the effective implementation of additional services, in line with inclusive education principles, teachers endeavor to customize support services to meet the unique needs of individual pupils. This will involve developing personalized learning plans, offering extra academic assistance, or providing specialized support tailored to pupils with diverse learning abilities. Teachers collaborate with support staff, including counsellors, special education professionals, and other specialists, fostering a coordinated approach to service provision. This collaborative effort enhances the effectiveness of support interventions and addresses a broader range of pupil needs. Teachers assess the accessibility of support services to ensure inclusivity. This involves considering factors such as physical accessibility, language support, and accommodations to make services available and understandable for all pupils, regardless of their backgrounds or abilities. Teachers strive to create a supportive environment during extended school hours that fosters inclusivity. This environment encourages pupils to seek and receive the support they need, promoting a sense of belonging and ensuring that all pupils feel valued and included. Teachers maintain transparent communication with parents and guardians to keep them informed about the available support services during extended school hours. This collaboration ensures that parents are active partners in supporting their child's unique needs and educational journey. Emphasizing effective communication (Epstein, 2018), teachers develop transparent communication plans to convey information about Extended school hours to parents, pupils, and the broader community. Teachers set clear communication objectives, articulating key messages related to the Extended school hours initiative. This ensures that the information is coherent, focused, and aligns with the overarching goals of the initiative, the diverse preferences of stakeholders, teachers strategically choose a range of communication channels. This includes traditional methods like newsletters, emails, and in-person meetings, as well as contemporary platforms such as school websites, social media, and mobile applications to reach a broad audience effectively. Teachers provide timely and regular updates to keep stakeholders informed throughout the various stages of implementing Extended school hours. This involves the dissemination of periodic newsletters, announcements, and the utilization of digital platforms to maintain continuous communication throughout the process, to enhance understanding and address queries or concerns, teachers will arrange workshops or meetings dedicated to discussing the specifics of Extended school hours. This interactive approach facilitates direct engagement, clarification of doubts, and encourages collaborative exchanges of ideas. Teachers employ inclusive language and maintain a positive and approachable tone in their communications. This fosters a sense of partnership and collaboration, ensuring that

stakeholders feel valued and are encouraged to actively participate in discussions about the Extended school hours initiative. Communication plans underscore the benefits and overarching goals associated with extending school hours. Recognizing potential concerns or questions from stakeholders, teachers proactively address issues in their communication. This involves providing information about how challenges will be managed and detailing steps taken to ensure a positive experience for everyone involved. Teachers establish opportunities for two-way communication, encouraging feedback and questions from parents, pupils, and the community. This open dialogue ensures that stakeholders feel heard, and their input is considered, fostering a collaborative decision-making process. Teachers take into consideration the accessibility of information, addressing the diverse needs and preferences of stakeholders. Information is presented in formats that are easily understandable, with efforts made to accommodate language diversity and any specific needs within the community. The essential nature of transition plans in education (Akos et al., 2007), teachers assess the feasibility of implementing plans to minimize disruption and support a smooth adjustment to the extended school hours model. Teachers initiate the process by gaining a thorough understanding of the diverse needs of pupils within the school community. This encompasses considerations such as academic requirements, involvement in extracurricular activities, and other factors influencing pupils during the transition to Extended school hours. Teachers proactively identify potential challenges and hurdles that pupils will encounter during the transition. This includes anticipating changes in daily routines, adjustments to after-school activities, and potential impacts on overall well-being. Through collaboration with parents, administrators, and other stakeholders, teachers seek insights and perspectives on potential challenges and solutions. This collaborative approach ensures that transition plans are well-informed and take into account the diverse perspectives of those directly involved. Transition plans are customized to address the specific needs of different pupil groups. Teachers acknowledge that pupils will have varying levels of readiness and adaptability to Extended school hours, and transition strategies are tailored accordingly. Teachers prioritize effective communication about the impending changes. This involves disseminating information to pupils, parents, and staff regarding the reasons for Extended school hours, the anticipated school hours, and any support mechanisms in place to facilitate a smooth transition. Transition plans encompass the integration of support services to address potential challenges. This will involve providing counseling services, academic support, and additional resources to help pupils navigate the adjustments effectively, a gradual implementation is often more manageable, teachers will introduce Extended school hours in stages. This phased approach allows pupils to acclimate progressively, reducing the likelihood of overwhelming adjustments. Teachers actively seek input from pupils regarding the transition. This ensures that pupils' voices are heard, and any concerns or suggestions they will have are considered in the planning process, fostering a sense of ownership in the transition. Teachers set up mechanisms for continuous monitoring and adaptation of transition plans. This involves regular assessments of how pupils are adjusting to extended school hours, gathering feedback, and making adjustments as needed to address emerging challenges. Ongoing teacher professional development is crucial for successful educational initiatives (Ingersoll & Strong, 2011). Teachers consider the feasibility of providing training opportunities to enhance their instructional skills, classroom management, and adaptation to the Extended school hours model. Teachers initiate the process by assessing their individual and collective educational needs. This includes conducting a comprehensive self-assessment and reflecting on areas

