


The opportunities and challenges of full-time education in schools: A quantitative study

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Lucas Alves de Oliveira Lima¹, Teddy Talbot², Flávio Arantes Campos³, Bruno Henrique Fernandes da Silva⁴, Iranildo de Oliveira Nery⁵, Lindalva do Remedio Oliveira Cerqueira⁶, Mayanna Ferreira Santos⁷, Marcos André de Souza⁸, Charles Portos Rodrigues⁹ and Camila da Costa Lacerda Tolio Richardt¹⁰

¹ Researcher with a scholarship from the Tutorial Education Program (PET) Knowledge Connections at UFRRJ Federal Rural University of Rio de Janeiro
E-mail: luksapp99@gmail.com

² Dr. in Neurosciences
University of São Paulo - USP
Campus Ribeirão Preto - SP.
E-mail: teddytalbot17@gmail.com
ORCID: <https://orcid.org/0000-0002-7505-9440>

³ Highest academic background with undergraduate area: Master's degree in Agrochemistry / Bachelor's degree in Chemistry
University: Instituto Federal Goiano Campus Rio Verde
E-mail: flavio.acampos@hotmail.com
ORCID: <https://orcid.org/0009-0000-7714-8765>

⁴ Higher academic background in the area of graduation: Full Degree in Pedagogy, Master in Society and Culture in the Amazon,
Federal University of Amazonas-UFAM
E-mail:propesp@ufam.edu.br

⁵ Highest academic background in the area of graduation: Graduated in Bachelor of Letters/English. Specialization in Portuguese Language.
University: UPE - Campus Mata Norte
E-mail: iranery2012@gmail.com

⁶ Highest academic background in the undergraduate area: Master's degree in Education from the Graduate Program in Professional Master's Degree at the State University of Maranhão (PPGE-UEMA)
University: State University of Maranhão - UEMA
E-mail: lindalva.batista@gmail.com
ORCID: 0009-0002-6926-5245

⁷ Higher academic background: (e.g. Dr. in nursing from the Federal University of Piauí)
Adult ICU Specialist Physiotherapist
Current institution: Institute of Higher Education of the South of Maranhão - IESMA/UNISULMA)
E-mail: mayanna.santos@unisulma.edu.br
ORCID: <https://orcid.org/0009-0003-8708-6766>

⁸ Master's student in Human Rights (UNIT-SE)
University: Tiradentes University - Aracaju/Sergipe
E-mail marcos.andre.se2@gmail.com

⁹ Education: Graduated in Pedagogy, Master in Educational Sciences, PhD student in Educational Sciences.
University: UNADES/CIA
E-mail: charlesportos@hotmail.com

¹⁰ Education: Bachelor of Arts - Portuguese (bachelor's degree)
University: Federal University of Pampa - Unipampa
E-mail: camilalacerdatolio@gmail.com
ORCID: <https://orcid.org/0000-0002-1906-7171>



ABSTRACT

The aim of this research was to analyze the challenges and opportunities of full-time education. To this end, an exploratory research with a quantitative approach was carried out with a sample of 60 teachers. Data collection involved the application of structured questionnaires in person and remotely. The results indicate a general positive perception of the effectiveness of this educational model, emphasizing the importance of collaboration among educators and the development of leadership skills. However, challenges such as time and curriculum management were identified, as well as the need for adequate infrastructure, highlighting the urgency of strategies and infrastructural investments. As for opportunities, the diversification of extracurricular activities, the involvement of parents in school life and the implementation of innovative teaching practices stand out, offering promising perspectives to enrich the educational experience and strengthen the partnership between school, family and community. Thus, it is concluded that full-time education presents a panorama rich in challenges and opportunities, whose recognition is essential to continuously improve the educational process, preparing students for the challenges and opportunities of the twenty-first century.

Keywords: Education, Challenges, Opportunities.



INTRODUCTION

Full-time education in Brazil has its origin in the first initiatives of integral education, which date back to the late nineteenth and early twentieth centuries, with the creation of full-time schools under the influence of the pedagogical ideas of educators such as Anísio Teixeira and Fernando de Azevedo. However, it was only in the 1990s, with the enactment of the Law of Guidelines and Bases of National Education (LDB), that integral education was officially recognized as an educational modality in the country, gaining momentum with government programs such as the More Education Program (SCHEUERMANN; JUNG; CANAN, 2017).

