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Keywords: time utilization, home environment, primary school.

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Students' Time Utilization Practices in School and Home Environments in the Primary Schools of Boloso Sore Woreda, Wolaita Zone Southern Ethiopia

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Abstract- Students on the task time and off task behavior can affect student academic achievement in quality of education in school. Thus, the major purpose of this study was to examine the students' time utilization practices in schools and at home in the primary schools of Boloso Soro woreda, wolaita zone. To this effect, descriptive survey method was employed. The study was conducted in 3 target public primary schools. In this study 3 schools and 65 students were selected by randomization. Whereas 3 principals, 3 vice principals, 10 teachers and 10 Parent-Teacher-Association members were selected on the bases of availability sampling technique. Questionnaire, interview and document analysis were used to collect data. Descriptive statistics such as frequency and percentage were used for data analysis. The results of the study revealed that doing different house hold tasks, playing with peers and studying lessons were dominant activities that take much of students' time out off their schools, at home and in their villages. Providing a quit work place, reducing length of assignment and scheduling challenging tasks to catch attention and selecting activities that demand active students' response were among recommendations.

Keywords: time utilization, home environment, primary school

I. Background of the Study

This part of the research presents theoretical frameworks on time utilization practices in the classrooms, in the school compounds and home environments which can either positively or negatively affect students' academic achievement and the quality of education provisions in schools. The introductory review of literature enables readers to have some conceptual understandings regarding time management by students and other respective stakeholders in school tasks and out off school tasks.

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a) Time Utilization and Students' On-Task Behaviors

Time-on-task of effective teaching has been one of the most widely discussed concepts among researchers, administrators, and educators since the 1970's. This discussion actually began with John Carroll's 1963 paper, "A Model of School Learning", which directly linked learning to time. He proposed that true learning depends on the amount of time a student spends actively engaged in the learning process compared to the amount of time the student needs in order to learn.

Later research studies amplified this concept. These studies explored how time can be more efficiently used in classrooms and the instructional practices that lead to active student learning. The California Beginning Teacher Evaluation Study (BTES) of grades 2 through 5 in a large number of elementary schools identified teaching activities and classroom conditions that advanced student learning. BTES findings highlighted three important time concepts: allocated time, engaged time and academic learning time.

Allocated time is the total amount of time available for learning; e.g. the length of the school day or a class period. It is the "opportunity to learn". According to the BTES and many subsequent studies, teachers who allocate more time to a specific content area have students who achieve at higher levels than teachers who allocate less time to the same content. The Florida Department of Education (FLDOE) embraced this research concept when it developed the policy that mandated an uninterrupted 90 minute reading block for all public elementary schools. This standardized reading time allocation guarantees that all elementary students have an equal opportunity to learn to read.

The BTES study also noted factors that limit learning or cause students to lose interest during the allocated timeframe, such as: (1)unscheduled interruptions, public announcements, fire drills, visitors and other school management practices, (2)uneven transitions between activities and inefficient classroom management procedures that disrupt the learning flow,

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such as disorderly material distribution or disorganized assignment collection; and (3) over-reliance on seatwork, uninteresting and overly demanding lessons and other non-engaging instructional practices.

The BTES findings on engaged time or time on task demonstrate that the more engaged time students have, the higher they achieve. Highly interactive instructional styles led to greater amounts of student engaged time, and, consequently, increased student learning.

Highly effective teachers use interactive presentations with modeling, questions and answers, guided practice, and constructive feedback before students work independently. It is also interesting to note that high student engagement during teacher-led instruction and group work yielded high engagement during independent seatwork.

Academic learning time has to do with quality; it is the amount of time students spend actively working on tasks of an appropriate difficulty. Success breeds success. When a teacher targets the instruction of a new concept or skill so students can succeed at least 75% of the time, students are more engaged and achieve at higher levels.

To deliver lessons designed to maximize academic learning time, teachers must: (a) accurately diagnose each student's knowledge and skill level, (b) prescribe learning tasks appropriate to a student's levels, (c)structure engaging lessons around the learning tasks and give clear, concise task directions, (d)have substantive teacher-student interaction during the lesson, such as: modeling, guiding students as they practice, asking probing questions, giving corrective feedback, (e)how does the time-on task research play out in the day-to-day classroom experience?

Along with school management practices that ensure quality classroom time, time on task depends on good classroom management processes and highly interactive teaching styles. Four significant classroom management processes promote time-on-task

1) Room arrangement – Well-organized room arrangements provide easy student movement and good teacher-student eye contact. Trouble-free traffic patterns reduce distractions and disruptions. In addition, educators whose rooms are arranged so they have a clear view of all their students can easily monitor student engagement and attend to student activities.
2) Rules and procedures – Effective rules and procedures reduce the time spent on disruptions and disciplinary situations
3) Transitions – Efficient practiced transitions help students move in and out of the room smoothly and get to work quickly at the beginning of class or on the next learning activity.
4) Preparation and pacing – Doing the hard work of pre-planning and preparing ample activities and materials allows educators to focus on the lesson momentum. Good pacing reduces dead time and keeps students involved and on task.

