THE IMPACT OF THE FULL-DAY SCHOOL PROGRAM ON ACADEMIC SUCCESS AND TASK COMPLETION AMONG ELEMENTARY SCHOOL STUDENTS

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Abstract

Introduction: Full-day schooling programs in elementary education aim to support students' academic and personal development through an extended temporal structure and direct guidance. Although it is assumed that a longer presence at school directly impacts academic achievement, the quality of time utilization remains a critical determinant.
Objective: This study aims to analyze the impact of the full-day program on students' academic success by examining the relationship between the weekly frequency of attendance (number of days) and the grade point average, as well as the correlation between the effective use of the school schedule and the percentage of completed tasks.
Methodology: The study relies on a quantitative descriptive and correlational design. The sample consists of 100 teachers engaged in the full-day teaching process, distributed equally (20 teachers each) across five elementary schools in Prishtina ("Faik Konica", "Xhemail Mustafa", "Shkolla e Gjelbër", "Nazim Gafurri", and "Qamil Batalli"). Data were collected through a structured questionnaire with 20 Likert-scale questions (1–5). The internal consistency of the instrument demonstrated high reliability ($\alpha = 0.830$). Data collection included demographic characteristics, attendance frequency, self-assessed grade point averages, and task completion rates. Data analysis was performed using descriptive statistics, one-way ANOVA, and Pearson's correlation.
Results: The ANOVA analysis showed no statistically significant difference in students' grade point averages based on the number of full-day attendance days per week ($F = 0.327, p = 0.722$). Consequently, hypothesis H1 was not verified. In contrast, the correlation analysis revealed a very strong and statistically significant positive relationship between the effective use of the school schedule and the percentage of weekly tasks completed ($r = .883, p = .000$), fully verifying hypothesis H3.
Conclusions: The results demonstrate that the sheer amount of time or passive physical presence at school does not guarantee higher grades. The key element in academic success is the quality of time utilization and effective schedule management, which fosters self-regulation and academic discipline. It is recommended that educational policies shift focus from the quantitative extension of schedules toward enhancing methodological quality, training teachers in time management, and structuring activities with high educational value.

Keywords: *Full-day program, academic success, grade point average, task completion, time management, elementary education.*

1. Introduction

Modern educational systems are paying special attention to the reorganization of instructional time through the implementation of full-day school programs. These programs are designed to provide a structured environment where elementary school students not only attend regular classes but also receive additional pedagogical support for homework completion, engage in extracurricular activities, and develop social skills.
Despite the widespread adoption of this model, contemporary pedagogical literature continues to debate the real effectiveness of extending the school day. The core research question is whether simply increasing the number of days or hours spent at school automatically translates into higher academic performance, or if the primary determinant is the quality of interaction and schedule utilization efficiency.
This study stems from this issue within the elementary school environment, examining the features of full-day program implementation. The main objective is to analyze the relationship between two primary dimensions of full-day attendance: the quantity of presence (number of

attendance days per week) and the quality of schedule utilization (effective use of time), against two student achievement indicators: grade point average and the percentage of completed tasks. The purpose of the introduction is to:

- let the reader know what the topic is
- inform the reader about your point of view
- arouse the reader's curiosity so that he or she will want to read about your topic.
- to engage the reader's attention
- to identify for the reader, the central issue or subject

Approaches vary widely, however the following approach can produce an effective introduction.

- Describe the importance (significance) of the work - why was this worth doing in the first place? Provide a broad context.
- Defend the model - why did you use this particular organism or system? What are its advantages? You might comment on its suitability from a theoretical point of view as well as indicate practical reasons for using it.
- Provide a rationale. State your specific hypothesis(es) or objective(s), and describe the reasoning that led you to select them.
- Very briefly describe the experimental design and how it accomplished the stated objectives.
- Use past tense except when referring to established facts. After all, the paper will be submitted after all of the work is completed.
- As always, pay attention to spelling, clarity and appropriateness of sentences and phrases.

2. Body of Manuscript

2.1 Population and Sample Selection

The study is based on a sample of 100 active teachers participating in the full-day teaching program in elementary schools. To ensure fair representation, homogeneity, and objectivity in data collection, the sample was distributed equally across five elementary schools (20 teachers per school):

1. Elementary School “Faik Konica” ($N = 20$)
2. Elementary School “Xhemail Mustafa” ($N = 20$)
3. “Shkolla e Gjelbër” ($N = 20$)
4. Elementary School “Nazim Gafurri” ($N = 20$)
5. Elementary School “Qamil Batalli” ($N = 20$)

2.2 Study Instrument and Reliability

Data collection was carried out through a structured questionnaire consisting of 20 items, divided into three main sections:

- **Demographic data:** age, gender, education level, grade taught, and years of teaching experience.
- **Full-day program metrics:** frequency, regularity (days per week), and effective use of the school schedule.
- **Academic indicators:** students' grade point average and percentage of completed tasks.

