Evaluation of the Applicability of Full-Day Education in TRNC in Two Different Dimensions

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ABSTRACT
This study examines the perspectives of school administrators working in state-affiliated primary schools in the Turkish Republic of Northern Cyprus (TRNC) regarding the management of the full-day education schedule, as well as the experiences of teachers in implementing the program. The research aims to explore the effects of full-day schooling on school management, teacher motivation, and instructional processes. The study was conducted with a total of 50 participants, including 7 school principals, 6 vice principals, and 37 classroom teachers working in primary schools under the jurisdiction of the TRNC Ministry of National Education.

A qualitative research approach was adopted, employing a case study design. Data were collected through a semi-structured interview form consisting of eight open-ended questions developed by the researcher. The interviews were conducted using the semi-structured interview technique, and the collected data were analyzed using the content analysis method. Themes were generated and interpreted based on participants' views to provide insights into the challenges and opportunities associated with implementing full-day education in TRNC primary schools. The findings revealed that the existing physical and technological infrastructure and equipment in schools are not at a level compatible with the requirements of the current century. It was concluded that the current full-day education model is neither effective nor efficient when evaluated in terms of both educational and social aspects. Furthermore, the instructional programs currently in use were found to be insufficient in meeting the expected standards for supporting full-day education within the context of 21st-century educational needs. These findings emphasize the necessity of implementing full-day education only after ensuring that schools are adequately prepared in terms of physical infrastructure, technological equipment, and instructional programs. Such preparation is essential not only for enhancing the quality and efficiency of education but also for significantly contributing to the professional development of teachers and the academic and social growth of students.
Keywords: Northern Cyprus, Full-Day Education Model, School Administrators, Teachers.

Introduction

The current information society era is predominantly shaped by globalization and technological advancements. This transformation, which influences every aspect of life, has led to the emergence of new paradigms in education, causing teaching and learning approaches, as well as educational models, to be restructured. Education is considered one of the most significant elements in shaping and planning the future of a nation.

Education is a lifelong process that begins at birth and continues until death, making social life an inevitable necessity. Through interaction with their environment, individuals acquire knowledge, skills, cultural values, and attitudes, while simultaneously transferring these to others (Güneş, 2015). The content of education varies according to the social context and the characteristics of the era, leading to the emergence of different definitions (Oktay, 2020). An educational model is a structured process that involves planning and implementing teaching practices based on a specific educational philosophy and targeted learning objectives. It focuses on how teachers deliver knowledge to students, how students access and construct knowledge, and how learning outcomes are evaluated (Kıyak et al., 2020). Within this framework, the full-day education model refers to the continuation of instructional and learning activities within the same school setting, starting at a designated time in the morning and continuing until a specified time in the afternoon (Doğan & Erbıyık, 2020).

In 2023, the Ministry of National Education of the Turkish Republic of Northern Cyprus (TRNC) introduced the implementation of the full-day education model within primary education institutions under its authority as part of the initiative titled *"Extending Learning Time."* Under this model, instruction was conducted on Mondays and Tuesdays from 08:00 to 15:20. According to the 2024 academic calendar, the schedule was revised to be implemented on Mondays and Thursdays instead. From this perspective, considering the requirements of the 21st century, it is evident that educational systems are in a constant state of transformation. The educational reforms adopted by countries are shaped by their societal structures, cultures, and economic conditions, which naturally lead to differences in implementation. Each nation possesses a unique educational system, structure, and cultural framework, while its educational philosophy and practices are strongly influenced by political, economic, geographical, social, and cultural factors. For schools — as the primary institutions that produce and shape individuals for society — to raise qualified individuals and integrate with contemporary developments, they must establish a forward-looking vision and mission and focus on improving the quality of educational services (Özdoğru, 2021). In order to adapt to the modern global landscape and provide individuals with the necessary skills and competencies, it is essential that educational institutions carefully plan and structure their systems. In this context, the adoption of the constructivist approach in today's educational settings plays a significant role. This approach emphasizes enabling individuals to construct their own meaning, access information independently, and discover knowledge through inquiry while developing essential skills. Processes such as observation, investigation, curiosity-driven learning, and guided facilitation are considered crucial in fostering deeper understanding and supporting learners' personal development (Güneş, 2015, pp. 4–5).

