

CONFERENCE PROCEEDING

Effects of Long School Hours on Students Time Management

Sharifah Muncerah Binte Sheik Nawaz^{1*}, Nur Syahindah Binte Sanusi¹, Aisyah Syafiqah Binte Mohd Rafi¹

¹Alsagoff Arab School, 111 Jalan Sultan, 199006, Singapore

*Corresponding author: sharifahmuneerah_nawas@alsagoff.edu.sg

ABSTRACT

The aim of this research is to explore the effects of long school hours on the student's daily life in managing their time. The study was undertaken through surveys and readings of related articles and research papers. On top of the daily lessons, madrasah students have in school, they tend to have extra classes and co-curricular activities (CCA) which cause them to end school later than the usual time. Long school hours come with many consequences. Among others, it affects the student's health in terms of being drained out and exhausted. This could affect the student's performance in school. Long school hours also affect students in terms of time management at home - time to rest, study, complete their homework and to spend with their family. This study concludes that long school hours do not only have an impact on the students' studies but also on other issues such as managing time for themselves and their family, and their productivity.

Keywords: *time management; long school hours; drained out, productivity*

INTRODUCTION

The time students spend in school in a day reflects the hours that they have left for themselves. The more time they spend in school, the less time they have to do other activities. We decided to pursue research on this topic as we notice that students struggle to manage their time due to the time in school. Different countries practise different amounts of school hours per day. Research done by NUS (2022) shows that the average time Singaporean students spend is 50 hours a week studying, with 28.6 hours for school classes and 22.2 hours for out-of-school activities. Factors like quality instructions, classroom environment, and sleep also contribute to students' success and not only school hours. This study investigates the impact of school hours on secondary students at Madrasah Alsagoff, focusing on how school time affects their time management and performance.

MATERIALS AND METHODS

The method for data collection employed for the study is by the use of surveys. Respondents are all from the secondary levels which consists of two groups - lower secondary and upper secondary. To provide the respondents with a more sense of

comfort, we have used surveys conducted through google forms with their name made anonymous. This is to ensure that they answer truthfully without any fear of being judged. We also carried out the process strictly, following the sampling plan to achieve the desired number and qualified responses.

RESULTS AND DISCUSSION

The purpose of this chapter is to discuss and analyse the information. This section will cover the reports of the data collected and its interpretation on the respondents using the survey that we have conducted. This study aims to address how long school hours could have been a factor in student’s time management. We aim to explore whether students have the best school duration for them to be able to organise their tasks effectively and find evidence to strengthen our claims that long school hours affect students in managing their time.

The respondents from secondary one level are 34.07% of the total while 27.47% of the respondents are from secondary two , 20.88% are from secondary three and 17.58% are from secondary four.

Table 1. Respondents’ response to the average time that they leave school

	3.30 p.m. - 4.00 p.m.	-4.00 p.m. - 4.30 p.m.	-4.30 p.m. - 5.00 p.m.	-5.00 p.m. - 6.00 p.m.
Secondary 1	26	1	3	1
Secondary 2	22	0	3	0
Secondary 3	16	3	0	0
Secondary 4	14	1	1	0
Total	78	5	7	1
Total Percentage (%)	85.7	5.5	7.7	1.1

According to High School USA (ciece.org), in the United States, a typical day of high school starts at about 7:30 a.m. and ends around 3:00 p.m., Monday to Friday. Extracurricular activities are typically scheduled in the afternoons and early evenings during the school week; however, some extracurricular activities may also be scheduled on weekends.

As mentioned in Table 1, 85.7% of the respondents leave school between 3:30pm to 4pm. Correspondingly, 5.5% of the respondents reach home the earliest which is between 4pm to 4.30pm, while 7.7% and 1.1% of them reach home extremely late.

According to Brandon Peters (verywellhealth.com), teenagers are advised to sleep from 9pm-10pm. Since they leave school around 4:30pm-5pm, they only have about 5-6 hours to complete their tasks and this leaves them with little time to complete all their tasks and responsibilities.

Table 2. Respondents' response to long school hours affects their time in doing their homework.

	Yes	No
Secondary 1	25	6
Secondary 2	12	13
Secondary 3	14	5
Secondary 4	14	2
Total	65	26
Total Percentage (%)	71.4	28.6

From Table 2, 71.4% of the respondents feel that long school hours affect their time in doing their homework. However, according to The Straits Times, a study by the Organisation for Economic Cooperation and Development (OECD), found out that Singapore's 15-year-olds dedicate 9.4 hours to homework per week. Nevertheless, a spokesman for the Ministry of Education (MOE) said that the duration spent on homework is "fairly reasonable for upper-secondary students, who would be preparing for the national examinations". This comment contradicts with the results from Table 2 as most of the students feel that their time management in doing their homework is affected despite not having long school hours.

Table 3. Respondents' response on the effect of CCA on their revision or schoolwork

	Yes	No
Secondary 1	7	24
Secondary 2	7	18
Secondary 3	3	16
Secondary 4	7	9
Total	24	67
Total Percentage (%)	26.4	73.6

According to The Straits Time, many students involved in CCAs, which is compulsory for those in secondary school, end up with little time for rest and homework. Parents are asking if the Ministry of Education should review the time spent on such activities. According to Table 3, 73.6% of the students are not affected by the school CCA as it gives them time to relieve their stress. Students who participate in CCA tend to have a more positive outlook in school and their future education. In our research, we believe that schools could lessen the school study hours but not eliminate the curriculum activity as it has a lot of benefits.

Table 4. Respondents' response to long school hours effect on their free time

	Agree	Neutral	Disagree
Secondary 1	17	9	5
Secondary 2	12	9	4
Secondary 3	5	9	5
Secondary 4	6	6	4

Total	40	33	18
Total Percentage (%)	44	36.3	19.8

From Table 4, 44% of the students agree that their free time is affected while another 36.3% feel neutral about it. On the other hand, only 19.8% of them feel that the school hours do not affect their free time. An article by Think Impact (thinkimpact.com) recommends only 3–4-hour study sessions daily to maximise brain capacity, prevent burnout and from being overwhelmed with information. Students need free time to rest and bond with the family. Having more free time will give them the opportunity to do so.

CONCLUSION

This study is a small step in understanding the link to how the long school hours affect the student’s time management. From the results, there is a small percentage of students in Madrasah Alsagoff Al-Arabiah who spend long school hours in school. However, most of the students that do not spend that much time, are also affected in not being able to manage their time on their studies, with their families, and for themselves. From these findings, it seems to suggest that long school hours may not be the main factor as much as the individual’s way of managing their time well. Moving forward, it could also be suggested that schools could reduce their curriculum hours or move some of them onto the online platform, so that students can have more time doing other tasks.

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