Keeping students on task is the primary challenge for any teacher. If students are doing what they should be doing, then there would not be any management problems. Classroom procedures and routines are essential for getting students on task. Once students enter the classroom, they should follow a routine up until they are dismissed from class. Routines are created by procedures. Students should work on a warm-up right when the starting bell rings. Work at the beginning of the class goes by many names: do now, starters, bell ringers, etc. This is a good routine for getting students on task in class. Having lessons that students actually want to learn will be main tool for keeping students on task. Every student is different. Writing lessons that every student will want to learn is difficult.

i. *School Available Time :* The total number of hours that potentially can be devoted to instruction. This measure is dictated by state regulations and school board policy. Increasing the available time' does not correlate with increases in student learning.

ii. *Allocated Time :* The sum of time that a teacher schedules for instruction in a particular subject area (e.g., reading). Research shows that increasing the instruction) is a good start but when viewed in isolation does not predict student success

iii. *Instructional Time :* The time during which instruction is actually delivered. (Interruptions such as student disruption, lengthy transitions from one activity to another, and fire drills whittle down instructional time.)

iv. *On-Task Time :* Time when the student is observed to be passively or actively focused on instruction (e.g., attending to the teacher). This measure is a fair predictor of student learning progress, but an observer cannot always verify whether an 'on-task' student is really attending to instruction.

v. *Active Student Response :* Time when the student can be seen to demonstrate some kind of active writing a composition, a group answering a teacher's question). This measure is the best predictor of student learning success.

b) Time Utilization and Students' Off-Task Behavior

One of the most common reasons for referral to school support personnel is "off-task" behavior. Often, efforts to change such behaviors focus on consequences — rewards, loss of privileges, etc. However, such efforts frequently have limited success. Off-task behavior might serve the purpose of gaining adult or peer attention or access to more preferred

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activities, such as talking with peers or playing with materials; escaping or avoiding desirable activities such as writing or reading.

i. *Connecting Academic Difficulty to Off-Task Behavior*

Many educators believe that there is a collateral relationship between the difficulty level of academic tasks and off-task classroom behavior. Recent research suggests that Curriculum- Based Assessment (CBA) procedures could be incorporated into a functional behavioral assessment (FBA) to identify precipitating (antecedent) events that lead to off-task classroom behaviors of students. CBA is a direct measurement process that uses the student's curriculum to determine current and ongoing performances.

These performance levels represent the functional relationship between a student's academic skills and the curriculum materials: If the curriculum is too difficult relative to the student's academic skill level, excessive performance demands are created, which in turn may result in higher rates of off-task classroom behaviors to escape from difficult academic activities.

A recent study at Arizona State University examined how CBA procedures can be used to identify the antecedent conditions that prompt off-task behaviors in general education classrooms. When given curriculum materials that were too difficult relative to the students' skill level, the percentage of off-task classroom behaviors increased. Conversely, fewer off-task classroom behaviors were observed when students were working on instructional level academic activities.

II. Statement of the Problem

Having the above background information in to account the group of researchers strived to oversee how students' in the primary schools of Boloso Sore Woreda have been using their time in the school compounds and in home environment so that to improve the academic performance and learn better in their educational level. To make a comprehensive survey the following research basic questions are used as spring board

a) Basic research questions

1) What are the major in- school activities that consume students' time in the schools under the study?
2) What are the major out off- school activities that consume students' time in the schools under the study?
3) What is the influence of stakeholders on students' time utilization in the schools under the study?

III. Objectives of the Study

a) General Objective

The main objective of this study is to uncover students' time utilization practices in classrooms, school compounds and home environments in Boloso Sore Woreda targeted primary schools.

b) Specific Objectives of the study

Some of the specific objectives are;

1) To identify the major in-school activities that consumes much of students' time in the schools under the study.
2) To specify the principal activities that consumes students' time at home and in their villages where they live.
3) To identify the contributions of stakeholders in students' time utilization in the schools under the study.