In their study on full-day education and its effects, Doğan and Erbıyık (2021) concluded that spreading instructional hours throughout the day allows students more adequate breaks for rest. They emphasized that adopting a constructivist approach, which centers on the student and provides appropriate learning environments, positively contributes to students' social development and academic achievement. Similarly, Onarıcıoğlu (2018), in research conducted with students, found that the transition to full-day education enabled students to spend longer hours at school. This extended time fostered their socialization and improved their reading skills, particularly in Turkish language classes. In contrast, Gökçe (2012) argued that academic success is not directly related to the amount of time spent at school but rather to how effectively the instructional time is utilized. Consequently, this study reported no significant positive correlation between full-day education and student achievement.

The primary aim of this study is to evaluate the feasibility and applicability of the full-day education schedule implemented in primary schools under the authority of the Ministry of National Education and Culture (MEKB) in the Turkish Republic of Northern Cyprus (TRNC). This evaluation seeks to understand the perspectives of school administrators regarding the management of the full-day education schedule and the experiences of teachers concerning its implementation, focusing on both the positive and negative aspects they encounter during the process. In this context, the main research question of the study is formulated as follows: *"What are the views of school administrators and teachers on the feasibility and applicability of the full-day education schedule in the TRNC?"*

Based on this central question, the specific research objectives are defined as follows:

1. 1. What do participants think about the implementation of the full-day education schedule in our country, considering the educational requirements of the 21st century?
2. 2. What are your thoughts on the suitability of the current curriculum used during the full-day education schedule in relation to the physical and technological infrastructure available in your school?
3. 3. How do you assess the impact of the current full-day education curriculum on students? Please share your thoughts and experiences regarding this matter.
4. 4. How do you evaluate the effects of the full-day education schedule on students' academic performance and social development?
5. 5. What are your views on the applicability of the constructivist approach within the full-day education schedule? Specifically, how do you feel about providing opportunities for students to engage in active participation and hands-on experiences?
6. 6. How do you evaluate the impact of the full-day education schedule on teachers in terms of workload, motivation, and professional practices?
7. 7. What challenges or difficulties might teachers face when implementing the full-day education schedule? What are your thoughts on this issue?
8. 8. What challenges or difficulties might students encounter within the current full-day education model? How do you evaluate this situation??
9.

Methodology

Research Design

This study utilized a qualitative research approach, which aims to provide a comprehensive understanding of a specific phenomenon by focusing on events and behaviors that occur in natural settings and collecting in-depth data (Büyüköztürk et al., 2024). Among the various qualitative research designs, a case study design was adopted for this research. This design, also known as case analysis or the case study approach, can be used in both qualitative and quantitative research. It is particularly valuable for its ability to provide rich and vivid descriptions of events, combine analyses with comprehensive explanations, and highlight critical aspects of the situation being investigated (Baş & Gök, 2024). Moreover, the case study approach enables researchers to thoroughly analyze and understand real-life situations and processes. It offers opportunities to investigate complex phenomena in depth, especially in contexts where the researcher has limited control over the variables involved (Yıldırım & Şimşek, 2011).

