

TEACHER'S PERCEPTION ON IMPACT OF OVER-SCHOOLING ON INTELLECTUAL AND PSYCHO-MOTOR DEVELOPMENT OF PRIMARY SCHOOL PUPILS IN IMO STATE, NIGERIA

NWOSU, BRIDGET NKECHI (Ph.D)
Department of Educational Psychology & G/C
Alvan Ikoku Federal University of Education
Owerri, Imo State, Nigeria
nkechibridgetnwosu@gmail.com
07031520999

&

AZARAH, LILIAN CHINYERE(Ph.D)
Department of Educational Psychology & G/C
Alvan Ikoku Federal University of Education
Owerri Imo State, Nigeria
08036745812

&

IWUOHA, CHRISTIANA UGONMA.(M.sc)
Department of Life Science Education, Imo State University
Owerri Imo State, Nigeria
ugochris99@yahoo.com
09030836933

ABSTRACT

This study investigated the perception of teachers on the impact of over-schooling on intellectual and psychomotor development of public primary school pupils in Imo State, using researcher's developed instrument. Multistage sampling procedure was employed of 710 primary school teachers in the 42 public primary schools in Imo state as the area of study, 120 participants were used as the sample for the study. Four stages were involved in the sampling; at each stage an appropriate sampling technique was used. Mean scores were used to describe teachers' investigation on impact of over- schooling on intellectual and psychomotor development of primary school pupils in Imo State. Descriptive statistics, using Statistical Package for Social Sciences (SPSS version 23) were employed for data analyses. Results revealed among others that the respondents significantly showed that over-schooling neither enabled intellectual development, nor enhanced psychomotor development of primary school pupils in Imo Sate. Recommendations were advanced.

Keywords: perception, teachers, impact, over-schooling, intellect, psycho-motor development, primary school pupils.

INTRODUCTION

Education fixes socio-economic and governmental advance of any nation, and accounts for the alteration between advanced and under- developed countries. Supportable development will remain an impression in any nation grieving of a functional educational system because for a nation to advance into a mature economy, its educational system

from preprimary to tertiary level must be focused, active, practical, goal-oriented and fruitful.

Intellectual development, in Jean Piaget's theory, is the process of growth and change in intellectual abilities such as thinking, processing, reasoning, problem solving and understanding. It is how an individual acquires, organizes and learns to use knowledge (Gauvain & Richert, 2019). It denotes to the development of knowledge and problem-solving skills that allow pupils discover and realize their environment. Intellectual development peaks during childhood and puberty, and regularly a vital display of pupil's educational performance, social development and mental well-being. Jean Piaget deliberate intellectual development in children broadly and recognized that intellectual development of pupils progressed through four stages: sensorimotor, preoperational, concrete operational and formal operational stages. Pupils in Primary Education fall into the preoperational (2-7 years), here the pupils develops symbolic thinking, but struggling with logic, and concrete operational (7-11 years) stages, here the pupils think logical about concrete objects.

Intellectual development also, refers to the growth and maturation of intellectual abilities, including: thinking, reasoning, problem-solving, memory, learning and language. It's about how we process information, understand the world, adapt to new situations. Intellectual development occurs throughout life, shaped by genetics and environment and experiences. According to Schultz et al (2021): intellectual development is a multifaceted construct, encompassing cognitive abilities, language, academic skills, and environmental interaction. In the other hand, according to Robert Sternberg (2019): intellectual development is a dynamic and adaptive process, involving the ability to learn, reason, and solve problems and interact well in once environment.

Psychomotor development is not remote from intellectual development. Psychomotor development refers to the progression of physical skills and abilities, including: Gross motor skills (large muscle movements): walking, running, and jumping. Fine motor skills (small muscle movement): grasping, writing, manipulating objects. It involves the integration of physical movement, cognitive function, and neurological development. Psychomotor development is crucial for everyday activities, coordination, and overall physical fitness. It is a function of the brain, and brain development is an essential aspect of cognitive development. Consequently, psychomotor development refers to the relationship between cognitive (psyche) functions and physical movement reflected in the movement of the muscles and parts of the body. The co-ordination of body movement is centered on the brain. Myelination of the brain is a gradual procedure, and explains why human infants are unable to coordinate all parts of the body like sitting, or standing at birth. Since different parts of the brain controls different parts of the body, it follows that before a child can use any part of its body, the part of the brain controlling that part of the body must be covered by myelin sheath. Motor movement is dependent on myelination of the brain barring other handicaps; so, cognitive and psychomotor development are inseparable, hence, Jackson (2023) considers psychomotor skills as movement tasks that require both cognitive and motor processes necessary for manipulating and understanding the environment. Psychomotor development is shaped by heredities, environment, and experiences, and it evolves significantly during childhood and adolescence.