where professional development can enhance their ability to navigate Extended school hours effectively. Professional development plans are carefully aligned with the specific goals and requirements associated with extended school hours. Teachers ensure that the training addresses the unique challenges and opportunities presented by the extended school hours, focusing on optimizing instructional time and maintaining pupil engagement over longer periods. Training opportunities cover curriculum adaptation and pedagogical strategies suitable for Extended school hours. Teachers concentrate on refining their instructional methods to sustain pupil interest and participation during prolonged learning sessions, ensuring the continued delivery of high-quality education, the potential impact of Extended school hours on classroom dynamics, teachers seek training in effective classroom management strategies. This includes acquiring techniques to foster a positive and engaging learning environment, manage transitions smoothly, and address potential behavioral challenges associated with longer school days. Recognizing the growing role of technology in education, teachers pursue professional development to enhance their technological skills. This involves learning to integrate educational technologies effectively, facilitating interactive and engaging learning experiences during extended school hours. Teachers explore collaborative learning opportunities as part of their professional development. This will involve participation in workshops, peer observations, or collaborative planning sessions to share insights, strategies, and best practices related to extended school hours teaching. The importance of effective time management, teachers seek training to optimize their planning and organizational skills. This includes strategies to structure Extended school hours efficiently, allocate time for diverse learning activities, and balance instructional time with breaks and transitions. Considering the potential challenges associated with Extended school hours, teachers prioritize professional development in wellness and stress management. This training equips teachers with strategies to maintain their well-being, manage stress, and sustain high levels of energy and enthusiasm in the classroom. Teachers integrate feedback and reflective practices into their professional development plans. This involves regularly seeking feedback from peers, administrators, and pupils, fostering a culture of continuous improvement and adaptation to the evolving demands of extended school hours teaching. The readiness of school infrastructure is essential for Extended school hours (Taylor & Tyler, 2012). Teachers evaluate the feasibility by ensuring that facilities, classrooms, and resources are prepared to accommodate the extended school hours, considering factors such as lighting, safety, and the availability of necessary educational materials. Teachers conduct a thorough assessment of school facilities to ascertain their suitability for extended school hours. This includes evaluating the condition of classrooms, communal spaces, and other areas to ensure they meet the criteria for extended learning sessions, a key aspect involves the evaluation of individual classrooms to guarantee they are conducive to extended school hours of instruction. Teachers consider factors such as seating arrangements, lighting, ventilation, and overall comfort to create an environment supportive of prolonged learning. Teachers confirm the availability of essential educational materials and resources. This encompasses ensuring an ample supply of textbooks, learning materials, technological tools, and any other resources necessary for effective teaching and learning during extended school hours. Prioritizing safety, teachers assess safety measures within the school, including emergency protocols, exit routes, and the overall security of the premises to ensure a secure environment for pupils and staff during extended school hours. Adequate lighting and suitable environmental conditions are recognized as crucial for effective learning. Teachers consider the availability of natural light and artificial lighting options to maintain a

comfortable and well-lit atmosphere conducive to extended instructional periods. In addition to classrooms, teachers evaluate common areas such as libraries ensure they are comfortable and equipped to support pupils during breaks or collaborative activities associated with the extended school hours. Teachers take into account the accessibility of facilities to meet the diverse needs of pupils. This involves ensuring that facilities are inclusive and accessible to pupils with varying abilities, fostering an environment responsive to the diverse needs of the entire pupil population. Given the growing role of technology in education, teachers assess the readiness of technology infrastructure. This includes evaluating the availability and functionality of computers, internet connectivity, and other technological resources required for effective teaching and learning during extended school hours. Teachers examine the availability of spaces that facilitate collaboration among pupils and teachers. This will encompass meeting rooms, group study areas, or collaborative workspaces designed to enhance teamwork and interactive learning during extended school hours. The health and well-being of pupils and staff are paramount (Centers for Disease Control and Prevention, 2014). Teachers consider the feasibility by implementing measures to promote physical and mental well-being during extended school hours, such as incorporating breaks, physical activities, and wellness programs. Teachers acknowledge the pivotal role of breaks in fostering overall well-being, strategically integrating them into the extended school hours to provide pupils and staff with opportunities for rest, relaxation, and rejuvenation, thereby alleviating potential fatigue associated with extended school hours. The extended school hours model incorporates physical activity to promote not only physical health but also cognitive function. Teachers embed opportunities for movement, exercise, and physical education activities, recognizing their positive impact on the overall well-being of pupils, teachers institute wellness programs addressing both physical and mental health aspects. These programs encompass activities such as mindfulness sessions, stress-reduction practices, and educational components focused on cultivating a healthy lifestyle. Understanding the correlation between nutrition and well-being, teachers devise strategies to offer nutritional support during Extended school hours. This includes providing healthy snacks, promoting hydration, and creating an environment conducive to mindful eating habits. Teachers design adaptable learning environments catering to diverse learning styles and preferences. This involves offering various seating arrangements, collaborative spaces, and elements contributing to a positive and supportive atmosphere throughout extended school hours. Mental health resources are readily available to both pupils and staff. Teachers collaborate with counsellors or mental health professionals, ensuring access to support services, counseling sessions, and resources addressing the emotional well-being of individuals within the school community. Teachers prioritize transparent communication regarding the significance of well-being. This involves fostering a school culture that encourages discussions on mental health, stress management, and overall wellness, thereby raising awareness and reducing stigma associated with these topics. Teachers actively seek input from pupils regarding their well-being during Extended school hours. This pupil-centric approach involves attentive listening to their needs, preferences, and concerns, allowing for the adaptation of well-being measures based on direct feedback.

### **Teachers Perception on the Influence of Extended School Hours on the Socio-Emotional Well-Being, Social Interactions of Public Primary School Pupils**

Teachers' perception into how extended school hours contribute to or influence the socio-emotional well-being of pupils involves a lot of factors, this encompasses aspects such as emotional resilience, self-esteem, interpersonal skills, and overall mental health. Examination of teachers' observations and opinions on how Extended school hours impact the social interactions among pupils. This involves assessing changes in peer relationships, teamwork, communication skills, and the overall social dynamics within the school community. Research by Jones et al. (2018) suggests that extended school hours can have a positive impact on pupils' socio-emotional well-being. Teachers often observe increased emotional resilience, as the additional time allows for more personalized support and opportunities for pupils to build stronger emotional connections with peers and teacher's. Pupils engaged in extended school hours demonstrate improved emotional resilience. This refers to their increased ability to positively adapt to challenges, recover from setbacks, and maintain emotional stability. The extended school hours provide a nurturing environment for pupils to develop and reinforce their emotional coping mechanisms. The additional hours enable teachers to offer more personalized support to pupils. With the extended school hours, teachers can better identify and address the socio-emotional needs of individual pupils. This personalized approach facilitates customized interventions, fostering a supportive relationship between teachers and pupils. Extended school hours create additional opportunities for pupils to forge stronger emotional connections, both with their peers and teachers. The extra time allows for more relaxed and informal interactions, promoting a sense of belonging and camaraderie among pupils. Strong emotional connections with teachers contribute to a positive and supportive learning environment. The positive impact on socio-emotional well-being extends beyond academic realms. The Extended school hours support a more holistic approach to pupil development, recognizing the significance of emotional well-being alongside academic achievement. This aligns with the understanding that socio-emotional skills are integral to overall pupil success. Extended school hours will offer an opportunity to integrate Social Emotional Learning (SEL) into the curriculum. Teachers can allocate time explicitly for teaching and reinforcing skills such as self-awareness, self-regulation, social awareness, and relationship skills. This intentional focus contributes to the observed positive socio-emotional outcomes. The additional time at school has the potential to alleviate stressors for pupils. By spreading out academic activities, pupils will experience reduced academic pressure and gain more time for relaxation and engagement in activities that positively contribute to their emotional well-being. Extended school hours foster a sense of community and peer support. The research suggests that pupils benefit from a supportive social environment during these extended periods, leading to positive relationships with peers. This communal atmosphere significantly contributes to the overall socio-emotional climate within the school. Studies conducted by Barnes et al. (2019) indicate that extended school hours can enhance social interactions among pupils. Teachers report witnessing improvements in peer relationships, collaborative activities, and communication skills, as the extended school hours provides a conducive environment for fostering positive social dynamics. Pupils participating in extended school hours see advancements in their peer relationships. The additional time provides opportunities for more extensive and meaningful interactions, fostering stronger social bonds and camaraderie among pupils. This allows for increased collaboration, shared experiences, and the development of supportive peer relationships. Teachers report observing enhancements in collaborative activities among pupils during Extended school hours. The prolonged school hours creates a conducive environment for pupils to engage in group projects, team-based learning, and