Study Group and Sampling

In qualitative research, participants are carefully selected based on the purpose and research questions of the study. The individuals who make up the study group are those observed and interviewed by the researcher in order to collect data. Establishing a trust-based relationship between the researcher and participants is crucial for obtaining accurate, reliable, and in-depth information (Yıldırım & Şimşek, 2021). The study group for this research consists of school administrators and teachers working in state-affiliated primary education institutions under the authority of the Ministry of National Education of the Turkish Republic of Northern Cyprus (TRNC) during the Spring Semester of the 2024–2025 Academic Year. These institutions are located in the regions of Lefkoşa, Gazimağusa, İskele, Güzelyurt, and Girne. For participant selection, the purposive sampling method was employed. This approach enables researchers to select participants who can best address the research questions and provide rich, relevant data, making it a widely used strategy in qualitative research (Yıldız, 2017). Among the purposive sampling techniques, the snowball sampling method was applied. According to Merriam (2013), snowball sampling helps researchers identify the most suitable participants who meet the predefined criteria of the study, thereby facilitating access to information-rich cases.

Data Collection Tool

In this study, a semi-structured interview format was utilized as the qualitative data collection tool. Data were gathered through interviews comprising open-ended questions. The semi-structured interview technique, which has a flexible structure, allows the researcher to prepare a set of planned questions in advance while also enabling the researcher to ask additional or alternative questions during the interview based on its progress. This flexibility allows for adjustments to the interview framework when necessary (Türnüklü, 2000). The interview form was developed by the researcher and subsequently reviewed by five field experts to ensure content validity and relevance. After incorporating the feedback from these experts, a pilot study was conducted involving one school principal, one vice principal, and one primary school teacher to test the usability of the interview form. Based on the results of the pilot study, the interview form was confirmed to meet usability and effectiveness criteria, making it suitable for use in the actual research process.

Data Collection Procedure

Before data collection began, the necessary permissions were obtained from the Primary Education Department of the Ministry of National Education of the Turkish Republic of Northern Cyprus (TRNC-MEB) (see Appendix 1). An application was also submitted to the Ethics Committee of the Institute of Social Sciences at Akdeniz Karpaz University. All required documents were submitted to the ethics committee in full, and ethical approval for the study was granted. The study group consisted of school principals, vice principals, and teachers working at state-affiliated primary education institutions governed by the TRNC Ministry of National Education, specifically in the regions of Lefkoşa, Gazimağusa, Güzelyurt, Girne, and İskele. Data collection commenced after obtaining ethical approval and official permission from the TRNC Ministry of National Education. The schools involved in the study were visited, and face-to-face interviews were conducted with the participants. During these interviews, the researcher utilized a semi-structured interview form containing open-ended questions tailored specifically for school administrators and primary school teachers. The data collection process took place in March 2024, during the Spring semester of the 2024–2025 academic year, at times and locations convenient for the participants, ensuring minimal disruption to their schedules.

Data Analysis

In this study, data were collected using a semi-structured interview format, accompanied by a qualitative data analysis approach. We employed both descriptive analysis and content analysis techniques to interpret the findings. The content analysis technique consists of three main stages: data collection, data coding and categorization, and interpretation. In the first stage, we gathered participants' responses to the interview questions.

During the second stage, the collected data were coded and transformed into themes. In the third stage, we interpreted the data to extract meaning and establish connections between the findings. At the initial stage of thematic classification, we applied a descriptive analysis approach at the conceptual level to organize the data. Content analysis was used to ensure consistency and integrity in the development of themes (Yıldırım & Şimşek, 2021). Qualitative data analysis is defined as the process of organizing, synthesizing, and interpreting large volumes of raw data to derive meaningful insights, identify relationships, and achieve conceptual understanding before reporting the findings. At the core of qualitative analysis is the coding of data, where flexibility and diversity are prioritized over rigid standards (Gürbüz & Şahin, 2014).

Validity and Reliability

One of the most important aspects that enhances the value of a scientific study is the researcher's ability to establish the validity and reliability of their findings. Regardless of the type of research conducted, ensuring both validity and reliability is essential for achieving the study's objectives and increasing the credibility of the results.