Integral education is an educational model that aims to offer a more complete education to students, integrating pedagogical, cultural, sports and leisure activities into the traditional school curriculum. It differs from part-time education in that it provides a longer time for students to stay in school, enabling broader and more diversified learning (VILAS BOAS; ABBIATI, 2020).

In addition to contemplating the basic curricular disciplines, integral education seeks to develop socio-emotional, cognitive, and cultural skills in students, promoting a more holistic education focused on active citizenship and youth protagonism. In this sense, the school becomes a space for coexistence and learning that goes beyond the limits of the classroom, stimulating the integral development of the individual (COELHO; MAURICIO, 2016).

The opportunities offered by comprehensive education are diverse and impact both students and the school community and society. For students, comprehensive education provides an environment conducive to the development of talents, interests and potential, in addition to contributing to the reduction of school dropout and the increase of academic performance. For parents and guardians, comprehensive education represents a safe and enriching alternative for the period in which their children are in school, allowing them to reconcile work and care with the students' studies (LEITE; CARVALHO, 2016).

However, despite the numerous advantages, the implementation of comprehensive education in Brazil faces several challenges, such as the need for investments in school infrastructure, training of teachers trained to work in this pedagogical model, articulation between different public policies and the confrontation of socioeconomic inequalities that can impact the equitable participation of students. In addition, resistance to cultural changes and the lack of consensus on the objectives and methodologies of integral education also represent obstacles to be overcome to ensure the success of this educational modality in the country (CAVALIERI, 2014; GUIMARÃES; SOUZA, 2018).

In view of the above, the objective of this research was to analyze the challenges and opportunities of full-time education. To this end, an exploratory research with a quantitative approach was applied with 60 teachers from different schools that adopt full-time education. It is expected that the results of this research will provide theoretical and practical subsidies for the



implementation and improvement of educational policies aimed at expanding the provision of full-time education in Brazil.

METHODOLOGY

The research carried out adopted an exploratory quantitative approach, aiming to further examine the challenges and opportunities faced in the implementation of full-time education. To this end, a sample of 60 teachers from schools that adopt this educational model was selected. The choice of this methodological approach allowed a detailed analysis of teachers' perceptions in relation to integral education, making it possible to identify patterns, trends and critical points that deserve special attention.

The research was conducted through the application of a structured questionnaire consisting of six questions, designed to investigate the challenges and opportunities of full-time education. This instrument was distributed to a group of 60 teachers from different schools that adopt the full-time education model. Data collection took place both in person and remotely, ensuring the participation of teachers from different regions and educational contexts.

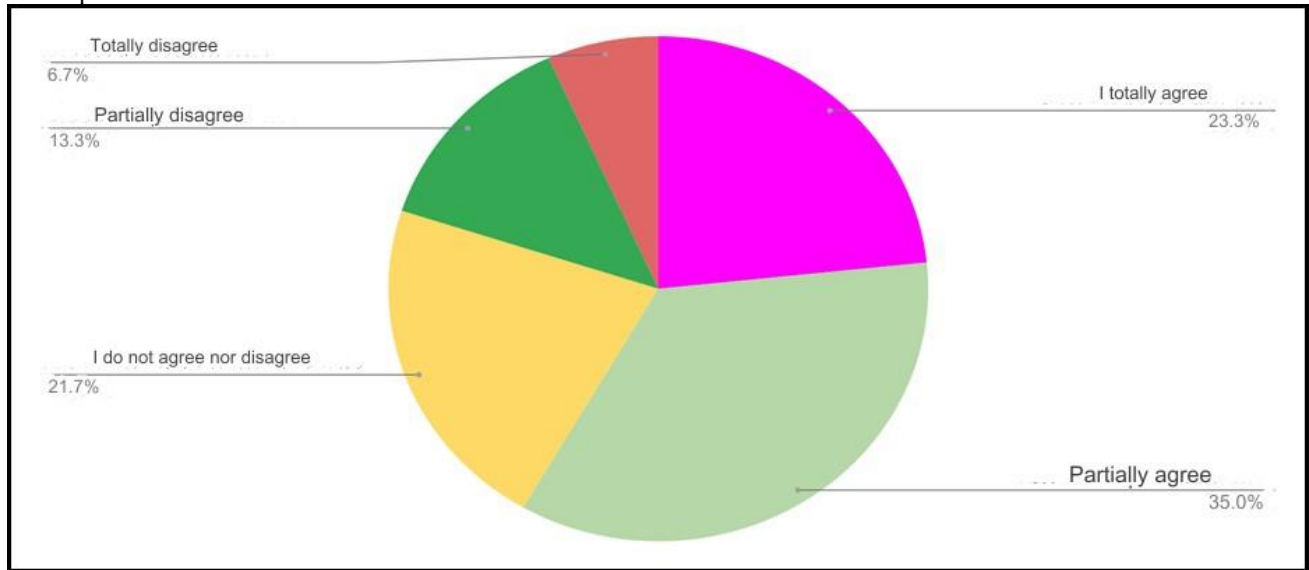
The questionnaire included a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree", allowing participants to express their level of agreement with each proposed statement. Composed of five structured questions, the questionnaire addressed fundamental aspects, such as the perceived effectiveness of full-time education, the main obstacles faced in its implementation, the impact on school dropout and student engagement, as well as the opportunities identified to improve this educational model.