cooperative tasks. This emphasis on collaboration contributes to the development of teamwork skills and fosters positive social interactions. Extended school hours contribute to the cultivation of communication skills among pupils. With more time allocated for interactive learning and social activities, pupils have increased opportunities to express themselves, participate in discussions, and refine their communication abilities. This can lead to heightened confidence and proficiency in interpersonal communication. The extended school hours fosters positive social dynamics within the school community. Teachers observe a more inclusive and supportive atmosphere where pupils actively engage in social interactions. The extended school hours allows for the cultivation of a positive social culture, promoting values such as kindness, empathy, and cooperation among pupils. Extended school hours provide pupils with more opportunities for extracurricular engagement. Participation in clubs, sports, and other extracurricular activities during the extended school hours encourages social interactions beyond the classroom. Shared interests in these activities contribute to the formation of friendships and a sense of belonging. Schools will organize social events or activities during extended school hours, contributing to the improvement of social interactions. Assemblies, cultural programs, or recreational activities held during this time create occasions for pupils to come together, share experiences, and strengthen their social connections. Extended school hours contribute to the promotion of an inclusive environment. Teachers note that pupils are more likely to engage with peers from diverse backgrounds and form connections with a wide range of classmates. This inclusive atmosphere enhances the social fabric of the school community. Teachers actively facilitate the development of social skills during Extended school hours. Through targeted activities and interventions, teachers play a crucial role in guiding pupils to navigate social interactions, resolve conflicts, and build positive relationships with their peers. Extended school hours will present opportunities for pupils to assume leadership roles and responsibilities. Engaging in leadership activities fosters a sense of responsibility, encourages teamwork, and contributes to positive social interactions among pupils, extended school hours contribute to the reinforcement of positive social norms. Teachers observe that the extended school hours allows for the establishment and reinforcement of expectations regarding respectful behavior, cooperation, and inclusive attitudes, contributing to an overall positive social environment.

Fredericks et al. (2016) highlight the potential for innovative pedagogical approaches during Extended school hours. Teachers' perceptions often include the adoption of interactive and experiential teaching methods, facilitating socio-emotional development through activities that promote teamwork, problem-solving, and creativity. Teachers often use Extended school hours to apply more interactive teaching strategies, such as class discussions, group activities, and hands-on learning experiences. These methods not only enhance academic understanding but also contribute to the development of social and communication skills. Teachers view Extended school hours as a chance to offer experiential learning opportunities, including field trips, hands-on projects, and real-world applications of knowledge. Experiential learning fosters socio-emotional development by allowing pupils to connect academic concepts with practical experiences. Teachers' perceptions of extended school hours as a platform to promote teamwork and collaboration. Teachers often integrate collaborative projects and group activities, fostering interpersonal skills, communication, and effective collaboration—a crucial aspect of socio-emotional development, the incorporation of problem-solving activities is a crucial element of innovative teaching approaches during Extended school hours. Teachers structure lessons to encourage pupils to analyze, think critically, and solve complex problems.

Engaging in such activities contributes to the development of resilience, adaptability, and effective decision-making—integral to socio-emotional well-being. Teachers frequently infuse creative and expressive arts into Extended school hours, fostering socio-emotional development. This will involve activities like drama, music, or visual arts, providing pupils with outlets for self-expression. Creative endeavors contribute to emotional well-being, self-discovery, and the development of a positive self-image. Teachers see extended school hours as an opportunity to adopt flexible and adaptive teaching approaches, including tailoring lessons based on individual pupil needs, providing additional support, and accommodating diverse learning styles. Such adaptability contributes to a positive and inclusive learning environment, promoting socio-emotional growth. Teachers often incorporate continuous assessment and feedback mechanisms into Extended school hour pedagogy. This involves regularly assessing pupils' progress and providing constructive feedback, contributing to a supportive learning environment that values growth and improvement. Eccles & Roeser (2011) discuss the link between extended school hours and increased pupil engagement. Extended school hours afford teachers the opportunity for in-depth exploration of academic subjects, facilitating a nuanced understanding, additional hours contribute to sustained interest, preventing monotony and keeping pupils actively engaged, a vital aspect for socio-emotional development. This providing more opportunities for interactive learning, incorporating discussions and activities that enhance social and communication skills. The extended school hours enables teachers to use varied approaches, such as project-based learning, fostering a dynamic and engaging environment accommodating diverse learning styles, allowing pupils to delve deeper into their interests, contributing to a more personalized and engaging learning experience and sustained engagement from Extended school hours positively influences pupils' attitudes toward school, creating a favorable socio-emotional climate. Wentzel (2018) emphasizes the role of extended school hours in shaping a positive classroom climate. Teachers' perceptions often include an improved emotional tone, increased peer support, and an overall positive atmosphere, fostering socio-emotional development within the extended learning environment. The crucial role of extended school hours in nurturing a positive classroom climate. Teachers often emphasize several key factors contributing to this positive environment, fostering socio-emotional development within the extended learning setting. Extended school hours can lead to an improved emotional atmosphere in the classroom. With the additional time available, teachers can establish a supportive, encouraging, and conducive environment for positive emotional experiences. This improved emotional atmosphere contributes to a nurturing setting that supports pupils' socio-emotional well-being. Teachers frequently notice an upsurge in peer support during Extended school hours, the extra time enables pupils to form stronger connections with their peers, fostering a heightened sense of camaraderie and building a supportive social network within the classroom. This positively influences pupils' emotional and social development. Extended school hours contribute to cultivating an overall positive environment in the classroom. This optimistic setting is characterized by cooperation, a sense of belonging, and an atmosphere conducive to socio-emotional development. In such an environment, pupils feel valued and engaged, contributing to a supportive learning community. The additional hours create opportunities for personalized support, one-on-one interactions, and a deeper understanding of individual pupils' socio-emotional needs. Robust teacher-pupil relationships significantly contribute to fostering a positive classroom climate. Extended school hours offer teachers more chances to reinforce and promote positive behaviors. By dedicating time to acknowledge and reward positive