In qualitative research, validity refers to the appropriateness of the data collection tools used to measure the intended phenomenon, as well as their ability to evaluate the research problem accurately and objectively. Validity involves not only selecting the correct instruments but also ensuring that the measurements accurately represent the phenomenon being investigated. A comprehensive presentation of the research problem and a detailed focus on all relevant characteristics are considered key indicators of validity. Moreover, ensuring the validity and reliability of the data collection methods, research design, and data analysis procedures is crucial for the acceptance and credibility of the study's findings (Arslan, 2022). Techniques such as member checking—where researchers confirm participants' responses by asking questions like "Is this what you intended to express?"—also significantly enhance the overall validity of the study (Aziz, 2020).

Results

Table 1. Demographic Characteristics of the Participants

Themes	**f (n)**	**%**
Gender		
Female	**40**	**80%**
Male	**10**	**20%**
Position		
Principal	**7**	**14%**
Vice Principal	**6**	**12%**
Primary School Teacher*	**37**	**74%**
Age Distribution		
Below 30	**9**	**18%**
31–35	**10**	**20%**
36–40	**7**	**14%**
41–45	**8**	**16%**
46 and above	**16**	**32%**
Total Years of Teaching Experience		
0–5 years	**4**	**8%**
6–10 years	**7**	**14%**
11–15 years	**10**	**20%**
16–20 years	**2**	**4%**

Themes	**f (n)**	**%**
20–25 years	**6**	**12%**
25 years and above	**8**	**16%**
Total Years of Administrative Experience		
0–5 years	**10**	**20%**
11–15 years	**1**	**2%**
20–25 years	**2**	**4%**

Table 1 presents the demographic characteristics of the participants in the study. Among the teachers who contributed, 80% were female and 20% were male. In terms of professional roles, 14% of the participants were school principals, 12% were vice principals, and 74% were teachers, which included classroom teachers, English teachers, music teachers, and physical education teachers. Regarding age distribution, 18% of the participants were under 30 years old, 20% were aged 31 to 35, 14% were between 36 and 40, 16% were aged 41 to 45, and the largest group, comprising 32%, consisted of participants aged 46 years and older. When it comes to teaching experience, 8% of the teachers had 0 to 5 years of experience, 14% had 6 to 10 years, 20% had 11 to 15 years, 4% had 16 to 20 years, 12% had 21 to 25 years, and 16% had more than 25 years of experience. In terms of administrative experience, 20% of participants had 0 to 5 years, 2% had 11 to 15 years, and 4% had 21 to 25 years of experience in school administration.

Table 2. Evaluation of Participants' Views on the Full-Day Education Schedule

Themes	**N**	**%**
Lack of physical and technological infrastructure	22	44%
Inadequacy of existing physical and technological infrastructure	30	60%
Excessive duration of instructional time	2	4%
Insufficiency of the current curriculum	2	4%
The current educational model does not fully represent full-day schooling	2	4%

As shown in Table 2, most participants emphasized the lack of physical and technological infrastructure, stating that this deficiency negatively impacts the effectiveness and efficiency of the teaching and learning process within the full-day education schedule. They highlighted that insufficient resources and inadequate facilities pose significant challenges in achieving desired educational outcomes. Additionally, several participants noted that the current curriculum used during the full-day education schedule does not meet expected standards and fails to adequately address the needs of both students and teachers. Furthermore, a smaller group of participants expressed concerns that the duration of the full-day education schedule is too long for students, which they believe may lead to fatigue and decreased engagement in the learning process.

Table 3. Evaluation of the Compatibility of the Full-Day Education Program with the School's Physical and Technological Infrastructure

Themes	**N**	**%**
Lack of physical infrastructure and equipment	39	78%
Inadequacy of technological infrastructure and equipment	36	72%
Need for restructuring the instructional programs	4	8%
Need for improvement of physical and technological resources	7	14%

Themes	N	%
Need to address students' nutritional requirements	4	8%

As shown in Table 3, most participants reported encountering significant challenges related to their schools' physical and technological infrastructure during the teaching and learning process. They emphasized that the current facilities and resources, especially regarding educational technologies, do not meet the standards required for the 21st century. Additionally, several participants noted that the instructional programs implemented within the full-day education model need to be revised and restructured to better align with the needs of both students and teachers. Another critical theme highlighted by the participants was the necessity of addressing students' nutritional needs. Many reported difficulties arising from the absence of adequate facilities, such as canteens or cafeterias, which hinder their ability to provide students with proper nutrition during extended school hours.

