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## CHAPTER 8

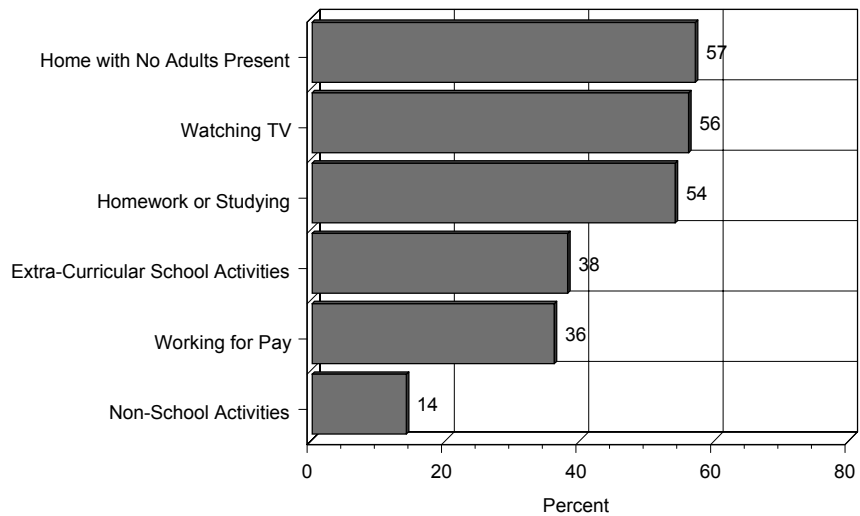
### Student Time Use

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This chapter is comprised of a series of charts showing how local youth spend their time outside of school. The charts allow for easy comparisons between the different ways local youth spend their time by illustrating the average number of hours per week youth spend on each activity.

Figure 8-1 shows the overall percentages of those students who spend five or more hours doing a particular activity; Figure 8-2 shows those who spend 16 or more hours in the same activity. This is followed by a pair of charts showing the differences between middle school and high school youth for those activities; Figure 8-3 shows the levels for five or more hours and Figure 8-4 shows 16 or more hours. Finally there is a pair of charts to show the differences on the basis of gender, with Figure 8-5 showing the rates for five or more hours involved in the activity, and Figure 8-6 showing the rates for 16 or more hours.

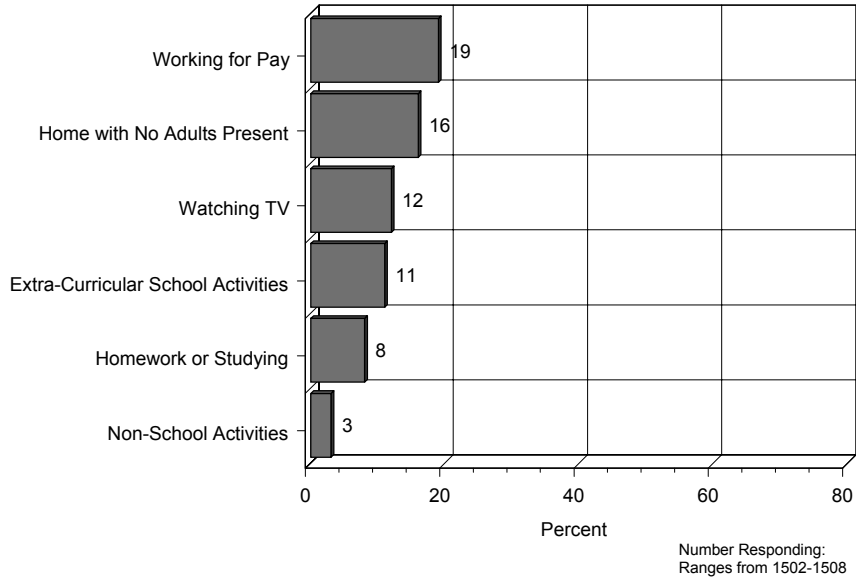
**Figure 8-1: How Teens Spend Their Time  
(5 or More Hours a Week)**