actions, Teachers contribute to establishing a classroom environment where pupils feel motivated, respected, and recognized for their efforts. Teachers play a pivotal role in guiding pupils through conflict resolution and emotional regulation during Extended school hours. The additional time provides opportunities for teaching and practicing these essential socio-emotional skills, fostering a harmonious classroom climate. Extended school hours often result in heightened pupil engagement and participation, when pupils actively participate in the learning process, they experience a stronger sense of connection to the classroom community. This heightened engagement contributes to a positive and dynamic learning atmosphere. Pianta et al. (2017) acknowledge both challenges and opportunities associated with Extended school hours. Teachers will identify challenges in managing fatigue or attention spans, but they also recognize opportunities for targeted socio-emotional interventions and skill-building activities to address specific challenges pupils will face. Teachers will encounter difficulties related to managing fatigue and attention spans amidst Extended school hours, the prolonged school day could lead to heightened pupil tiredness, affecting their ability to maintain focus. Teachers will need to address these challenges to foster a conducive and productive learning environment. Despite challenges, teachers also identify opportunities for targeted socio-emotional interventions, extended school hours offer a platform for Teachers to implement specific interventions addressing socio-emotional needs. This involves activities that promote emotional well-being, resilience, and coping strategies tailored to mitigate challenges pupils face during the extended school day. Teachers perceive opportunities for incorporating skill-building activities to tackle specific challenges encountered by pupils. The potential for designing activities aimed at developing crucial socio-emotional skills. This proactive approach entails identifying challenges, such as fatigue or attention issues, and creating activities that enhance pupils' abilities to manage these challenges effectively. Extended school hours facilitate a more individualized approach to support pupils facing challenges. Teachers can customize interventions to meet the specific needs of pupils, offering personalized assistance to address both academic and socio-emotional challenges. This individualized support contributes to a more responsive and effective educational environment. Teachers view Extended school hours as an opportunity for collaboration with support services. This collaborative effort involves working with counsellors, psychologists, or other specialists to address socio-emotional challenges faced by pupils. The extended school hours frame allows for a comprehensive and coordinated approach to supporting pupils' well-being. Teachers, see extended school hours as a chance to focus on holistic development. This encompasses not only addressing academic challenges but also prioritizing socio-emotional growth. The extended school hours allows for a more balanced and comprehensive approach to education, considering the multifaceted needs of pupils Sheridan et al. (2015) explore the role of parental involvement in socio-emotional development during Extended school hours. Teachers, underscore the significance of ongoing and dynamic communication with parents throughout Extended school hours. This entails regular updates, progress reports, and insights into the socio-emotional well-being of pupils. By maintaining a transparent line of communication, Teachers and parents collaborate to address emerging challenges and opportunities related to pupils' socio-emotional development. Extended school hours offer teachers the chance to collaborate with parents in providing targeted socio-emotional support, aligning strategies and interventions between teachers and parents reinforces positive socio-emotional behaviors. This collaborative effort ensures a unified approach to addressing pupils' emotional needs. Teachers often see Extended school hours as an opportunity to expand the support network for pupils by

actively involving parents. By creating an expansive support network involves not only addressing academic aspects but also nurturing a robust socio-emotional foundation. The active participation of parents significantly contributes to building a comprehensive support system for pupils. Extended school hours provide teachers with insights into pupils' home environments through communication and collaboration with parents, understanding familial dynamics helps tailor approaches to socio-emotional development. This nuanced understanding enables Teachers to consider the broader context in which pupils live. Collaborative efforts between teachers and parents during Extended school hours facilitate consistent reinforcement of values related to socio-emotional development, shared goals and strategies contribute to a cohesive approach, emphasizing the importance of empathy, resilience, and positive social interactions both at home and in the school setting. Extended school hours will involve opportunities for parents to actively participate in school activities, fostering a sense of community. Parents engaged in school events contribute to a shared responsibility for pupils' socio-emotional well-being. This active involvement enhances a positive and collaborative environment within the extended school hours. Teachers often establish regular feedback mechanisms with parents during Extended school hours, including conferences and progress reports. These mechanisms ensure parents are well-informed about their child's socio-emotional development, allowing them to actively contribute to its positive trajectory. Collie et al. (2016) highlight the significance of feedback mechanisms in monitoring socio-emotional well-being. Teachers appreciate regular assessments and effective communication channels that provide insights into pupils' emotional states, allowing for timely and targeted support, the vital role of feedback mechanisms in overseeing and supporting the socio-emotional well-being of pupils during extended school hours. Teachers highly value consistent assessments and efficient communication channels that provide insights into pupils' emotional states. This system enables prompt and focused support, cultivating a thorough understanding of the socio-emotional needs of pupils. The importance of feedback mechanisms in overseeing and supporting pupils' socio-emotional well-being during extended school hours, encompassing regular assessments, effective communication channels, timely interventions, personalized support, trend monitoring, collaboration with support services, encouragement of open dialogue, and a commitment to continuous improvement. Hill & Tyson's (2009) research delves into the broader educational outcomes associated with Extended school hours. Teachers' perceptions often encompass positive impacts on academic achievements, increased pupil motivation, and a holistic developmental approach that extends beyond traditional learning hours. Teachers, frequently witness positive effects on academic performance associated with Extended school hours. The additional time allows for a more thorough exploration of academic subjects, offering pupils opportunities for reinforcement, practice, and a deeper grasp of complex concepts, leading to potential improvements in academic achievement. Extended school hours contribute to heightened pupil motivation. Teachers note that the extra time fosters a sense of engagement and purpose among pupils, resulting in increased motivation to actively participate in learning activities. This heightened motivation is crucial for maintaining interest and enthusiasm for academic pursuits. Extended school hours enables Teachers to address not only academic needs but also the socio-emotional and behavioral aspects of pupils' development. This comprehensive approach acknowledges the interconnected nature of academic, socio-emotional, and behavioral dimensions in nurturing well-rounded individuals. Extended school hours offer opportunities for enrichment beyond the standard curriculum. Teachers can incorporate supplementary learning experiences, such as extracurricular