IV. Research Design and Methodology

This section encompasses research method, sources of data, sample populations and sampling technique, data gathering tools, and method of data analysis.

a) Research Methods

The researchers employed descriptive survey method to explore and reveal the current status of Students' On and Off School Utilization Practices in the Primary Schools of Boloso Sore Woreda. In relation to this, Best (2005:114) stated that a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present.

b) Sources of Data

The research targeted four main groups: School principals, teachers, students, and parents, to provide first hand information on Students' On and Off School Time Management Practices in the Primary Schools of Boloso Sore Woreda. In the study, Primary and secondary data were used. Primary sources in this study were school principals, teachers, students, and PTA. The selection of the sample respondents as source of data is based on the expectation that they will have better information and experience in relation to the study. Moreover, they were chosen because of their position hold and assigned responsibilities at different levels of the education hierarchies. Secondary sources such as documents, and attendance reports were used.

c) Sample Population and Sampling Technique

The researchers took a sample of 91 respondents as samples for the study from three selected primary schools. Of the samples, six of them were principals and vice principals, 10 of them were PTA, 10 of them were teachers and 65 of the respondents were students. Students were selected on the basis of simple random sampling technique to give equal chances to be selected where as principals, vice-

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principals, PTA, teachers were selected on the basis of availability sampling technique.

d) Instruments of Data Gathering

The researchers used questionnaires, interview and document analysis to collect relevant information from sample populations. Two types of questionnaire i.e., some open and many close-ended were employed for students to obtain information concerning students' time utilization practices in classrooms, school compounds and home environments in Boloso Sore Woreda targeted primary schools. The reason for the selection of questionnaire as a data gathering tool is because it is the appropriate instrument to obtain variety of opinions with in a short period of time from a large population and also helps respondents to express their opinion and views freely. Thus questionnaires were used to collect data from students whereas interviews were held with principals, teachers and some PTA.

Moreover, both structured and unstructured interview were prepared for respondents to collect in-depth information for the study. As Creswell (2009:179) described, interview is useful when participants cannot be directly observed. The interview was prepared principals, teachers and parents.

e) Methods of Data Analysis

Based on the nature of the study and the data obtained, various statistical tools were employed in the study. Both qualitative and quantitative approaches were used. A quantitative approach was used to analyze statistics and numerical data. Besides, qualitative approaches were used to analyze the respondents view. Tables and graphs were also used to show how results were interpreted. For data analysis and interpretation various statistical tools such as frequency count and percentages were used to analyze the data and to make the interpretation valid and reliable. The answers to open-ended questions and interviews were summarized manually and discussions were made in line with the quantitative results.

V. Discussions and Interpretations of Data

This section of the study focuses on the analysis of data gathered via questionnaires, interview and observation. The discussion is made by summarizing that data in sort of percentage so as to examine the dominant responses given by the majority of the respondents. Further it was compared and contrasted with the findings of different research works so as to observe its conformity to the new setting whereby the action research have been done.

Table 1 : Characteristics of Respondents

No.	Variables	Characteristics	Students'		Teachers		Principals'		PTA	
			No	%	No	%	No	%	No	%
1.	Sex	M	30	46.2	7	70	5	83	8	80
		F	35	53.8	3	30	1	17	2	20
2	Age	10-12	25	38.5	-	-	-	-	-	-
		13-15	30	46.5	-	-	-	-	-	-
		Above 15	10	15.4	10	100	6	100	10	100
3	Grade level	Grade 5	14	21.5						
		Grade 6	11	16.9						
		Grade 7	21	32.3						
		Grade 8	19	29.2						
4	Family Condition(with whom do you live)	Both with father and Mother	50	76.9						
		Only with Father	6	9.2						
		Only with Mother	3	4.6						
		Only with brother	-	-						
		Only with sister	-	-						
		With relatives	6	9.2						

As shown in table one, item1 above, 46.2 percent of the respondents are males whereas the rest are females. With regard to age composition, 38.5 % and 46.5% of the respondents were within the age range

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of 10-12 and 13-15 respectively. And the rest were above 15 years old. On the other hand, concerning the grade levels of students who were engaged in the study, 21.5%, 16.9%, 32.3%, and 29.2% of them were in grades 5, 6, 7 and 8 respectively. Furthermore, regarding the parental hood of the respondents, the majority of them (76.9%) were living with both their father and mother, however, 9.2%, 4.2% and 9.2 % were living only with father, mother and their relatives respectively. This implies that most of the students in the study areas live with both parents (father and mother) that help them at least to have opportunity to get various supports.

a) Students Time Utilization With in the School (In the Compound and in the Class room

This section of the table explain about students time utilization in the school compound particularly engagements in the teaching learning process, during break time and in co-curricular activities.