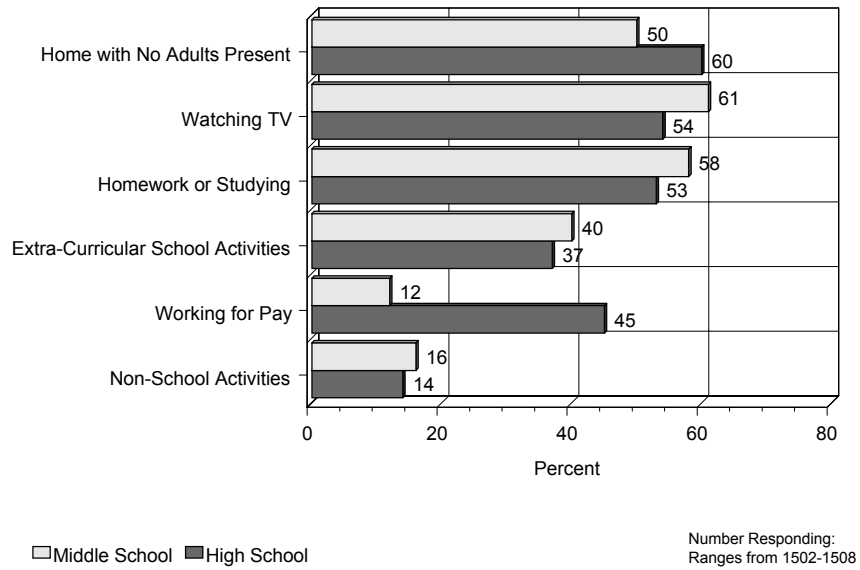
Number Responding:  
Ranges from 1502-1508

*Note: Due to rounding, some graphs may not total 100%.*

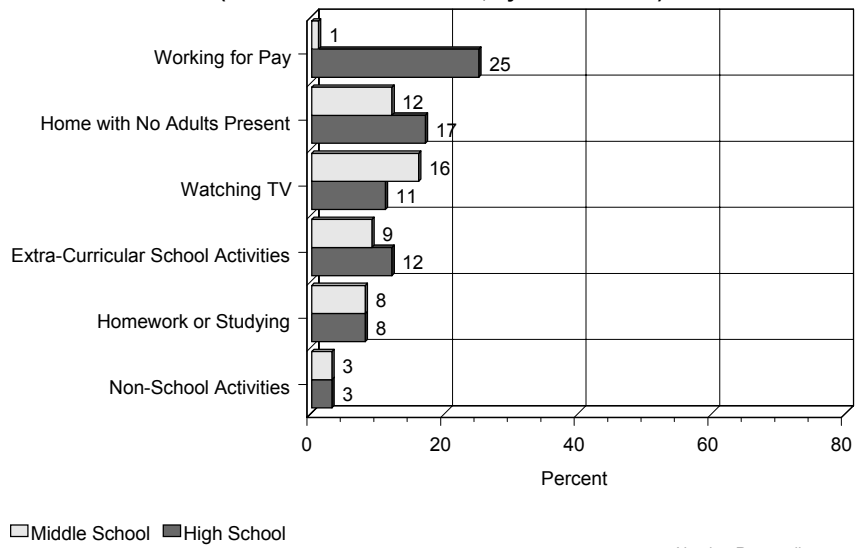
**Figure 8-2: How Teens Spend Their Time**  
(16 or More Hours a Week)