Psycho-motor development refers to changes in a child's cognitive, emotional, motor, and social capacities from the beginning of life throughout fetal and neonatal period, infancy, childhood, and adolescence. Fleishman (2019) views psycho-motor development as abilities include: control precision, multi-limb coordination, response orientation, and other related skills

Development refers to the process of growth, changes, and maturation in the individual, societies, or systems. It is also a multifaceted approach, involving the interplay of genetic, environmental, and social factors. According to Nwosu, (2019) in Jean Piaget (1952) development is a continuous process of adaptation and organization, involving assimilation and accommodation. Nishan(2020), view development as a process of improving individual well-being and achieving structural social changes. Furthermore development is an increase in the ability of an individual to function properly; it is a process through which individual potentials are realized. It is a lifelong process that concise the entire pattern of human existence and it is a product of maturation and learning.

Perception as viewed by Fiveable Content Team (2025): is a mental process of interpreting sensory information and giving it meaning based on past experiences and knowledge. Also according to Albright, (2015): perception reflects as the permanent possibilities of sensation, reclaiming structural and relational properties of the world from sensory events. In the same way Akoje, B.G (2024): stated that perception is the process of acquiring knowledge about the world through senses, involving empiricism, rationalism, and constructivism. Furthermore perception is the process of interpreting and understanding sensory information from the environment. Also perception involves a two- part system, including preattentive and focused attention stage, to merge characteristics of a stimulus into a unified percept.in the view of Eshetu (2015); perception is our sensory experience of the world around us, involving recognition of environmental stimuli and critical to survival.

Perception (Oxford Dictionary): the process by which the brain interprets and organizes sensory information from the environment, allowing us to understand and navigate the world around us. Perception in a simpler term is how we make sense of what we see, hear, feel, taste, and smell. It is a complex process that involves our brain, senses and past experiences.

A surplus of experimental proposal suggests that correlation occurs amongst somatic or physical activity (motor movement) and intellectual efficiency. Somatic activity improves the manipulability of gray and white matter of the brain in children improves brain structure and functional networks improves cognitive functioning such as attention, thinking, reasoning, problem-solving, in children and adolescents. In general, physical activity enhances intellectual functioning in children and adolescents (Borrego-Balsalobre et al, 2021). Similarly, Escolano-Perez and Bestue (2021) noted a relationship between physical activity and intellectual gains, resulting in better academic performance. During the missionary era, various religious denominations provided education for their adherents at elementary and secondary levels. For most of such schools, normal school hours were from 7:30am to about 2pm, and the school period was revered. Private elementary schools run by individual proprietors were uncommon. However, with development and urban migration and government's call for private sector participation in the provision of education, private schools at all levels began to gain ascendancy. Affluent parents, in search for qualitative education for their children, began to patronize these private schools. Perhaps, in their

quest for academic excellence, these private schools extended their school period to evening hours, and euphemistically referred to the extended hours as extramural lesson, but in reality, it is over schooling.

Over schooling, according to Nuhu (2020), defined over-schooling as the time pupils spend in school beyond the normal school period. Other researchers, (Omede & Jimba, (2021) observed over -schooling as keeping pupils in school for long hours in the pretext of additional lessons which may cause more harm than good.

Also researchers (Ibiam & Aleke, 2022) had regarded over-schooling as forcing pupils extremely to excel intellectually regardless of the consequent burden. Peak cases, some teachers normally reserve morning school topics or subjects for evening periods to make the imprint that the lengthy school hours serve valuable purpose.

The attention span of pupils in primary school amongst ages 7–10 is amongst 16 to 30 minutes, and every action outside that period summonses weakening, except the action is exceedingly interesting. Assumed that the attention span of primary school pupils is extensively controlled. Furthermost parentages, perhaps in their seek to see their kids become educational geniuses, impulse these kids to the limits parents not only give extreme support for the extended school period, but they also employ private tutors to engage these kids in another session of intelligent agony at home as they come back in the evening after long hours at school. These pressured denied the pupils the opportunity to rest, even have indoor or outdoor play. Correspondingly, Kanu and Ambar (2019) noted that over-schooling miserable pupils of rest and play. Also, over stimulation of the intellect resulting from over schooling, sets excessive pressure on the pupils with the potential of causing physical, or psychological symptoms (Anderson, 2020). Most parents even enroll the already over-stretched pupils in break programs, hence, denying them somatic and intellectual rest. Most parents chance their kids into mini adults straining them without relaxation, ignorant that play improves physical, emotional, social, and intellectual development, some of these parents are ignorant that forcing pupils too hard intellectually can lead to important stress with a possibility of developing dislike for school and final dropping out of school.