Table 2 : Responses on Time Spent in Classroom Activities

No.	Items	Alternatives	No.	%
1.	During the Teaching learning Process	Only the teacher teaches for the whole period	20	30.7
		Students participates more in the process of learning	4	6.2
		Students react while requested	9	13.8
		Both students and the teacher engage in the process	29	44.6
		Students take note while the teaching proceeds	3	4.6
2	Teachers' provision of learning tasks in class	All teachers give class works	16	24.6
		Half of them give class work	32	49.2
		Some of them give class work	8	12.3
		Most of them do not give class work	9	13.8
3	At the end of the period, and the beginning of the next period	I play with peers	31	47.7
		I become ideal	4	6.2
		I do my home work	16	24.6
		I leave out	14	21.5
4	In the absence of teacher	I chat with my friends	24	36.9
		We make discussion With clever students	17	26.1
		I study alone	2	3.1
		I leave out of the class	22	33.8

As shown in table 2 above, students were requested to respond on the utilization of time during the teaching learning process, 44.6% replied that both students and the teacher engage in the process of teaching learning but 30.7% of them indicated that only the teacher teaches for the whole period. This shows that more than half of the time allotted for the teaching learning process was used by the learners rather than the teachers. This might be for listening, class participation, doing different activities and reacting while asked by the teacher.

Having lessons that students actually want to learn will be main tool for keeping students on task. On item 2 above, respondents were requested about the provisions of different learning tasks such as class works, peer discussion etc; 49.2% of them replied that half of the teachers regularly give learning tasks of students. Besides, 24.6% of the respondents replied that all the subject teachers give them learning tasks. According to the BTES and many subsequent studies, teachers who allocate more time to a specific content area have students who achieve at higher levels than teachers who allocate less time to the same content. Therefore, this result conform to the BTES research works which states that learners to achieve higher level of learning that should be strengthen in the primary schools. On the other hand, a few of them indicated that 13.9% of the teachers do not give them learning tasks regularly.

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Time on task depends on good classroom management processes and highly interactive teaching styles. In this regard, there are four significant classroom management processes promote time-on-task; (1) classroom arrangement; (3) Transitions; (4) Preparation and pacing and (2) Rules and procedures. As shown on item 3 above, students were asked what they do at the end of one period and at the beginning of the next period, 47.7% of the respondents replied that they spend their time playing with peers. However studies revealed that, efficient practiced transitions help students move in and out of the room smoothly and get to work quickly at the beginning of class or on the next learning activity. But as indicated by the respondents the time utilization during the transitions period was inefficient that demands due attention from the school managers and other respective stakeholders.

Contrary to this, 24.6% of the respondents indicated that they spent their time in doing their homework where as 21. 5% of them were leave out of the class following the teacher. This implies that, more than half of the students spent their time in activities other academic issues.

As shown in item 4, 33.8% and 36.9% of the respondents replied that during the absence of teachers, they spent their time by chatting with their friends and leaving out of the class following their teachers respectively. This shows that students were not using their time properly even when teachers are absent.

On top of this, response obtained from interview (teachers, principals and PTA) revealed that teachers give learning tasks for students. However, they also disclosed that students waste their time during the transition period as well as break time

To sum up, regarding students' time utilization in the class room activities, the results indicated that more than half of the time allotted for the teaching learning process was used by the learners for listening, class participation, doing different activities and reacting while asked by the teacher. On the other hand more than half of the students spent their time in activities other than academic issues during the end of each period and were not using their time properly in the absence of the teachers.

Table 3 : Responses on Time Spent in the school compound

No.	Items	Alternatives	NO.	%
1.	During Break time	I play with peers	35	53.8
		I study my lesson	11	16.9
		I do my home work	12	18.5
		I enter to my classroom	7	10.7
2	Students' engagement in co-curricular activities	Civic and Ethical club	10	15.4
		Sport club	8	12.3
		Health and Sanitation club	4	6.2
		Students parliament club	2	3.1
		Mini media	3	4.6
		Social club	1	1.5
		HIV and AIDS club	27	41.5
		Girls club	7	10.7
		Red cross club	3	4.6
		Top performers club	10	15.4
3	The extent of Engagement in Co-curricular activities	Always	2	3.1
		Usually	6	9.2
		often	15	23
		Sometimes	40	61.5
		Never	2	3.1
4	Contribution of Co-curricular activity to your achievement	Yes	46	70.8
		No	19	29.2

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5	Attendance on tutorial class	Yes	50	76.9
		No	15	23

As described in table 3 above, respondents were requested to react on how they spent time in the school compound. In item 1 of table 3, 53.8% of the respondents answered that they spent their time playing with their peers during the break time. But low proportions of the respondents, that is, 16.9% and 18.5% replied that they spent their time in studying their lessons and doing homework respectively. engaged Regarding students' engagement in co-curricular activities the majority of the students in the schools (41.5%) were involved in HIV and AIDS club. Low but equal proportion of respondents, that is, 15.4% them engaged in Civic and Ethical and Top performers clubs.