After collection, the data were analyzed to gain a comprehensive understanding of teachers' perceptions of the effectiveness, obstacles, impact on school dropout, student engagement, and opportunities for improvement of this educational model. Descriptive statistical techniques such as averages and graphs were used.

RESULTS AND DATA ANALYSIS

Through the present research, it was possible to inquire, initially, about the effectiveness of full-time education for the promotion of students' academic and socio-emotional development, as shown in graph 1.

Graph 1. Do you believe in the effectiveness of full-time education in promoting students' academic and social-emotional development?

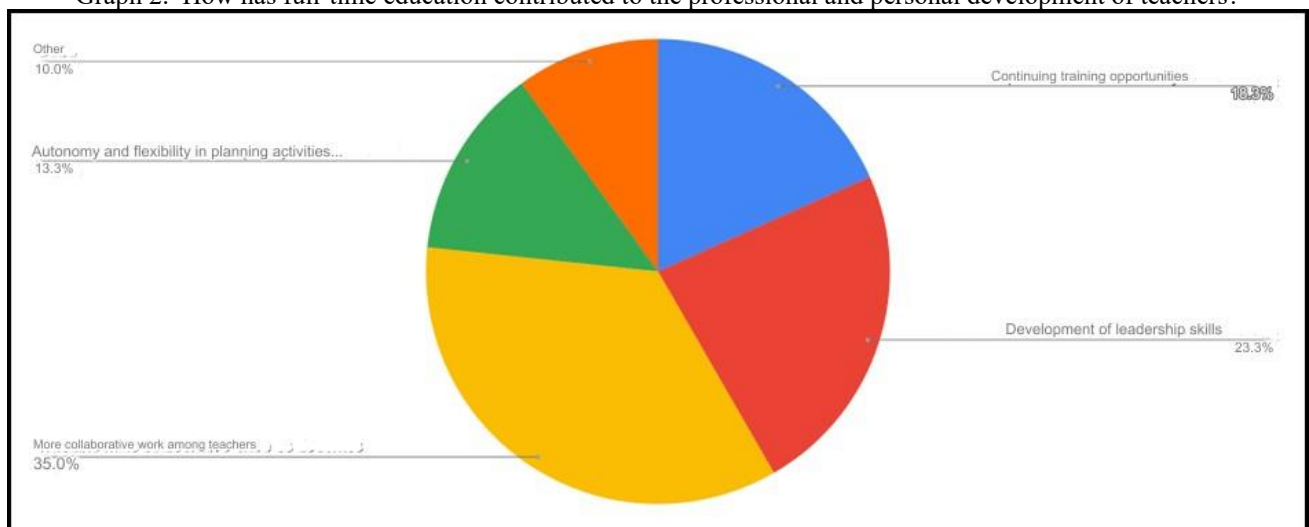


Source: Survey data (2024).