activities, specialized programs, and hands-on projects. These additional opportunities contribute to a more diverse and well-rounded educational journey for pupils. Extended school hours cater to diverse learning styles. Teachers have the flexibility to employ various teaching methods, address individual needs, and provide additional support when necessary. This adaptability enhances the overall learning experience, ensuring that pupils with different learning styles can thrive during the extended school day. Teachers frequently utilize Extended school hours to provide access to enhanced learning resources, the extra time allows for the integration of technology, library resources, and other educational tools, enhancing the overall learning environment. This increased resource availability contributes to a more enriched educational experience for pupils. Extended school hours play a role in mitigating learning gaps, the prolonged school day provides teachers with an opportunity to address potential gaps in understanding and offer additional support to pupils who will need it. This proactive approach contributes to a more equitable learning experience for all pupils. Extended school hours contribute to fostering lifelong learning habits. Teachers can instill a love for learning, curiosity, and a growth mindset by creating an environment where pupils actively engage in learning beyond the traditional school hours. This approach establishes the groundwork for continuous learning throughout pupils' lives.

### **Summary of Literature Review**

Teachers are apprehensive about managing pupils' fatigue and attention spans during extended school hour, potentially impacting their ability to concentrate and participate effectively. The extension of school hours poses challenges for teachers in finding a balance between meeting academic requirements and addressing pupils' socio-emotional needs, emphasizing the importance of adopting a holistic educational approach. Teachers acknowledge the necessity of tailoring socio-emotional interventions to address the varied challenges pupils face during extended school hours. This involves designing activities that cater to individual needs and experiences. Extended school hours necessitate collaboration with support services like counsellors or psychologists to address specific socio-emotional challenges faced by pupils. Teachers play a pivotal role in coordinating efforts to provide comprehensive support. The challenge lies in delivering personalized support to pupils with diverse challenges. Teachers must adapt their approaches to accommodate varying academic and socio-emotional needs within the extended school hours (Pianta et al., 2017).

Teachers stress the importance of continually monitoring and adapting strategies during extended school hour. This ongoing process involves regularly assessing the effectiveness of interventions, obtaining feedback, and adjusting approaches to address evolving challenges (Collie et al., 2016). Teachers encounter difficulties in maintaining effective communication and collaboration with parents during extended school hour. Establishing open communication channels becomes crucial for addressing the socio-emotional well-being of pupils (Sheridan et al., 2015). Extended school hours require teachers to delicately navigate the balance between fulfilling academic requirements and addressing the socio-emotional needs of pupils. Striking this equilibrium is essential for a comprehensive educational approach.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the methods and procedures used in this study, under the following sub- headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Instrument of Data Collection
- Validity of Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The research design used for this study was a descriptive survey. This design was adopted because it allows for an in-depth exploration of teachers' perspectives and experiences, this allows for a rich understanding of teachers' perceptions, experiences, and challenges associated with extended school hours.

## **Population of the Study**

The population of the study consists of 146 Government approved public primary schools, in Benin City, Edo State. This data was made possible by summing up the three Local Government in Benin City which are Egor(37), Oredo(63) and Ikpoba okha(46) (Open Education Data, 2022).

## **Sample and Sampling Techniques**

The sample for the study comprises of 100 public primary school teachers in Benin City Edo State. Which was gotten three(3) local government area in Benin city Edo. The data used was; 37 teacher from Egor local government public primary school , 21 from Ikpoba okha local government area and 42 teachers from Oredo local government area selected using purposive sampling techniques.

## **Instrument for Data Collection**

The instrument used for the study was a questionnaire. The instrument is made up of two sections. Section A contains information on the research problem of the study. The items were arranged on 4 Likert Scale points namely; Strongly Agree (SA)= 4 points, Agree (A) =3 points, Disagree(D) =2 points, Strongly Disagree (SD)= 1 point.

While Section B comprises of 5 questionnaire items geared towards soliciting information on with a response type of Very High Extent= 5, High Extent =4 , Moderate Extent= 3, Low Extent= 2 and Very Low Extent =1

## **Validity of Instrument**

Three education experts validated the research instrument. A thorough examination was conducted, and necessary adjustments were made before administering the instrument to the participants.

## **Reliability of the Study**

20 copies of the Instrument was administered to teachers in the selected public schools in the three local government areas that formed Benin City. Cronbach alpha reliability statistics was used which yield a Coefficient of 0.82.

## **Method of Data Collection**

The researcher personally conducted the administration of the questionnaire. The researcher visited schools in Egor, Ikpoba Okha and Oredo local government areas. The questionnaires were handed out to the participants, and retrieved immediately after it was completed

## **Method of Data Analysis**

The copies of the questionnaire collected were analyzed using frequency distribution table, mean and standard deviation.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter deals with data analysis, findings, presentation, and interpretation of findings. The purpose of the study was to investigate the impact of extended school hours on public primary pupils in Benin city.

#### **Research Question One**

What challenges do teachers encounter in public primary schools in Benin City when faced with the implementation of extended school hours?