Table 4 : Responses on Time Utilization in the class room per Week

No.	Items	Days in a week	Hours							
			<1|:00		1:00-2:00		2:01-3:00		>3:00	
			No	%	No	%	No	%	No	%
1.	Time used by the teachers in subject wise	Monday	35	53.8	6	9.2	5	7.6	19	29.2
		Tuesday	34	52.3	7	10.7	5	7.6	19	29.2
		Wednesday	34	52.3	8	12.3	18	27.7	5	7.6
		Thursday	30	46.2	10	15.4	15	23	10	15.4
		Friday	32	49.2	9	13.8	14	21.5	10	15.4
			33	50.8	10	12.3	11.4	17.5	12.6	19.4
2	Students time spent while learning	Monday	34	52.3	12	18.5	9	13.8	10	15.4
		Tuesday	34	52.3	15	23	8	12.3	8	12.3
		Wednesday	34	52.3	12	18.5	5	7.6	14	21.5
		Thursday	32	49.2	13	20	11	16.9	9	13.8
		Friday	35	53.8	14	21.5	10	15.4	6	9.2
			34	52.4	13	20.5	9	13.2	9	14.4
3	In the Absence of teachers	Monday	46	70.8	5	7.6	9	13.8	5	7.6
		Tuesday	42	64.6	10	15.4	8	12.3	5	7.6
		Wednesday	40	61.5	9	13.8	13	20	3	4.6
		Thursday	43	66.2	9	13.8	7	10.7	7	10.7
		Friday	44	67.8	11	16.5	8	12.3	2	3.1
			43	66.2	9	13.4	9	13.8	4	6.7

Table 4 is about time utilization within classroom by both teachers and students per week. In this regard, respondents were asked to react on the overall time used by the teachers in each period of the days per week. And then they replied that more than half of the teachers (50.8%) who teach different subjects had used less than an hours. However, 12.3 %, 17.5% and 19.4 % of the respondents indicated that low proportion of teachers have used form 1:00-2:00, 2:00-3:00 and > 3:00 per weeks.

In item 2 of the same table, respondents were requested to react on students time spent while learning in the classrooms. More than half (52.4%) of the respondents indicated that students in their classes spent less than an hour in different learning activities. Similarly, 20.5%, 13.2% and 14.4% of the respondents revealed that still students use 1:00-2:00, 2:00-3:00 and more 3:00 hours in different learning activities respectively per weeks. Contrary to research findings, *Academic learning time* has to do with quality; it is the amount of time students spend actively working on tasks of an appropriate difficulty. Success breeds success. When a teacher targets the instruction of a new concept or skill so students can succeed at least 75% of the time, students are more engaged and achieve at higher levels. Therefore, this implies that in the primary schools under the study students' engagement in learning is low that calls attention to improve it and in turn it helps to enhances quality of education.

In item 3 of the same table, 66.2% of the respondents had revealed that in absence of teachers students often use less than an hour for learning activities in the primary schools. On top of this, 13.4%, 13.8% and 6.7% of the respondents had also indicated that students use from 1:00-2:00, 2:00-3:00, and more than 3:00 hours per weeks respectively for promoting

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different learning activities in the classrooms while teachers were absent form classes.

Furthermore, response obtained from teachers, principals and PTA members in the interview indicated that students spent almost more of their time in learning different lessons.

Therefore, this shows that concerning time utilization in promoting different learning activities in the classrooms, equal proportion of the time allotted (fifty: fifty) for learning different subjects have been spent by both teachers and students per week within the primary schools under the study. Hence, it is possible to conclude that students' engagement in learning activities are promising and should be strengthen and widened in all other schools within the Woreda.

b) Time Utilization of students out side the School (Home Environment)

Off-task behavior might serve the purpose of gaining adult or peer attention or access to more preferred activities, such as talking with peers or playing with materials; escaping or avoiding desirable activities such as writing or reading.

Table 5 : Responses of Students on Home Environment Activities

No.	Items	Alternatives	Number	%
1.	Do you study at home?	Yes	20	30.7
		No	45	69.2
2	Are you busy at home in doing different tasks?	Yes	38	58.5
		No	27	41.5
3	Reason for not studying at home	My own weakness	14	21.5
		My parents need my labor	44	67.5
		I work to help my self	7	10.7
		Parents disallow to use candle/ light problem	50	76.9
		Peer pressure	46	70.8
		Absence of reading room	65	100

In table 5, respondents were asked to respond on how students spent their spare time outside the school Environment. As shown in item 1 of the above table, 69.2% of the respondents spent their time not for studying their lessons at home. Similarly, the 58.5% of the respondents also uncovered that they spent their time in doing different house chores. In relation to this, the respondents were asked to list down reasons for not studying at home and hence, they indicated that the major reasons for not studying were absence of reading rooms (100%), family failure to support their reasons children in home study (76.9%), peer pressure (70.8%), and family demand of child labor (67.5%).