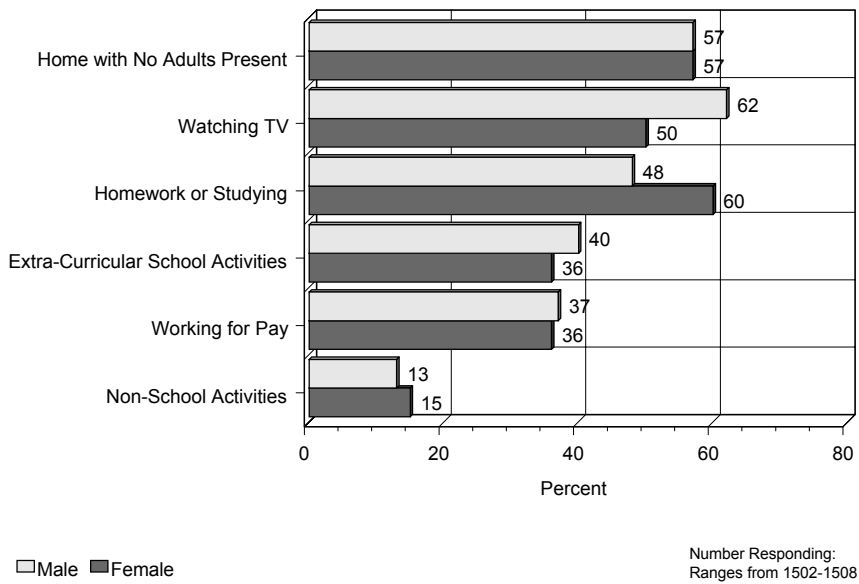
**Figure 8-3: How Teens Spend Their Time**  
(5 or More Hours a Week, by School Level)



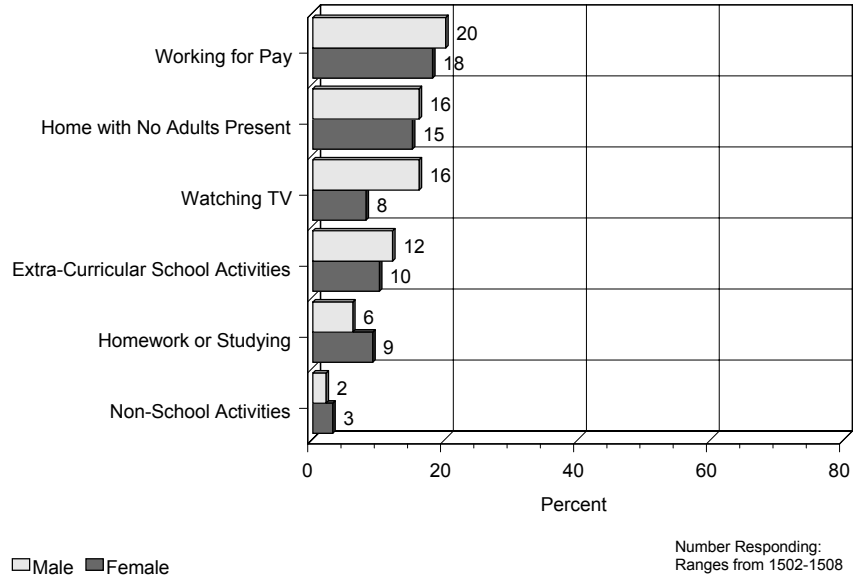
**Figure 8-4: How Teens Spend Their Time**  
 (16 or More Hours a Week, by School Level)