Furthermore, over-schooling refers to providing more education than is practical or useful, often leading to issues like burnout, stress or mismatch between skills and education. According to Okonkwo (2014): over-schooling is when a child, pupil, or student is made to undergo training, drilling, or instruction far above or in excess of what's provided in the curriculum. Finally over-schooling can manifest through excessive homework, note coping, or introducing curricular content meant for higher classes of exceeding class period, leading to negative impact on cognitive, psychosocial, psycho-motor and personal development of an individual.

It is against this contextual that the study examined teachers' perception on impact of over schooling on intellectual and psychomotor development of primary school pupils in Imo State.

The following research questions were used to guide the study:

Research Questions

1. What is the impact of over schooling on intellectual development of primary school pupils in Imo State?
2. What is the impact of over schooling on psychomotor development of primary school pupils in Imo State?

Methodology

The study adopted a descriptive survey design in which a small number of the population is studied and the result is generalized to the entire population (Nworgu, 2015). Multi stage sampling technique was employed to select the sample size. In the first stage, simple random sampling was used to select one education zone from the six education zones in Imo State. The simple random sampling was used to select one out of the two local government areas in Owerri education zone. In the second stage, stratified random sampling technique was employed to select public primary schools in Owerri Local Government Area which has 42 public primary schools (Imo State Primary Education Board, 2001) with a total number of 710 primary school teachers (Imo State Universal Basic Education Board, [ESUBEB], 2020). Through simple random sampling technique, 12 public primary schools were picked for the study. With the assistance of the head mistress of each school, the nominal roll of teachers in each school was used to pick the participants, using systematic sampling technique in which every alternate name on the list was selected until a total number of 10 participants was obtained, giving the overall total of 120 participants. Each class in the participating schools had two, three, or even four streams for some schools are quite large in population. The field work lasted for about three weeks.

The researchers-developed instrument titled “Teachers’ perception on impact of over-schooling on intellectual and psychomotor development of primary school pupils in Imo State” was used for the study. The structured instrument comprised 20 items (arranged in two sections, A and B) had Likert-type response format of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). While section A sought information on teachers’ perception of the impact of over-schooling on intellectual development of primary school pupils, section B sought information on teachers’ perception of the impact of over schooling on psychomotor development of primary school pupils in Imo State. Three lecturers in the department of Educational Psychology, Alvan Ikoku Federal University of Education Owerri, Imo State, Nigeria, determined the face and content validity of the instrument. A pilot study, using 40 teachers outside the area of investigation was conducted to ascertain the reliability of the instrument. The effect yielded Cronbach alpha (1951) reliability co-efficient of 0.83 considered high enough to consider the instrument reliable for the study.

Descriptive statistics of mean and standard deviation were employed in data analyses, using Statistical Package for Social Sciences (SPSS version 23). Mean scores were used to describe teachers’ perception on impact of over-schooling on intellectual and psychomotor development of public primary school pupils in Imo State. A criterion mean of 2.50 was established to determine the perception of teachers on the impact of over-schooling on intellectual and psychomotor development of public primary school pupils in Imo State. Thus, a criterion mean of 2.50 and above meant that the participants agreed that over-

schooling had positive impact on intellectual and psychomotor development of primary school pupils. Equally, a criterion mean score below 2.50 meant that participants did not believe that over-schooling had any positive impact on the intellectual and psychomotor development of primary school pupils in Imo State.

Results

Research Question 1

What is the impact of over schooling on the intellectual development of primary school pupils in Imo State?

Table 1. Mean responses of teachers on the influence of over-schooling on intellectual development of primary school pupils in Imo State.