The analysis of the responses reveals that most of the participants expressed agreement with the effectiveness of full-time education in promoting the academic and socio-emotional development of students. Specifically, a significant portion of respondents partially agreed with this statement, followed by those who strongly agreed. These results suggest an overall positive perception of the potential of full-time education to contribute to both students' academic progress and social-emotional development.

Subsequently, teachers were asked about the way in which full-time education has contributed to professional and personal development. Graph 2 shows the results obtained.

Graph 2. How has full-time education contributed to the professional and personal development of teachers?



Source: Survey data (2024).

The analysis of the responses reveals that many participants recognized collaborative work among teachers as the main contributing aspect to the professional and personal development of



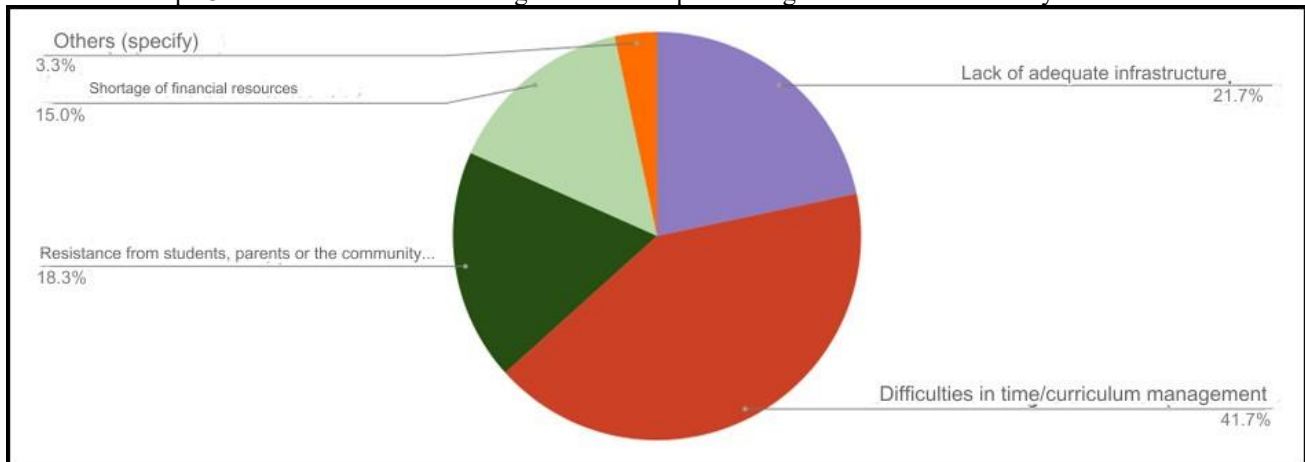
teachers in the context of full-time education. This finding suggests that the interaction between educators in a collaborative work environment can provide exchanges of experiences, mutual learning and the development of interpersonal skills, essential elements for professional and personal improvement. The emphasis on collaboration among teachers indicates that the full-time education model can provide opportunities for strengthening bonds among members of the pedagogical team, fostering a supportive and cooperative environment.

In addition, a significant number of participants highlighted the development of leadership skills as an important contribution of full-time education to teachers' professional and personal growth. This suggests that the opportunity to take on leadership roles in extracurricular activities or interdisciplinary projects can provide teachers with valuable leadership experiences, enabling the development of management, communication, and conflict resolution skills. The identification of this aspect highlights the importance of the full-time education model not only for the academic development of students, but also for strengthening the capacities of education professionals.

On the other hand, although to a lesser extent, a portion of the participants mentioned autonomy and flexibility in the planning of activities as a benefit of full-time education for their professional and personal development. This indicates that the freedom to create and adapt curricula and teaching methodologies can allow teachers to express their creativity, pedagogical innovation, and adaptability, which are essential factors for continuous professional development. Valuing teacher autonomy highlights the importance of providing educators with spaces for experimentation and improvement of pedagogical practices, contributing to a more contextualized and meaningful education.

The third question addressed the main challenges faced in the implementation of full-time education, as can be seen in Graph 3.

Graph 3. What are the main challenges faced in implementing full-time education in your school?