Results obtained from interview shown that most students spent their off school time by helping their parents in different activities such as farming, firewood collecting, fetching water, cooking, and caring children etc. This implies that there is not conducive home environment for children's to study their lesson at home for the reasons mentioned above.

Table 6 : Responses on Time Utilization out of the school in a Week

No.	Items	Days in a week	Hours							
			<1|:00		1:00-2:00		2:01-3:00		>3:00	
			No	%	No	%	No	%	No	%
1.	Time spent while doing different chores	Monday	16	24.6	33	50.80.	7	10.7	9	13.8
		Tuesday	13	20	33	50.8	6	9.2	13	20
		Wednesday	30	46.2	24	36.9	7	10.7	4	6.1
		Thursday	18	27.7	30	46.2	12	18.5	5	7.6

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		Friday	14	21.5	32	49.2	9	13.8	10	15.4
		Average	18	28	30	46.8	8	12.6	8	12.6
2	Time spent while playing	Monday	30	46.2	24	36.9	7	10.7	4	6.1
		Tuesday	34	52.3	23	35.4	7	10.7	1	1.5
		Wednesday	31	47.7	24	36.9	8	12.3	2	3.1
		Thursday	32	49.2	20	30.7	8	12.3	5	7.6
		Friday	35	53.8	21	32.3	6	9.2	3	4.6
		Average	32	49.8	22	36.1	7	11.1	3	5.5
3	Time spent while copying notes	Monday	24	36.9	25	38.5	12	18.5	4	6.1
		Tuesday	24	36.9	10	15.4	19	29.2	12	18.5
		Wednesday	23	35.4	26	40	15	23	1	1.5
		Thursday	24	36.9	22	33.8	15	23	4	6.2
		Friday	28	43	21	32.3	10	15.4	6	9.2
		Average	24	37.8	20	32	14	21.8	5	8.3
4	Time spent while studying	Monday	24	36.9	21	32.3	12	18.5	8	12.3
		Tuesday	25	38.5	20`	30.7	11	16.9	9	13.8
		Wednesday	26	40	20	30.7	10	15.4	9	13.8
		Thursday	23	35.4	21	32.3	13	20	8	12.3
		Friday	24	36.9	20	30.7	13	20	8	12.3
		Average	24	37.5	20	31.3	11	18.9	8	12.9
5	Time spent in other activities	Monday	27	41.5	21	32.3	8	12.3	9	13.8
		Tuesday	23	35.4	19	29.2	13	20	10	15.4
		Wednesday	24	36.9	20	30.7	15	23	6	9.2
		Thursday	25	38.5	20	30.7	12	18.5	8	12.3
		Friday	24	36.9	18	27.7	13	20	10	15.4
		Average	24	37.8	19	30.1	12	18.8	8	13.2

As described in table 6 above, respondents were requested to specify numerically Time spent at home and their living areas per week. In this regard, 46.8% and 28% of the respondents replied that, they spent their time in doing different chores for 1:00-2:00 hours and less than an hour respectively. This implies that 74.8% of the respondents spent less than two hours for carrying out various house chores.

As shown in item2 of the same table, 49.8% and 36.1% of the respondents answered that they spent their time in playing with their peers for less than an hour and form 1:00-2:00 hours respectively. This reveals that most students (85.9%) spent less than 2:00 hours per week in playing with peers.

As indicate in item 3 above, respondents were asked to react how much time did they spent while copying notes at home. Hence, they indicated that 37.8% of them spent less than an hour on it. But 32% of them responded that they spent from 1:00- 2:00 hours in copying different subject notes at home. This implies that note copying at home is not as an issue consuming much of students time at home.

In item 4 of the same table, respondents were requested to react on how much time did they spent while studying their lesson at home. Then 68.8% (37.5%+ 31.3%) of them replied that they spent less than two hours per week in studying their lesson.

As indicated in item 5 above, respondents were requested to indicate how much time did students spent inn undertaking various at home and in their living environment.The respondents showed that 67.9%

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(37.8+ 30.1) them spent less than two hours in doing different activities.

To sum up, regarding how much time students spent in different activities at home and in their living village, most of them indicated that doing different house chores, playing with peers and studying lessons were the dominant activities that consume much of students time out off the their schools, at home and in their villages.

VI. Results and Intervention Mechanisms

As per the discussion and interpretation made, the following results and intervention mechanisms have been forwarded.