**Table 1: The Challenges Teachers Encounter in Public Primary Schools in Benin City with the Implementation of Extended School Hours**

Statement	Mean	Standard deviation	Remarks
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Extended school hours pose challenges in maintaining effective classroom management	3.50	0.61	Agree
Implementing extended school hours increases your overall workload	3.24	0.61	Agree
Sufficient support from school administrators in handling challenges related to extended school hours.	2.99	0.70	Agree
Extended school hours lead to increased workload and fatigue on the teachers	3.04	0.74	Agree
Sustaining pupils' engagement and attention during extended school hours challenging for teachers	3.27	0.51	Agree
Extended school hours lead to teachers' inability to maintain a healthy work-life balance	3.15	0.67	Agree
Lack of infrastructure and resources in public primary schools pose as a challenge affecting the overall teaching and learning environment.	3.44	0.56	Agree
Extended school hours pose as a challenge to providing personalized attention to pupils.	3.20	0.60	Agree
Extended school hours create challenges in managing classroom behavior effectively	2.95	0.71	Agree
Extended school hours affect your ability to provide timely and constructive feedback to pupils	3.20	0.72	Agree
Extended school hours create challenges in adapting teaching strategies to different learning styles	3.50	0.56	Agree
Extended school hours affect pupils' attendance and punctuality	3.04	0.69	Agree

Table 1 presents the challenges teachers encounter in public primary schools in Benin City when faced with the implementation of extended school hours. They are: pose challenges in maintaining effective classroom management, increases overall workload, lead to increased

workload and fatigue on the teachers, sustaining pupils' engagement and attention, lead to teachers' inability to maintain a healthy work-life balance, lack of infrastructure and resources in public primary schools, providing personalized attention to pupils, managing classroom behaviour effectively, ability to provide timely and constructive feedback to pupils, adapting teaching strategies to different learning styles, and affect pupils attendance and punctuality

#### Research Question Two

How do teachers in public primary schools in Benin City perceive the impact of extended school hours on classroom dynamics and instructional strategies

**Table 2: Perception of teachers in public primary schools in Benin City of the impact of extended school hours on classroom dynamics and instructional strategies**

Statement	Mean	Standard deviation	Remarks
Extended school hours have a positive impact on classroom dynamics.	3.17	0.62	Agree
Extent does extended school hours contribute to improved pupils collaboration and interaction in the classroom	3.34	0.57	Agree
Extended school hours allow for effective implementation of diverse instructional strategies.	3.42	0.55	Agree
extended school hours negatively impact the overall classroom atmosphere	3.32	0.58	Agree
Extended school hours impact the flexibility of adapting teaching methods to cater to different learning styles	3.29	0.52	Agree
Extended school hours provide opportunities for more in-depth discussions and pupils collaboration	3.33	0.64	Agree
Extended school hours provide opportunities for more pupils- centered and project-based learning	3.06	0.77	Agree
Extended school hours contribute to a more inclusive and supportive classroom environment for diverse pupils learning outcome	3.08	0.69	Agree

Table 2 shows the perception of teachers in public primary schools in Benin City of the impact of extended school hours on classroom dynamics and instructional strategies as: extended school hours have a positive impact on classroom dynamics, contribute to improved pupils collaboration and interaction in the classroom, allow for effective implementation of diverse instructional strategies, negatively impact the overall classroom atmosphere, impact the

flexibility of adapting teaching methods to cater to different learning styles, provide opportunities for more in-depth discussions and pupils collaboration, provide opportunities for more pupils- centered and project-based learning, and contribute to a more inclusive and supportive classroom environment for diverse pupils learning outcome.

### Research Question Three

What feasibility considerations do teachers identify regarding the implementation of extended school hours.

**Table 3: Feasibility Considerations that Teachers Identify Regarding the Implementation of Extended School Hours**

Statement	Mean	Standard deviation	Remarks
Current school infrastructure and resources sufficient to support extended school hours	2.63	0.91	Agree
Additional resources are necessary for the successful implementation of extended school hours	3.06	0.79	Agree
Sufficient administrative support for teachers in handling the challenges associated with extended school hours	2.93	0.80	Agree
Parental involvement in their pupils' education	3.04	0.67	Agree
Local community understanding and supports the implementation of extended school hours	3.06	0.53	Agree
Flexibility of curriculum and teaching methods is crucial for the feasibility of extended school hours	2.65	0.86	Agree

Table 3 presents the feasibility considerations that teachers identify regarding the implementation of extended school hours. They are: current school infrastructure and resources sufficient to support extended school hours, additional resources are necessary for the successful implementation of extended school hours, sufficient administrative support for

teachers in handling the challenges associated with extended school hours, extended school hours affect parental involvement in their pupils' education, the local community understands and supports the implementation of extended school hours, and Flexibility of curriculum and teaching methods is crucial for the feasibility of extended school hours.

#### Research Question Four

To what extent do teachers believe that extended school hours influence the socio-emotional well-being, social interactions of public primary school pupils in Benin City

**Table 4: The extent teachers believe that extended school hours influence the socio-emotional well-being, social interactions of public primary school pupils in Benin City**

Statement	Mean	Standard deviation	Remarks
Extended school hours contribute to the improved emotional well-being of primary school pupils	4.06	0.97	High extent
Extended school hours positively impact the overall socio-emotional well-being of primary school pupils	3.66	0.92	High extent
Extended school hours influence the social interactions among primary school pupils	4.06	0.90	High extent
Extended school hours influence the development of social skills in primary school pupils	3.79	1.00	High extent
Extended school hours foster the development of effective communication skills in primary school pupils	3.56	1.05	High extent
To what extent does extended school hours positively impact the formation of peer relationships among primary school pupils	3.58	1.06	High extent
<b>Grand mean</b>	<b>22.56</b>	<b>4.29</b>	

Table 4 shows that the respondents agree that extended school hours highly contribute to the improved emotional well-being of primary school pupils, contribute to the improved emotional well-being of primary school pupils, positively impact the overall socio-emotional well-being of primary school pupils, influence the social interactions among primary school pupils, influence the development of social skills in primary school pupils, foster the development of effective communication skills in primary school pupils, and positively impact the formation

of peer relationships among primary school pupils. The grand mean of 22.56 indicates that teachers believe that extended school hours influence the socio-emotional well-being, social interactions of public primary school pupils in Benin City to a high degree.