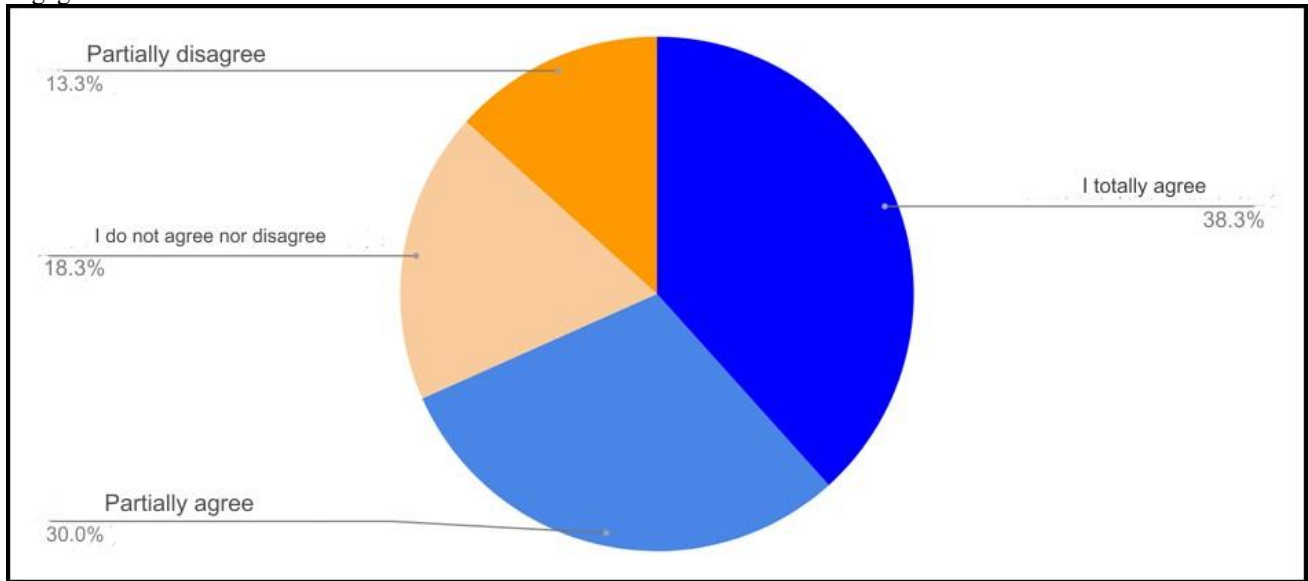
Source: Survey data (2024).

The answers reveal that the challenge most mentioned by the participants was the difficulty in managing time/curriculum. This result suggests that efficient time allocation and curriculum organization represent a significant obstacle to the successful implementation of full-time education in schools. The complexity of planning and executing diversified educational activities within an expanded workload can overwhelm educators and compromise the quality of teaching. This difficulty in time and curriculum management highlights the need for effective planning and organization strategies, as well as the development of flexible and adaptable curricula to meet the needs of students and teachers.

In addition, the lack of adequate infrastructure was cited as another significant challenge in implementing full-time education. This suggests that the absence or insufficiency of physical resources, such as additional classrooms, laboratories, libraries, and spaces for extracurricular activities, may limit the effectiveness and comprehensiveness of the full-time education program. Inadequate infrastructure can compromise the provision of enriching activities and the quality of the school environment, negatively affecting the educational experience of students and teachers. The identification of this challenge underscores the importance of investments in school infrastructure to ensure adequate learning and teaching conditions in the context of full-time education.

The penultimate question asked whether teachers believe that full-time education contributes to reducing school dropouts and increasing student engagement.

Graph 4. Do you believe that full-time education contributes to reducing school dropouts and increasing student engagement?