(N = 120)			
S/N	Items	Mean	Std
1	Over-schooling has negative influence on pupils' cognitive development	3.5	.87
2	Over-schooling ensures creativity in children		
3	Over-schooling promotes positive thinking among pupils	3.6	.83
4	Over-schooling enables children understand their environment	3.1	8.2
5	Over-schooling facilitates children's language acquisition		
6	Over-schooling can lead to mental stress among pupils	2.1	.83
7	Over schooling enhance pupil' fluency in language	2.8	81
8	Poor writing skill among pupils is the result of over schooling	3.4	.90
9	Over schooling affects children participation in home activities	2.7	.88
10	Pupils learn more during the extended school hours		
		1.8	.85
		3.5	.86
		1.4	.80

Cluster mean = 2.8

Table 1 shows that the participants consider that over schooling had more undesirable impact on intellectual functioning of primary school pupils. Here, participants believe that over-schooling neither encourages inspiration in primary school pupils (item 2), nor does it enable them comprehend their environment (item 4). Also, over-schooling has negative impact on overall intellectual functioning of pupils (item 1) because it can cause intellectual stress (item 6), affect harmfully their participation in home activities (item 9) and prominently, they do not really learn more during the extended school hours. Though, the overall mean of 2.8 is marginally above the criterion mean of 2.50, suggesting that the participants did not strongly believe that over- schooling has much efficacy in intellectual development of primary school pupils in Imo State. However, notwithstanding the demerits of over-schooling, the participants believe that it has some merits. Not only does it encourage positive thinking in pupils (item 3), it also facilitates pupils' fluency in language usage (item 7).

Research Question 2

What is the impact of over schooling on psychomotor development of primary school pupils in Imo State?

Table 2. Mean responses of teachers on the impact of over schooling on psychomotor development of primary school pupils in Imo State.

(N = _____ 120)				
S/N	Items	Mean	Std	
1	Over-schooling positively influences pupils' psychomotor development	1.3	.89	
2	Over-schooling does not enhance psychomotor development of pupils			
3	Over-schooling does not promote pupils' manipulative skill	3.5	.90	
4	Psychomotor skills enables pupils manipulate their	3.3	.89	
	environment but over schooling does not promote it	3.6	.88	
5	Over-schooling does not emphasize physical exercise	3.4	.91	
6	Extended school hours are mainly for academic work	3.2	.90	
7	Play that enhances physical development is not part of Extended school hour.	3.7	.88	
8	Over emphasis on academics during the extended school hours denies pupils the opportunity to play	3.5	.85	
9	Over-schooling does not allow pupils participate in extracurricular activities	3.3	.87	
10	Overall, over schooling does not promote pupils' Psychomotor development.	3.6	.87	

Cluster Mean=3

Results on Table 2 indicates that the participants were agreed that over- schooling hardly promoted physical development of children (items 2, 3, 4, 5, 10) because extended school hours or over schooling were academic- oriented (item 6) to the weakening of play that promoted physical development (items 7, 9).

Discussion

The study revealed that the harmful impact of over-schooling on pupils outlying the encouraging impact. The findings reveal, among others, that over- schooling unpleasantly distresses intellectual and psychomotor functioning. This is dependable with the results of Anderson (2022), that acknowledged that when pressure hormone is caused in pupil's developing brains and continued over time, it can result in intellectual deficits, learning worries and memory loss. Researchers like (Ibiam & Aleke, 2022) had prominent also that over stimulation of the brain as a result of over-schooling and the connected educational assignment are harmful to pupils' intellectual functioning.

Extra school loads manifest in the heavy homework weigh pupils down, leaving them intellectually weak. This confirms the finding (Levy, 2021) that over-schooling pupils

mentally had opposing effects on pupils' health. Researchers (Kralovec & Buell, 2020; Benneth & Kolish, 2022), also renowned that too much school assignment reduced children's health. Possibly, ignorant of the damaging effects of over-schooling, some teachers continue to bother these pupils with large bulk of homework assignment (Umobong et al, 2022). The study also revealed that over schooling does not increase primary school pupils' reading ability neither does it help primary school pupils comprehend their surroundings because over schooling has not permitted them to interrelate with their surroundings through play. This supports earlier research (Kanu & Amba, 2021) recognized that over schooling contradicts primary school pupils recreation and play. The participants agreed that over-schooling had no significant impact on psychomotor development of primary school pupils, the participants also agreed that over schooling cannot permit pupils to engage in extracurricular activities in and outside the school. The result provides acceptance to a study (Uzochukwu et al, 2022) recommended that over-schooling left pupils with slighter time to play, leading to intellectual dryness and dullness. Correspondingly, (Umobong, et al, 2022) shown that over schooling depressed pupils the involvement of juvenile play that enhance psychomotor development and intellectual readiness. The participants also said that since children spend most of their schooling hours at school because of over schooling, they devote less time in home activities which comprises spending worth time with their parents and siblings , promoting parent-child attachment, which is critical for the overall development of primary school pupils. This supports study (Villines, 2012) that revealed that close relationships with family, also engaging in extracurricular activities stimulated pupils' intellectual and emotional development. Respondents agreed that over-schooling did not promote intellectual and psychomotor development. Wendy (2021) controversy that pupils needed sufficient period to play for their socio-emotional, intellectual and psychomotor development. Participants agreed also that lengthy school periods are keen entirely to academics to the harm of extracurricular events, pupils are not permitted to allow to run free their inspired capacities in the knowledge process, which is regularly realized through play.