**Figure 8-5: How Teens Spend Their Time**  
 (5 or More Hours a Week, by Gender)

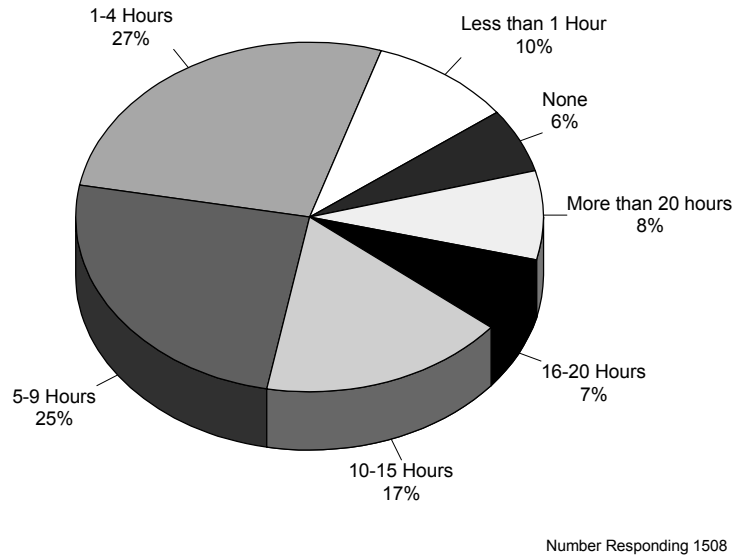


**Figure 8-6: How Teens Spend Their Time**  
**(16 or More Hours a Week, by Gender)**



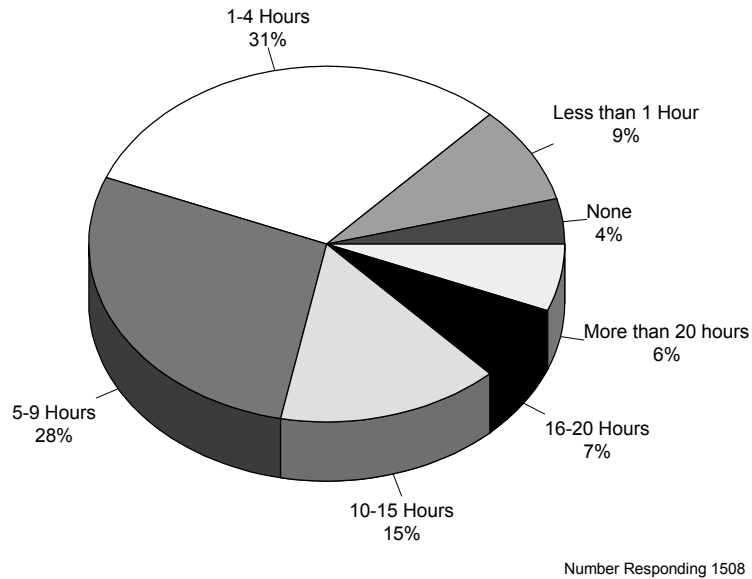
At Home With No Adults Present. Figure 8-7 shows 57% of all students spend five or more hours a week at home with no adults present. High school students are more likely than middle school students to do so (high school, 60%; and middle school, 50%). Thirty-two percent (32%) of teens spend ten or more hours at home with no adults present, including 8% who spend more than 20 hours per week at home without supervision.

**Figure 8-7: At Home Alone with No Adults Present**  
(Number of Hours per Week)



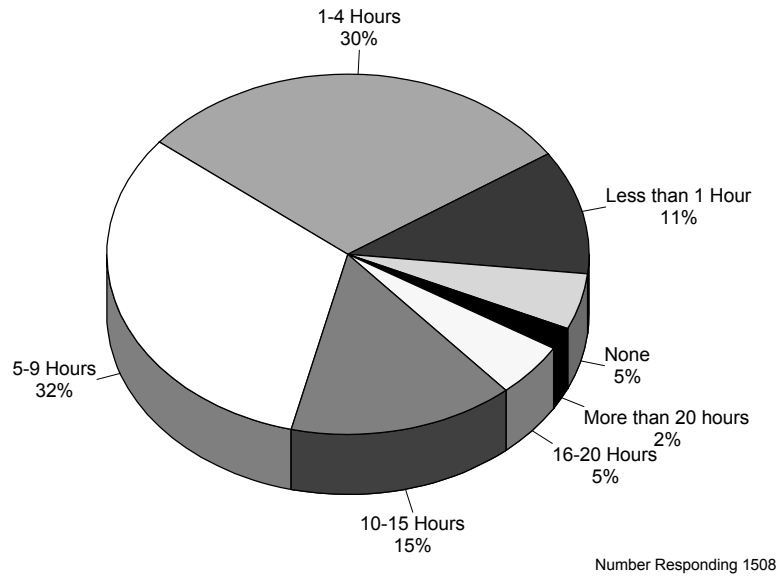
Watching TV. Figure 8-8 shows over half (56%) of students spend five or more hours a week watching TV, including 28% who watch 10 or more hours and 6% who watch more than 20 hours. Watching TV for five or more hours a week decreases between middle school (61%) and high school (54%). In both middle school and high school, males have a higher rate than females for watching TV at the level of five or more hours a week (middle school males, 67%; middle school females, 54%; high school males, 59%; high school females, 48%).