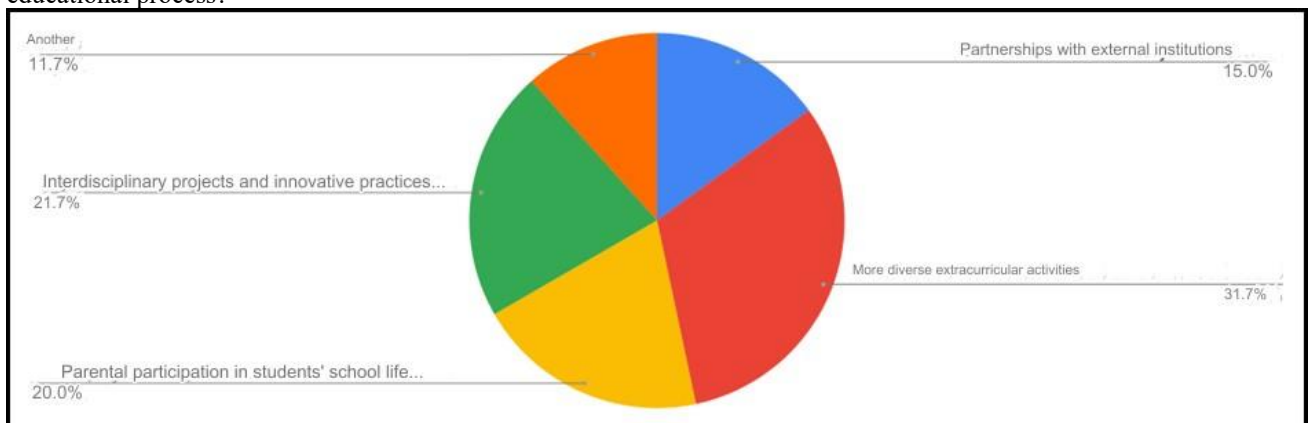


Source: Survey data (2024).

In view of the above, there is evidence of a strong agreement of the participants with the contribution of full-time education to the reduction of school dropout and the increase of student engagement. Most respondents totally or partially agreed with this statement, indicating a positive perception of the benefits of this educational model. This result suggests that teachers recognize the potential of full-time education to keep students in school longer, providing an environment conducive to continuous learning and personal development. The participants' agreement also points to the belief that the provision of extracurricular activities and the closer monitoring of students throughout the school day can contribute significantly to the reduction of dropout and the increase of students' interest and involvement with the school.

Finally, the last question aimed to analyze what are the opportunities identified in full-time education that can be explored to further improve the educational process.

Graph 5. What are the opportunities identified in full-time education that can be explored to further improve the educational process?



Source: Survey data (2024).



There are several opportunities identified in full-time education that can be explored to further enhance the educational process. Among these opportunities are the most diverse extracurricular activities, mentioned by most participants. This diversification can broaden students' learning experiences, providing them with opportunities to explore diverse interests and talents, as well as contribute to the development of social-emotional and cognitive skills.

In addition, the participation of parents in the students' school life was mentioned as an important opportunity, suggesting that family involvement can strengthen support for the educational process and promote a more effective partnership between school and community.

Another opportunity pointed out was the realization of interdisciplinary projects and the implementation of innovative teaching practices, which indicates the recognition of the importance of pedagogical strategies that integrate different areas of knowledge and stimulate students' creativity and critical thinking. These opportunities offer promising avenues for enriching students' educational experience and fostering a more comprehensive and meaningful education.

FINAL THOUGHTS

In view of this research, whose objective was to analyze the challenges and opportunities of full-time education, it was possible to infer that this educational model has a significant potential to promote the academic and socio-emotional development of students, as well as to contribute to the professional and personal growth of teachers. The data obtained show a general positive perception regarding the effectiveness of full-time education in promoting student development, in addition to highlighting the fundamental role of collaboration among educators and the development of leadership skills in the school context.

However, the study also reveals important challenges, such as time and curriculum management, as well as the need for adequate infrastructure for the effective implementation of this educational model. Such challenges point to the urgency of planning strategies and infrastructural investments that guarantee the quality of the education offered.

As for the opportunities identified, the diversification of extracurricular activities, the involvement of parents in the students' school life and the implementation of innovative teaching practices are highlighted. These opportunities offer promising prospects for enriching students' educational experience and strengthening the partnership between school, family, and community.

Therefore, it is concluded that full-time education presents a panorama rich in challenges and opportunities. The recognition of these aspects is essential to continuously improve the educational process, providing students with a comprehensive education and preparing them for the challenges and opportunities of the 21st century.



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