- To improve time utilization in Science subjects such as environmental science, biology, chemistry and physics, four steps that work well in a variety of curriculum areas and classroom settings to promote time-on-task. These are:

Step 1: Explanation.Students require explanation for most curricular aims or learning goals. For example, if a teacher wants students to be able to perform oral presentations and assess their own skills, then the students need to be able use an evaluation rubric containing four criteria. The teacher would explain in lecture format to assess a presentation.

Step 2: Modeling. It's often helpful for students to see "what it would look like" to actually have mastered the learning goal. It is very helpful for students to see someone (not necessarily the teacher) model the successful use of the skill or knowledge.

Step 3: Guided Practice. Demanding learning goals require assistance and practice. Teachers need to include a number of instructional activities for students to practice with improvement-oriented guidance and feedback.

Step 4: Independent Practice. At this point students are to display genuine mastery of the learning goal. Engaged time-on-task is especially relevant here. Independent practice makes sure that students can apply the knowledge or skill in a variety of circumstances and is deeply understood.

Innovative educators use many interactive strategies during the first three steps and particularly during guided practice. *Here is an annotated list of well-recognized, interactive teaching strategies:*

- Limit lecture time to 15-20 minutes and give students two or three opportunities within the lecture period to answer questions or Think/Pair/Share (see below).
- Use small group work (cooperative learning groups) to learn new information and model, practice or review a learning goal.
- Employ a variety of interactive methods during a lesson.
- Think/Pair/Share - Think about what you heard/learned, turn to a neighbor and share your thoughts in a very short time period.
- Buzz Session – give small groups a specific problem to solve in a short time period, monitor their work together and ask them to report their findings.
- Case Study – provide small groups with an open-ended situation that requires analysis, discussion and conclusions/recommendation(s) then groups deliver oral or written report.
- Incident Process – give small groups a real life incident or problem and ask the group to discuss it and develop a solution.
- Question & Answer Period –
  - following a brief topic introduction and before a lecture, ask students to write their questions on index cards and collect cards before the lecture, then during the lecture read and answer the student-generated questions.
  - have a random method of selecting the student to answer questions, e.g. names written on popsicle sticks or index cards drawn out of a bin, computer selected students, previous responder selects next student.
  - ask open-ended, critical thinking questions that require thought, analysis, evaluation with justification or synthesis.
  - ask rapid-fire close-ended (single answer) questions.
  - Short writing exercises – have students write a short response that identifies the part(s) of the lesson they did not understand or gives the key points of the lesson.
  - Note Review – ask students to review their notes and star the parts of the lesson they understand completely and circle the points that don't make sense; circle the room to answer questions and identify consistent misconceptions.
  - Demonstration – provide teacher-led or student-developed visual presentations of important concepts.
  - Other interactive possibilities: peer instruction, practice sessions, discussion ,role play, brainstorming, games , field Trips, competition, assigned reading.

a) Methods of Keeping a Student on -Task (Strategies)

As a teacher paying attention of learners to the work on hand is often difficult for even grown adults. Following are a few of the suggestions to make sure that learners of any age stay on task and do not mentally or physically wander during a lesson or assignment.

1. *Provide clear directions.* Make sure that your directions for the project at hand are precise and explicit.

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2. *Make sure supplies are handy.* A child will look for every reason to wander around the classroom. Keep extra pencils, paper, and markers on hand at the front table where the sharpener is.
3. *Make sure that the children have neither too much nor too little work*
4. *Many assignments are better done with partners.*
5. *Many children need reinforcement. Be sure and praise students often during the assignment.*
6. *Develop reward system for completed work.* My students are on a point system.
7. *Set a timer.* Children work better if they know they have a set time limit.

i. *How to Help Children Stay Focused in School*

Distractions at home and school may be preventing your child from focusing on her/his studies. Children may want to do well in school but may lag behind due to lack of focus. Distractions at home and in the classroom may be preventing your kids from giving their full attention to their studies. The following are strategies to help children stay focused at school and get better grades.

ii. *For Teachers*

- *Get the child's attention if you notice he's not paying attention in class.* Ask him to explain your instructions in his own words once you finish what you're teaching. Tell him to have his eyes on the person talking to him; this way you can prevent his eyes and thus his mind from wandering.
- *Use visual study tools that are less distracting.* Using bulletin boards and posters can help children understand lessons better but they can also be distracting. Use display tools that have subtle colors and minimal graphics.
- *Encourage the student to focus on the task at hand.* For example, if you are giving an assignment that has several steps to achieve the goal, limit your explanation to one or two steps instead of instructing him on the entire assignment. This way you can avoid overwhelming him with instructions, which can cause him to skip a step or two.
- *Give students a short break between subjects.* This gives them an opportunity to relax and energize themselves for the next lesson.
- *Inform the child's parents* about the student's performance at school during parent-teacher meetings. Tell them if he is having any difficulties.