Table 4. Evaluation of the Full-Day Educational Schedule and Program's Impact on Students

Themes	N	%
Personal and social development	13	26%
Lack of positive effects of the full-day education schedule	17	34%
Students' reluctance and low participation in activities	12	24%
Students' happiness when choosing activities based on their interests	5	10%
Increase in students' physical and mental fatigue	8	16%

As shown in Table 4, participants expressed two contrasting yet closely related perspectives regarding the impact of the full-day education program on students. A majority of participants indicated that the current full-day education program does not leave a positive impression on students, suggesting that its overall effectiveness is limited. Conversely, another group of participants emphasized that the activities implemented within the program positively contribute to students' personal and social development, indicating potential benefits when the program is executed effectively. Additionally, most participants reported that students demonstrate low motivation and reluctance to engage in school activities during the extended instructional hours. Many participants also noted that the full-day education schedule increases students' physical and mental fatigue, which they believe may negatively affect students' engagement, concentration, and overall learning performance.

Table 5. Evaluation of the Impact of the Full-Day Education Schedule on Students' Academic and Social Development

Themes	N	%
Providing opportunities for repetitive learning	9	18%
Offering opportunities for social development	17	34%
Supporting students' personal development	12	24%
Lack of impact on students' academic performance	36	72%
Lack of support for students' social development	19	38%

According to the findings presented in Table 5, the participants observed that the full-day education model implemented in the TRNC does not significantly enhance students' academic performance. Additionally, several participants highlighted the need for increased opportunities for students' social development within this full-day education program. They emphasized the importance of creating environments that foster holistic growth for students. Moreover, participants suggested that providing greater access to subject-based learning opportunities, as well as expanding extracurricular and sports activities, would more effectively help students develop their

social skills and personal competencies. They stressed that these initiatives are essential for improving both the social development and personal growth of students within the full-day education model.

Table 6. Evaluation of the Use of the Constructivist Educational Approach within the Full-Day Education Schedule

Themes	N	%
The constructivist educational approach is currently applied	8	16%
Lessons are designed based on the constructivist educational approach	14	28%
The constructivist educational approach cannot be effectively implemented due to the current education system	23	46%
The use of the constructivist educational approach in the country should be improved	8	16%

As displayed in Table 6, most participants indicated that the current education system and existing instructional programs do not support the effective implementation of the constructivist educational approach. They believe that systemic limitations and traditional teaching practices hinder the full integration of constructivist principles into the instructional process. However, a significant number of participants reported that they do incorporate the constructivist approach into their teaching practices within the existing educational framework and design their lessons according to constructivist principles. Additionally, participants emphasized the need to improve the application of constructivist strategies, particularly during afternoon sessions in the full-day education model, suggesting that these practices would enhance student engagement, active participation, and learning outcomes.

Table 7. Evaluation of the Impact of the Full-Day Education Schedule on Teachers

Themes	N	%
Increased workload	12	24%
Managing the process through teachers' personal dedication	8	16%
Lack of resources is causing demotivation and dissatisfaction	23	46%
Causing physical/mental fatigue and stress among teachers	13	36%
Inefficient use of time	10	20%