**Figure 8-8: Watching TV**  
(Number of Hours per Week)



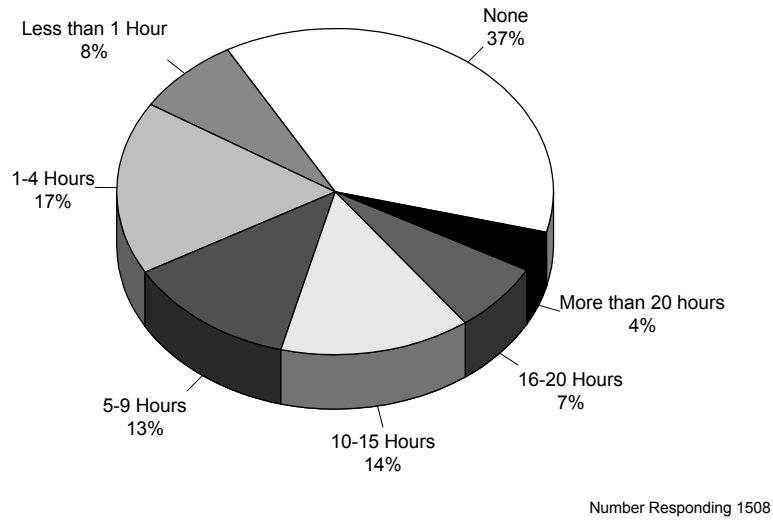
Doing Homework or Studying. Figure 8-9 shows 11% of students spend less than one hour studying each week. In contrast, 54% of students spend five or more hours a week studying, and 7% spend 16 or more hours a week studying. At the five or more hours a week level, female students spend more time studying than males do (females, 60%; males, 48%). Slightly more middle school students than high school students study at this rate (middle school, 58%; high school, 53%).

**Figure 8-9: Doing Homework or Studying**  
(Number of Hours per Week)



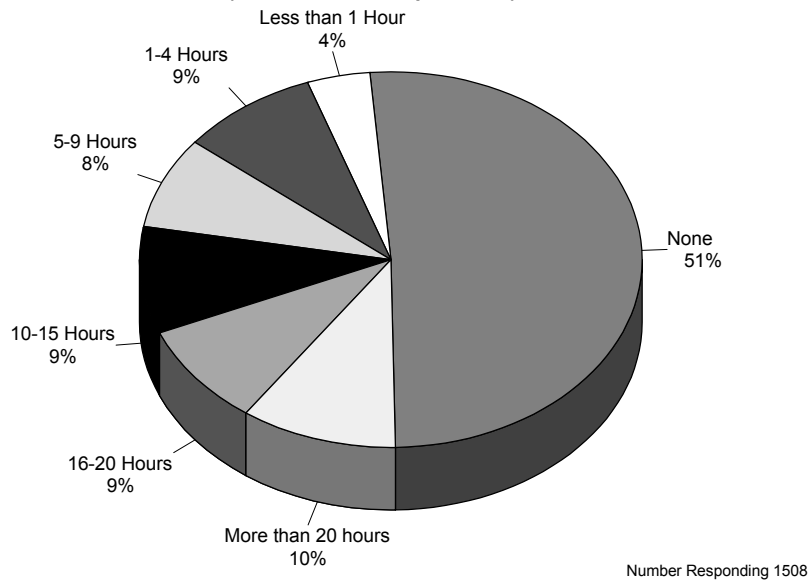
Extra-Curricular School Activities. Figure 8-10 shows many students (63%) spend time in extra-curricular school activities (such as sports, band, clubs, yearbook, etc.), with 38% spending five or more hours a week in these activities. The chart shows students demonstrate varying degrees of commitment to extra-curricular school activities. More males than females are involved in extra-curricular school activities in middle school (middle school females, 37%; middle school males, 43%; high school females, 36%; high school males, 38%).