### **Discussion of Findings**

The finding in research question one shows the challenges teachers encounter in public primary schools in Benin City when faced with the implementation of extended school hours involves maintaining effective classroom management, increases overall workload and fatigue on the teachers, sustaining pupils' engagement and attention, lead to teachers' inability to maintain a healthy work-life balance, lack of infrastructure and resources in public primary schools, providing personalized attention to pupils, managing classroom behaviour effectively, ability to provide timely and constructive feedback to pupils, adapting teaching strategies to different learning styles, and affect pupils attendance and punctuality. This finding aligns with Hattie (2009) which stated that extended school hours can strain teachers' ability to manage classrooms effectively. Prolonged school days can lead to fatigue for both students and teachers, increasing the likelihood of behavioral issues. Managing classroom dynamics and maintaining discipline over longer periods requires more energy and innovative strategies, which can be challenging to sustain day after day. Also, longer school days reduce the amount of personal time teachers have, making it harder for them to balance work and personal life. This imbalance can lead to higher stress levels and burnout, negatively impacting their health and job satisfaction. A healthy work-life balance is essential for maintaining teachers' well-being and effectiveness in the classroom (Klassen & Chiu, 2010). Many public primary schools already struggle with inadequate infrastructure and resources. Extending school hours without addressing these deficiencies can exacerbate existing problems. Schools might lack sufficient classroom space, learning materials, and technological resources to support extended learning periods effectively (OECD, 2014).

From the finding in research question two, the study revealed the perception of teachers in public primary schools in Benin City on the impact of extended school hours on classroom dynamics and instructional strategies which indicated that extended school hours have a positive impact on classroom dynamics, contribute to improved pupils collaboration and interaction in the classroom, allow for effective implementation of diverse instructional strategies, negatively impact the overall classroom atmosphere, impact the flexibility of adapting teaching methods to cater to different learning styles, provide opportunities for more in-depth discussions and pupils collaboration, provide opportunities for more pupils- centered and project-based learning, and contribute to a more inclusive and supportive classroom environment for diverse pupils learning outcome. The finding align with Sims (2008), which assert that extended school hours can improve classroom dynamics by providing more time for students to engage with each other and the material. This additional time allows for the development of stronger relationships among students and between students and teachers, fostering a more collaborative and supportive learning environment. In addition according Murphy et al., (2009) extended school hours provide the opportunity for more in-depth discussions and thorough exploration of topics. Teachers can spend more time on complex subjects, allowing students to ask questions and engage deeply with the content. This can enhance critical thinking and comprehension skills

In addition, the findings in research question three shows the feasibility considerations that teachers identify regarding the implementation of extended school hours, which are the current school infrastructure and resources sufficient to support extended school hours, additional resources are necessary for the successful implementation of extended school hours, sufficient administrative support for teachers in handling the challenges associated with extended school hours, extended school hours affect parental involvement in their pupils' education, the local community understands and supports the implementation of extended school hours, and

flexibility of curriculum and teaching methods is crucial for the feasibility of extended school hours. This findings correlated with Epstein (2011), who stated that extended school hours can affect how parents engage with their children's education. Teachers are concerned that longer school days might limit opportunities for family time and reduce parental involvement in homework and school activities. Effective communication with parents is crucial to ensure they understand the benefits and changes associated with the extended hours. Schools need to develop strategies to maintain strong parental engagement despite the longer school days. Furthermore, the success of extended school hours largely depends on the flexibility of the curriculum and teaching methods. Rigid curriculums may not be suitable for longer school days, and teachers need the ability to adapt their instructional strategies to make effective use of the additional time. This might include incorporating more project-based learning, individualized instruction, and experiential activities that cater to diverse learning styles. Flexibility in teaching methods helps maintain student engagement and maximizes the benefits of extended hours (Tomlinson, 2001).

Again, the finding in research question four revealed that extended school hours highly contribute to the improved emotional well-being of primary school pupils, contribute to the improved emotional well-being of primary school pupils, positively impact the overall socio-emotional well-being of primary school pupils, influence the social interactions among primary school pupils, influence the development of social skills in primary school pupils, foster the development of effective communication skills in primary school pupils, and positively impact the formation of peer relationships among primary school pupils. This finding is in agreement with Durlak et al.,(2011) which asserted that schools can use the extended school hours to incorporate socio-emotional learning (SEL) programs, which focus on developing skills such as self-awareness, self-regulation, and interpersonal skills. SEL programs significantly improve students' emotional regulation, behavior, and academic performance. With more time,

teachers can integrate these programs more effectively into the daily curriculum. Extended school hours can enhance pupils' emotional well-being by providing a structured and stable environment. This consistent routine helps reduce anxiety and stress, especially for children who may face instability at home. A predictable daily schedule can offer a sense of security and emotional stability, crucial for young learners (Eisenberg et al., 2003).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

#### **Summary**

This study was designed to investigate the impact of extended school hours on public primary school pupils in Benin City.

The descriptive research design was adopted for this study. The population consists of all 146 government approved public primary schools, in Benin City, Edo state. The sample size was 100 public primary school teachers select from the three metropolitan city; Egor, Ikpoba – Okha and Oredo local government area through purposive sampling techniques. The instrument for data collection was a thirty-two(32) items questionnaire. The



objective of this study is to investigate the impact of extended school hours on public primary school pupils in Benin City. Four research questions guided this study. The instrument used was a questionnaire. Mean and standard deviation were used for the analysis of research data. From the analysis and interpretation received through the questionnaire, the following findings were revealed ;

1. The challenges teachers encounter in public primary schools in Benin City when faced with the implementation of extended school hours involves maintaining effective classroom management, increases overall workload, lead to increased workload and fatigue on the teachers, sustaining pupils' engagement and attention, lead to teachers' inability to maintain a healthy work-life balance, lack of infrastructure among others.
2. The perception of teachers in public primary schools in Benin City on the impact of extended school hours on classroom dynamics and instructional strategies indicated that extended school hours have a positive impact on classroom dynamics, contribute to improved pupils collaboration and interaction in the classroom, allow for effective implementation of diverse instructional strategies.
3. The feasibility considerations that teachers identify regarding the implementation of extended school hours, include the school infrastructure, additional resources and sufficient administrative support for teachers
4. Extended school hours highly contribute to the improved emotional well-being of primary school pupils.

## **Conclusion**

The implementation of extended school hours in public primary schools has multifaceted impacts on both students and teachers. The extended hours can significantly enhance the emotional and socio-emotional well-being of pupils by providing a stable and structured environment, which helps reduce anxiety and stress. These additional hours allow for the integration of socio-emotional learning (SEL) programs, which improve emotional regulation, behavior, and academic performance. Furthermore, extended school hours facilitate more frequent and meaningful social interactions, which are crucial for the development of social and communication skills and the formation of strong peer relationships.