Participants reported several challenges related to the full-day education schedule, as demonstrated in Table 7. Many respondents pointed out that inadequate physical and technological infrastructure, a lack of a clear instructional program, and students' reluctance to engage in activities during full-day education days lead to higher absenteeism and decreased efficiency in educational activities. These factors contribute to lower motivation and a general sense of dissatisfaction among teachers. Additionally, participants noted that the increased workload demanded by the full-day education model negatively impacts teachers' motivation. They highlighted that the program requires more preparation time, intensifying teachers' workloads and resulting in physical and mental fatigue, as well as increased stress levels. On a positive note, several teachers recognized beneficial aspects of the full-day education model. They mentioned that this approach allows for lesson repetition, reinforces learning, and contributes to their personal and professional development through involvement in diverse activities. Moreover, teachers emphasized that spending extended periods with their students improves teacher-student interaction and strengthens the classroom learning environment.

Table 8. Evaluation of the Challenges Faced by Teachers in the Full-Day Education Model

Themes	N	%
Large class sizes	5	10%
Increased workload due to preparation requirements	9	18%
Stress caused by student-related responsibilities	13	26%

Themes	N	%
Challenges related to teacher-on-duty practices	7	14%
Lack of discipline and security measures	6	12%
Limited opportunities for extracurricular activities	30	60%
Absenteeism reduces lesson quality	4	8%
Student misbehavior complicates classroom management	14	28%
Lack of a structured education program is causing uncertainty	19	38%
Parental differences and lack of involvement	6	12%
Negative impact of low teacher motivation	12	24%

As shown in Table 8, participants identified several significant challenges faced by teachers in the full-day education model. The most frequently mentioned issues included a lack of opportunities for extracurricular activities, the absence of a structured educational program, student misbehavior complicating classroom management, and the stress associated with increased student-related responsibilities. Many participants expressed that the current educational and instructional programs within the full-day model do not effectively improve the quality of teaching and learning. They emphasized the need for reforms aimed at addressing these shortcomings to ensure a more effective and efficient learning process.

Additionally, participants noted that the growing multicultural structure of the TRNC has introduced new challenges for teachers. Differences among families, together with parental disengagement or lack of involvement, have been identified as factors that complicate the teaching process and increase the difficulties teachers face in managing diverse classrooms.

Table 9. Evaluation of the Challenges Faced by Students in the Full-Day Education Model

Themes	N	%
Transportation difficulties	20	40%
Inadequate access to proper nutrition	39	78%
Safety and security issues	14	28%
Negative impact on the family economy	9	18%
Differences among families	10	20%
Negative effects of extended instructional hours	28	56%
Disciplinary and violence-related incidents	4	8%
Physical infrastructure limitations and financial challenges	18	36%
Lack of a structured educational program	8	16%

According to Table 9, participants noted several challenges that students face in the full-day education model. The most frequently mentioned difficulties include transportation issues and inadequate nutrition facilities, which create additional financial strain for families and students. Many participants pointed out that the extended duration of the full-day schedule negatively affects students, leading to fatigue, reduced concentration, and lower overall academic performance. Additionally, participants highlighted that socioeconomic disparities among families are more pronounced in the full-day model, impacting students' ability to access equal learning opportunities. Furthermore, some respondents reported incidents of disciplinary problems and violence among

students, emphasizing the need for stronger behavioral and safety measures in schools to support students' well-being and engagement.

Discussion

When examining participants' perceptions of the full-day education schedule, a significant concern identified is the belief that the schedule is neither feasible nor efficient due to inadequate physical and technological infrastructure in schools. Participants noted that the lack of facilities such as cafeterias, rest areas, sports halls, indoor spaces, laboratories, computer rooms, and smart boards poses considerable challenges to effectively implementing the full-day education model. They emphasized that current school structures do not meet the requirements necessary for a full-day instructional schedule. These findings align with the results of Doğan and Erbıyık's (2021) study, which indicated that insufficient classrooms, sports areas, cafeterias, and rest spaces limit the effective application of the full-day education model. Similarly, Özdoğru (2021) reported that challenges such as nutritional issues, inadequate physical infrastructure (e.g., insufficient classroom numbers), large class sizes, problems related to school buildings, lack of resources and teaching materials, and technological deficiencies are among the most significant obstacles faced during the transition from double-shift schooling to a full-day education system. Furthermore, a study conducted in the TRNC in 2019 highlighted that limitations in physical infrastructure, technological shortcomings, and gaps in the educational program persist as pressing issues within the current education system (Erden & Erden, 2019). These findings support the results of the current study, suggesting that without substantial improvements in school facilities, technological resources, and instructional planning, the full-day education model is unlikely to achieve its intended effectiveness.