The instrument utilized closed-ended questions built on a 5-point Likert scale (from 1 – never to 5 – always). The reliability test via Cronbach's Alpha proved that the instrument has high internal consistency (See Table 1).

3. Table Figures and Equations

3.1 Figures and tables

Table 1. Instrument reliability assessment

Instrument	Cronbach's Alpha (α)	Number of Items
Full-day student school attendance	0.830	20

Descriptive Analysis of the Sample

- **Gender Distribution:** The sample consists of 50% females ($N = 50$) and 50% males ($N = 50$), ensuring an ideal gender balance.
- **Age:** Participants' ages range from 27 to 35 years, with a mean of 31 years.
- **Education Level:** 50% of respondents hold a Bachelor's degree ($N = 50$), 38% a Master's degree ($N = 38$), and 12% a Doctorate or other ($N = 12$).
- **Grade Distribution:** Teachers cover all levels of the elementary cycle: Grade 1 (22%), Grade 2 (22%), Grade 3 (20%), Grade 4 (18%), and Grade 5 (18%).
- **Teaching Experience:** Professional experience ranges from 4 to 12 years, with an average of 7 years.
- **General Questionnaire Evaluation:** The overall average of responses regarding the impact of the full-day program is high, indicating a positive perception of the program.

Testing Research Hypotheses

- **Testing Hypothesis 1 (H1):** *The greater the number of full-day attendance days per week, the higher the student's grade point average.*

To test this hypothesis, the grade point averages of students grouped by attendance frequency (Moderately, Often, Always) were compared.

Table 2. Descriptive statistics of grade point average according to attendance days

Attendance Frequency	N	Mean (M)	Standard Deviation (SD)
Moderately	25	4.4080	0.27374
Often	44	4.3614	0.26608
Always	31	4.3516	0.29197
Total	**100**	**4.3700**	**0.27432**

Descriptive data show that students attending "moderately" have a grade point average of 4.408, while those attending "always" have an average of 4.352. To verify whether these differences are significant, a one-way ANOVA analysis was conducted (Table 3).

Table 3. ANOVA analysis for grade point average according to attendance days

Source of Variation	Sum of Squares	df	Mean Square	F	Sig. (p)
Between Groups	0.050	2	0.025	0.327	0.722
Within Groups	7.400	97	0.076		
Total	**7.450**	**99**			

ANOVA results indicate a value of $F = 0.327$ and $p = 0.722$. Since $p > 0.05$, there is no statistically significant difference in students' grade point averages based on the number of full-day school attendance days.

- **Conclusion on H1:** Hypothesis H1 is **NOT verified**. The number of full-day attendance days per week does not significantly affect students' grade point averages.
- **Testing Hypothesis 3 (H3):** *There is a positive correlation between the full-day program schedule (its effective utilization) and the percentage of tasks completed by students.*

To test this hypothesis, Pearson's correlation coefficient (r) was used.

Table 4. Pearson's correlation between effective schedule utilization and task completion

Variables	Effective schedule utilization	Weekly task completion
Effective schedule utilization	1	.883**
Weekly task completion	.883**	1

** Correlation is significant at the 0.01 level (2-tailed).* $N = 100$.

The analysis shows a very strong positive linear correlation ($r = .883$) with a significance level of $p = .000$. This proves that the effective utilization of the schedule is directly associated with an increase in the percentage of completed tasks.

- **Conclusion on H3:** Hypothesis H3 is **FULLY VERIFIED**.

Discussion of Results

- **Discussion for Hypothesis H1 (Time quantity vs. Grade point average):** The absence of a statistically significant relationship between the number of attendance days and the grade point average ($p = 0.722$) reflects the fact that passive physical presence does not automatically bring academic improvement. This finding is strongly supported by contemporary literature (Cooper et al., 2024; Dalimunthe & Amin, 2024). Prolonged stay without active breaks can cause mental fatigue and a drop in motivation.
- **Discussion for Hypothesis H3 (Schedule management vs. Tasks):** In contrast, the strong positive correlation ($r = .883$) between effective schedule utilization and task completion confirms that structure and efficiency are the keys to success (Ramos et al., 2024; Taylor & Durholz, 2024; Walma et al., 2023; Wang & Bai, 2024).

4. Conclusions

1. **Quality over Quantity:** Full-day schooling adds value only when time is utilized qualitatively. The number of attendance days per week has no direct effect on students' grade point averages.
2. **Importance of Time Management:** The effective use of the school schedule is directly and very strongly related to the percentage of completed tasks, fostering academic responsibility and self-regulation.
3. **Role of School Structure:** Full-day programs should serve as active learning management environments rather than mere passive supervision spaces.

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