iii. *for Parents*

- *Teach your child to listen.* Children who don't learn to listen find it difficult to follow instructions in class. Listen to your child when he talks to you. Ask relevant questions to show that you are listening carefully.
- *Make it clear to your child the importance of education and doing homework.* Set a regular schedule for homework and monitor it. Eliminate distractions such as TV and telephone calls from friends during homework time. Create a quiet place to serve as a homework spot that can help him focus on his work.
- *Show interest in your child's school life.* Talk to his teachers often to know how he is doing at school. Participate actively in teacher-parent meetings. Talk about your child's skills and talents as well as your concerns during these meetings. Listen to what the teacher has to say about your child.
- *Monitor the classroom closely.* Even grown adults will wander if not monitored. If the teacher frequently walks the classroom, the students if more apt to be on task

b) *School-Wide Strategies For Managing... Off-Task Inattention*

Students who have chronic difficulties paying attention in class face the risk of poor grades and even school failure. However, teachers should not overlook other possible explanations for student off-task behavior. It may be, for example, that a student who does not seem to be paying attention is actually mismatched to instruction (the work is too hard or too easy) or preoccupied by anxious thoughts. Or the student may be off-task because the teacher's lesson was poorly planned or presented in a disorganized manner. Teachers that focus on making their instruction orderly, predictable, and highly motivating find that they can generally hold the attention of most of their students most of the time. Here are some ideas to consider boosting rates of student attending and on-task behavior:

- *Capture Students' Attention before Giving Directions:* Gain the student's attention before giving directions and use other strategies to ensure the student's full understanding of them.
- *Class Participation:* Keep Students Guessing: Students attend better during large-group presentations if they cannot predict when they will be required to actively participate.
- *Employ Proximity Control:* Students typically increase their attention to task and show improved compliance when the teacher is in close physical proximity. During whole-group activities, circulate around the room to keep students focused. To hold an individual student's attention, stand or sit near the student before giving directions or engaging in discussion.
- *Give Clear Directions:* Students will better understand directions when those directions are delivered in a clear manner, expressed in language the student understands, given at a pace that does not overwhelm the student, and posted for later review.

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- *Give Opportunities for Choice:* Allowing students to exercise some degree of choice in their instructional activities can boost attention span and increase academic engagement
- *Instruct at a rapid Pace:* When students are appropriately matched to instruction, they are likely to show improved on-task behavior when they are taught at a brisk pace rather than a slow one
- *Make the Activity Stimulating:* Students require less conscious effort to remain on-task when they are engaged in high-interest activities. Make instruction more interesting by choosing a specific lesson topic that you know will appeal to students (e.g., sports, fashion).
- *Pay Attention to the On-Task Student:* Examples of teacher attention that students will probably find positive include verbal praise and encouragement, approaching the student to check on how he or she is doing on the assignment, and friendly eye contact.
- *Provide a Quiet Work Area:* Distractible students benefit from a quiet place in the classroom where they can go when they have more difficult assignments to complete
- *Provide Attention Breaks:* For example, a student may be allowed to look at a favorite comic book for 2 minutes each time that he has completed five problems on a math worksheet and checked his answers.
- *Reduce Length of Assignments:* Students' attention may drift when completing overly long assignments..
- *Schedule Challenging Tasks for Peak Attention Times:* Many students with limited attention can focus better in the morning, when they are fresh.
- *Select Activities That Require Active Student Responding:* When students are actively engaged in an activity, they are more likely to be on-task. Avoid long stretches of instructional time in which students' sit passively listening to a speaker
- *Transition Quickly:* When students transition quickly between educational activities and avoid instructional 'dead time', their attention is less likely to wander
- *Use Advance Organizers:* One strategy to improve on-task behavior is to give students a quick overview of the activities planned for the instructional period or day.
- *Use Preferential Seating:* Seating the student near the teacher is one tried-and-true method to increase on-task behavior. Preferential seating simply means that you seat the student in a location where he or she is most likely to stay focused on what you are teaching

i. *How to Improve Student On-Task Behavior*

On-task teaching methods are ideal for young students who tend to lose focus easily--especially those kids that have been diagnosed. Ask any teacher, on-task teaching is sometimes the only way to keep their kids from taking over their classrooms. Follow these tips on how to apply on-task methods to your child.

1) Rules and Procedures

Set high expectations for student behavior and work habits. From the beginning of school, make clear rules about what students should be doing during any activity.

2) Monitoring Student Performance

Monitor student behavior during class. Keep your body turned so that you always know what is occurring. Circulate through the room to check each student's progress and provide assistance. Do not get stuck behind your desk since students will take advantage if they think you are not really paying attention to their behavior.

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