CONCLUSION AND RECOMMENDATIONS

The findings of the study revealed that over-schooling has contrary effect on the intellectual and psychomotor development of primary school pupils. When schooling and learning appear persistent and torturous, passion and motivation may be weakened and reduced with the potential of developing hatred for school and schooling. Since the participants said that over-schooling barely encouraged intellectual and psychomotor development in primary school pupils, the following recommendations were advanced:

1. Government should control the operations and practices of schools with emphasis on pre-primary and primary school levels of education..
2. Since lengthy school hours appear to serve protective purpose, for parents especially the working class parents who leave their children in the upkeep of school, much of the extra hours should be keen to play so that children can benefit themselves of the physical, emotional, mental, and social benefits inherent in play. This implies that government should try to build a quality play ground with quality play materials in all level of schooling especially at pre-primary and primary levels of Education so as to enable the pupils to engage in play why waiting for their parents.

References

- Anderson, S. (2022). *The impact of stress on cognitive and emotional development*. Retrieved: www.outerchild.net
- Ben, E.& Iwogbe, E. (2023).Teacher's Perception of over-schooling on cognitive And psychomotor Development of primary school pupils in Anambra State. *Journal of Educational Research Vol.8, 1, ISSN:2354-2772*
- Benneth, S.,& Kalish, N. (2022). *The case against homework: How homework is hurting our children and what we can do about it*. Crown
- Borrego-Balsalobre, J.F., Martinez-Moreno, A., Morales-Banos, V., & Diaz- Suarez, A. (2021). Influence of psychomotor profile in the improvement of learning in early childhood education. *International Journal of Environmental Research and Public Health*, 18, 12655. doi.org/10.3390/ijerph182312655
- Escolano-Perez,E. & Bestue, (2021). Academic achievement among Spanish secondary school students: The inter-related role of executive Functions, physical activity and gender. *Int. J. Environ. Res. Public Health*, 18, 1816-1840. [https:// doi:10.3390/ijerph/8041816](https://doi.org/10.3390/ijerph182312655)
- Fleishman, E.A. & Reilly Me. (2019): Handbook of Human Abilities.
- Gauvain, M., & Richert, R. (2019): Cognitive development. In H.S. Friedman (Ed.), *Encyclopedia of mental health* (pp. 317-323), Academic Press
- Ibiam, J. & Aleke, D.I. (2022). Over schooling: A threat to early childhood Education. *Journal of Education*, 5, 45-52
- Kanu, J.A., &Ambar,P.S. (2021). Teachers' perception of over schooling of Preprimary school children by private providers of Education in Kwali Area Council of Federal Capital Territory, Abuja. *Journal of the Nigerian Academy of Education*, 16 (1), 269-278
- Kralovec, E., & Buell, J. (2020). *The end of homework: How homework disrupts Families, over burdens children, and limits learning*. Beacon
- Nuhu, R. (2020). Over-schooling in Nigerian system. *Seminar paper Presentation in partial fulfillment of the requirements for the award of Doctoral degree in Educational Management, Faculty of Education, University of Abuja*.
- Ogbazi, J.N.,& Okpala, J. (1994). *Writing research report: Guide for researchers in Education, the Social Sciences and the Humanities*. Press Time.
- Omede, J.,& Jimba, D. N. (2019). Perception of parents about the consequences of over-schooling on the cognitive and psychosocial development of the Nigerian child at the private pre-primary schools. *Academic Research Journal of Psychology and Counselling*, 7(2), 6-13.
- Robert J. Sternberg (2020) 'Cambridge Handbook of Intelligence'
- Schultz et al.(2021) intellectual Development and specific learning Disability. Cambridgr.org.
- Uzochukwu, N., Anierobi, E.,Nwikpo,M.,Unachukwu, G. (2022). Impact of over schooling on the intellectual and emotional development of preprimary pupils. *The Nigerian Academy of Education Proceedings*, 2018,40-45
- Villines, Z.(2012). Fighting a losing battle. Too much homework can interfere with learning. www.goodtherapy.org/blog/too-much-hmw-learning-0523126
- Wendy, M. (2021).Over schooling: Paying 35k a year for tutoring. New York Times. Retrieved: <http://notmsnmoney.proboar.com>