**Figure 8-10: Extra-Curricular School Activities**  
(Number of Hours per Week)



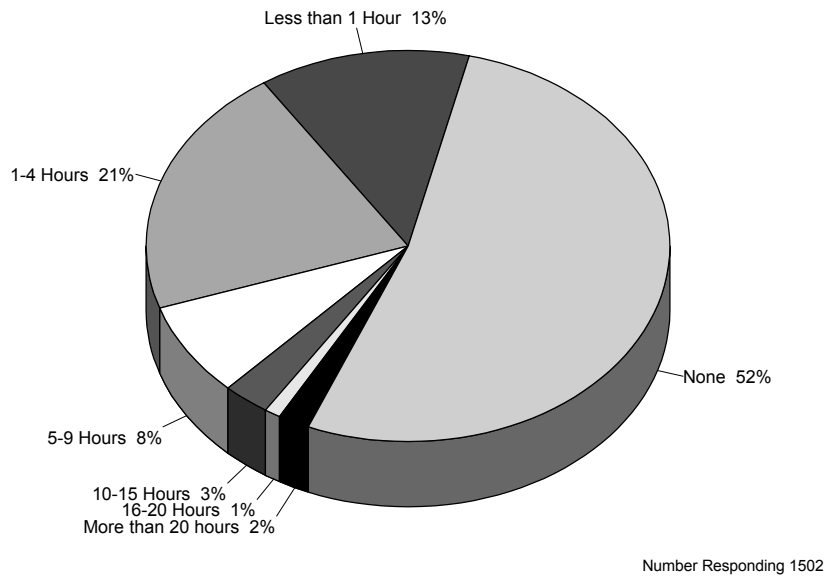
Working at a Job For Pay. Figure 8-11 shows many teens work during non-school hours. Forty-five percent (45%) of students work at a job for pay at least one hour per week. Thirty-six percent (36%) work five or more hours a week, and 19% work 16 hours or more per week at a job for pay. The hours spent working for pay increase as students get older. In middle school, only 12% work five or more hours, while 45% of high school students do so. There is little difference by gender at middle school or high school levels (middle school females, 12%; middle school males, 11%; high school females, 44%; high school males, 46%). Having a part-time job can provide teens with a number of beneficial experiences including opportunities to develop responsibility and self-reliance. They also learn to deal more effectively with others and acquire knowledge about business and consumer matters. However, working more than 15-20 hours per week may entail costs. Working too many hours can diminish involvement in school activities and is associated with increased absenteeism, decline in school performance, higher levels of emotional distress, substance use and earlier age of sexual activity (Greenberger and Steinberg, 1986; Resnick et al., 1997).