In full-day education models, students spend longer hours at school, creating a greater need for diverse and student-centered instructional programs. These programs should focus on students' interests and individual needs rather than adhering to rigid, monotonous, and overloaded curricula that do not account for individual differences. It is essential for programs to adopt a constructivist approach, which actively engages students in the learning process and encourages participation, critical thinking, and problem-solving. If an instructional program merely delivers information without incorporating interactive activities or experiential learning opportunities, it is unlikely to capture students' attention and may negatively affect their motivation. Such programs can also contribute to physical and mental fatigue, ultimately leading to lower productivity and reduced learning outcomes. Therefore, effective full-day education models should integrate balanced curricula that include active learning strategies to sustain student engagement and maximize both academic and personal development (Kazu, 2011).

Educational programs that utilize a constructivist approach, which places students at the center and encourages active participation, provide a strong foundation for students to discover their potential and meaningfully construct knowledge. Learning environments designed according to constructivist principles not only enhance students' academic achievement but also support their social development and boost their motivation (Yılmaz, 2024). Similarly, the findings of Özan and Öztürk (2018) indicate that full-day education systems can positively impact students' socialization when opportunities for extracurricular and social activities are offered during non-instructional hours. These findings align with the views of participants in the current study, who emphasized that incorporating structured social activities into the full-day model helps students develop stronger peer relationships, build self-confidence, and achieve a more balanced educational experience.

An overall analysis of the study's findings indicates that the full-day education model has a predominantly negative impact on teachers under the current conditions. Many teachers reported experiencing an increased workload, mental and physical fatigue, and decreased motivation, suggesting that the system places significant pressure on educators. However, a small number of participants noted that the extended instructional hours offer opportunities to enhance teacher-student interactions and develop closer relationships with their students. This observation aligns with the findings of Korkmaz and Sadık (2011), who reported that the transition to a full-day education model enables teachers to better understand their students' needs, interests, and learning styles, ultimately fostering a more supportive and personalized learning environment.

Conclusion

The findings of this study indicate that participants feel the current physical and technological infrastructure in schools is inadequate for effectively implementing a full-day education model. They emphasized the need for significant improvements in school facilities and technological resources to create a more supportive and efficient learning environment. Additionally, participants highlighted the importance of restructuring the instructional programs used within the full-day education schedule. They stressed that revising the curriculum to better align with students' needs and current educational demands is crucial for ensuring equity in education and enhancing learning outcomes. These findings underscore the necessity of adopting a comprehensive development strategy

that integrates infrastructure improvements, technological advancements, and curriculum reform to enhance the overall effectiveness of the full-day education system.

Participants reported that the current instructional program implemented in the full-day education schedule in Northern Cyprus presents several challenges for students. They highlighted issues related to nutrition and transportation, as well as difficulties concerning students' personal and social development. According to the findings, the full-day education model has not positively impacted students. Many participants observed that students exhibit low motivation and are often reluctant to engage in lessons and extracurricular activities. Additionally, participants noted that the lack of flexibility and choice within the existing program—particularly the absence of opportunities for students to select courses or activities based on their interests and talents—leads to negative consequences for students' engagement and well-being. Furthermore, it was found that the extended full-day schedule contributes to increased physical and mental fatigue, which adversely affects students' academic performance, concentration, and overall learning experience.