For teachers, extended hours offer the opportunity to implement diverse instructional strategies, engage in more in-depth discussions, and provide personalized attention to students. This can lead to more inclusive and supportive classroom environments that cater to diverse learning styles and needs. However, these benefits are contingent upon addressing several feasibility considerations, such as ensuring adequate infrastructure, securing additional resources, and providing robust administrative support. Additionally, effective communication with parents and community involvement are essential to garner support and understanding for the changes.

In addition, while extended school hours present significant opportunities for enhancing the educational experience and emotional well-being of primary school pupils, careful planning

and resource allocation are crucial to mitigate potential challenges and maximize the benefits. The success of such initiatives hinges on a holistic approach that includes adequate infrastructure, additional resources, administrative support, and active engagement with parents and the community.

### **Recommendations**

Based on the findings of the study regarding the impact of extended school hours on public primary school pupils in Benin City. The following recommendations were proposed;

1. Government should ensure that classrooms, libraries, playgrounds, are provided to support extended school hours.
2. Secure funding to hire more staff, purchase teaching materials, and provide the necessary tools to support extended school hours. By collaborating with local businesses and organizations to obtain resources and support for the initiative.
3. Stakeholders in the educational sector should offer training and professional development opportunities for teachers to help them adapt to extended hours
4. Government should keep parents informed about the benefits and associated with extended school hours, thus seeking how corporation in terms of providing adequate food to sustain this children.
5. Modify the curriculum to include project-based learning, experiential activities, and individualized instruction that can make the most of the extended time by providing teachers with the flexibility to adapt their teaching methods to cater to the diverse learning styles and needs of students.

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Institute Of Education,  
University of Benin,  
Benin City,  
Edo state.

**Dear Respondent,**

**REQUEST FOR THE COMPLETION OF QUESTIONNAIRE**

I am a final year student in the Institute of Education, University of Benin, Benin City, Nigeria. I am currently conducting a research on **“TEACHERS PERCEPTION OF THE CHALLENGES OF EXTENDED SCHOOL HOURS ON PUBLIC PRIMARY SCHOOL PUPILS IN BENIN CITY”**.

The purpose is to enable me complete the Bachelor of Education Degree in Early Childhood Education. This study is entirely for academic purpose and be rest assured your response will be treated with maximum confidence.

Thank you for your anticipated co-operation.

Yours Faithfully,

**OKELIGHO PRECIOUS**

Researcher.

**SECTION A (PESRSONAL DATA)**

GENDER: Male ( ☐ ) Female ( ☐ )

CLASS TAUGHT: ECCED ( ☐ ) PRIMARY 1 ( ☐ ) PRIMARY 2

( ☐ ) PRIMARY 3( ☐ )

TEACHING EXPERIENCE: 0- 5 years ( ☐ ) 6- 10 years ( ☐ ) 11 -15years ( ☐ ) 20 and above ( ☐ )

**SECTION B GENERAL INFORMATION**

Instructions: please ticks (√) the most preferable option by using the following scoring system, bearing in mind that no answer is right or wrong.

Strongly Agree – SA

Agree — A

Disagree — D

Strongly Disagree- SD

**What challenges do teachers encounter in public primary schools in Benin City when faced with the implementation of extended school hours.**

<b>Questionnaire Item</b>	<b>Strong Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
Extended school hours pose challenges in maintaining effective classroom management				
Implementing extended school hours increases your overall workload				
Sufficient support from school administrators in handling challenges related to extended school hours.				
Extended school hours lead to increased workload and fatigue on the teachers				
Sustaining pupils engagement and attention during extended school hours challenging for teachers				
Extended school hours lead to teachers inability to maintain a healthy work-life balance				
Lack of infrastructure and resources in public primary schools pose as a challenge affecting the overall teaching and learning environment.				
Extended school hours pose as a challenge to providing personalized attention to pupils.				
Extended school hours create challenges in managing classroom behavior effectively				
Extended school hours affect your ability to provide timely and constructive feedback to pupils				
Extended school hours create challenges in adapting teaching strategies to different learning styles				
Extended school hours affect pupils attendance and punctuality				

**How do teachers in public primary schools in Benin City perceive the impact of extended school hours on classroom dynamics and instructional strategies**

<b>Questionnaire Items</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
Extended school hours have a positive impact on classroom dynamics.				
Extent does extended school hours contribute to improved pupils collaboration and interaction in the classroom				
Extended school hours allow for effective implementation of diverse instructional strategies.				
extended school hours negatively impact the overall classroom atmosphere				
Extended school hours impact the flexibility of adapting teaching methods to cater to different learning styles				
Extended school hours provide opportunities for more in-depth discussions and pupils collaboration				
Extended school hours provide opportunities for more pupils- centered and project-based learning				

Extended school hours contribute to a more inclusive and supportive classroom environment for diverse pupils learning outcome				
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**What feasibility considerations do teachers identify regarding the implementation of extended school hours.**

<b>Questionnaire Items</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
Current school infrastructure and resources sufficient to support extended school hours				
Additional resources are necessary for the successful implementation of extended school hours				
Sufficient administrative support for teachers in handling the challenges associated with extended school hours				
Parental involvement in their pupils education				
Does the local community understanding and supports the implementation of extended school hours				
Flexibility of curriculum and teaching methods is crucial for the feasibility of extended school hours				

## **SECTION B**

Instructions: please ticks (√) the most preferable option by using the following scoring system, bearing in mind that no answer is right or wrong.

Very High Extent – VHE

High Extent — HE

Moderate Extent — ME

Low Extent —LE

Very Low Extent —VLE

**To what extent do teachers believe that extended school hours influence the socio-emotional well-being, social interactions of public primary school pupils in Benin City**

<b>Questionnaire Items</b>	<b>Very High Extent</b>	<b>High Extent</b>	<b>Moderate Extent</b>	<b>Low Extent</b>	<b>Very Low Extent</b>
To what extent does extended school hours contribute to the improved emotional well-being of primary school pupils					
To what extent does extended school hours positively impact the overall socio-					



emotional well-being of primary school pupils					
To what extent does extended school hours influence the social interactions among primary school pupils					
To what extent does extended school hours influence the development of social skills in primary school pupils					
To what extent does extended school hours hinder the development of effective communication skills in primary school pupils					
To what extent does extended school hours positively impact the formation of peer relationships among primary school pupils					