Participants discussed the impact of the full-day education schedule on students' academic and social development, emphasizing the need for opportunities that foster emotional and social growth. They highlighted the importance of creating hands-on, experiential learning environments that actively engage students and support their personal development. However, many participants reported that the current full-day education model leads to increased physical and mental fatigue among students and offers limited benefits to their academic progress. Additionally, they pointed out that the program does not sufficiently support students' social development. Overall, they suggested that significant improvements are necessary to create a more balanced, inclusive, and student-centered approach within the full-day education framework.

Participants discussed the applicability of the constructivist approach within the full-day education model in Northern Cyprus, highlighting that the current education system lacks adequate opportunities for effectively implementing constructivist principles. They emphasized that the existing instructional structure and program limitations impede the development of student-centered and activity-based learning environments. Furthermore, participants stressed the need for a comprehensive and well-organized plan that allocates sufficient time to successfully integrate the constructivist approach into the full-day education model. They underscored the importance of designing learning environments and planning instructional activities that align with constructivist principles to enhance student engagement, critical thinking, and active participation in the learning process.

The impact of the full-day education schedule on teachers in Northern Cyprus reveals that teachers primarily cope with this process through their personal dedication and efforts. However, many participants reported that the increased workload associated with the full-day model negatively affects teacher motivation and contributes to heightened physical and mental fatigue. Additionally, several participants expressed the belief that the full-day education schedule is inefficient and often viewed as a loss of valuable instructional time. These findings indicate a need for policy adjustments and structural improvements to better support teachers, reduce workload-related stress, and enhance the overall effectiveness of the full-day education model.

Regarding the challenges and difficulties faced by teachers in the implementation of the full-day education schedule in Northern Cyprus, participants reported that teachers are confronted with limited opportunities and insufficient institutional support, which negatively affect their performance and well-being. They highlighted issues such as large class sizes, extended instructional hours leading to increased student-related responsibilities and stress, and student misbehavior that complicates classroom management. Additionally, the findings revealed that the lack of a well-structured educational program further intensifies these challenges, resulting in reduced teacher motivation and lower instructional effectiveness. Moreover, participants emphasized that differences among families and parental disengagement also negatively impact the teaching process, creating additional obstacles for teachers in managing the demands of the full-day education model effectively.

Recommendations

Recommendations for Future Research

- Future research could explore similar or related topics using quantitative and mixed-method research designs that incorporate larger and more diverse participant samples. This approach would facilitate comparisons between the findings of this study and those from future studies, leading to a deeper understanding of the subject.
- Additionally, under the same research title, a detailed examination of students' and parents' perceptions, attitudes, and experiences regarding the full-day education schedule could be conducted. Such studies would provide broader insights, helping to identify differences in stakeholders' views and supporting the development of more effective educational policies and practices.

Recommendations for Researchers

- Efforts should be made to improve and upgrade the physical infrastructure, technological resources, and overall facilities of schools to support the effective implementation of the full-day education model.
- To ensure the efficiency and effectiveness of the full-day education schedule, the current instructional programs should be revised and redesigned in accordance with contemporary educational approaches and tailored to students' individual needs and interests.
- The implementation of the full-day education model should initially begin with pilot schools, and after identifying and addressing potential deficiencies, the model can be extended gradually to all schools across the country.
- Student-centered activities and experiential learning opportunities that are aligned with the demands of the 21st century should be designed to support students' interests, talents, and personal development, enabling them to learn by doing and experiencing.
- In-service training programs should be organized for teachers to enhance their knowledge and skills regarding the implementation of the constructivist educational approach, supporting more active and student-focused teaching practices.
- Teachers should also be provided with contemporary professional development opportunities in classroom management, enabling them to strengthen their instructional strategies and effectively manage diverse classroom dynamics.
- Schools should foster stronger teacher-student collaboration by enhancing communication and cooperation with families. Organizing family education seminars and workshops would support parents in understanding and contributing to their children's learning and development.

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