**Figure 8-11: Working at a Job for Pay**  
(Number of Hours per Week)



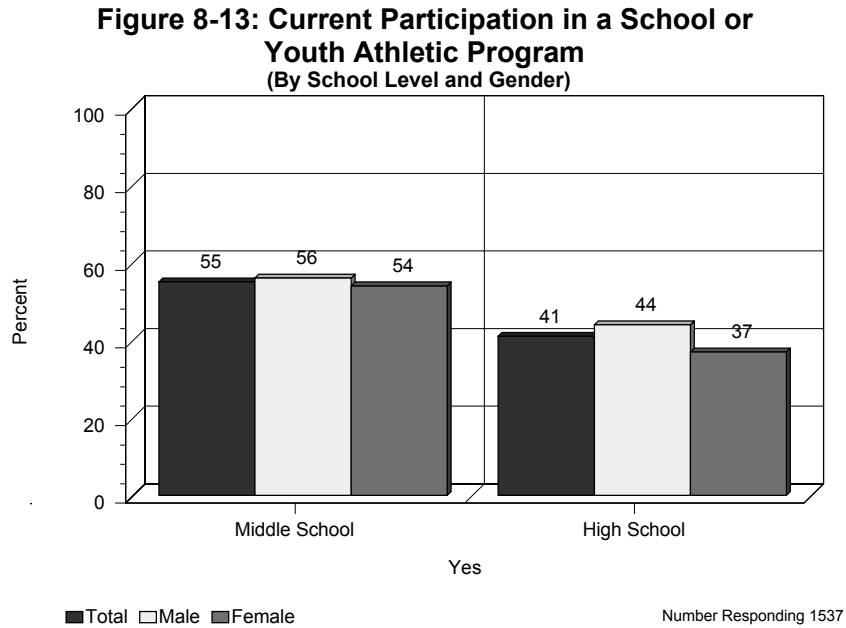
Non-School Activities. Teens were asked how much time they spent in non-school activities, such as music or dance lessons, 4-H, scouts, recreation department activities, religious youth group meetings, etc. Figure 8-12 shows 47% spend some time during the week participating in some sort of non-school activity. TAP data shows 14% of those surveyed report non-school activity at the five or more hours a week level (middle school, 16%; high school, 14%; males, 13%; females, 15%).

**Figure 8-12: Non-School Activities  
(Number of Hours per Week)**



## **Student Involvement**

Athletics. Figure 8-13 shows the percentage of student involved in a school or youth athletic program. Middle school students are more likely than high school students to participate in such activities (55% vs. 41%). While there is little gender difference at the middle school level (middle school males, 56%; middle school females, 54%), there is a greater difference at the high school level (high school males, 44%; high school females, 37%).



Local Groups. Students were asked if they currently participated in Youth to Youth or SADD (*Students Against Destructive Decisions*). Youth to Youth consists of different extra-curricular anti-drug student groups. There are five individual Youth to Youth groups at the middle school and one group at the high school. Current participation in Youth to Youth or SADD by students are reported in Figure 8-14. Middle school students are more likely to be involved with either group than high school students (middle school, 24%; high school, 10%)

**Figure 8-14: Current Participation in Youth to Youth or SADD**  
(By School Level and Gender)

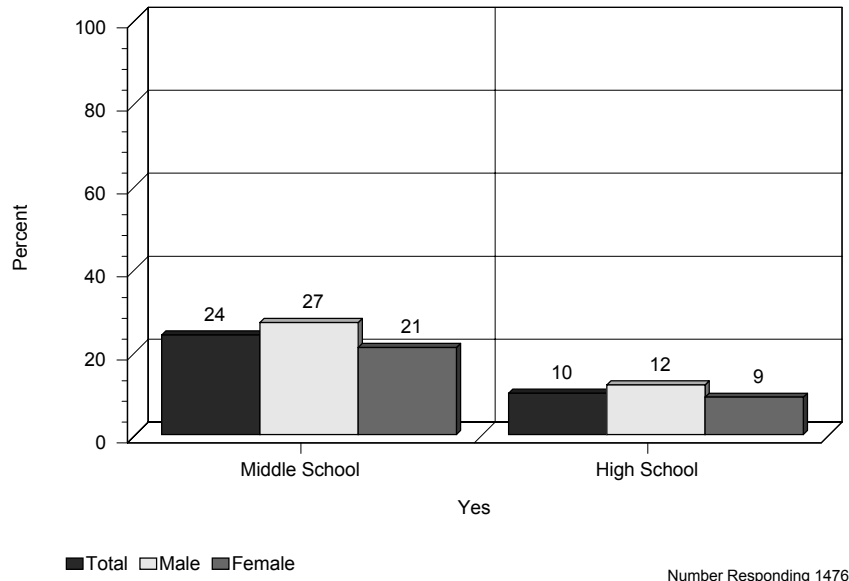
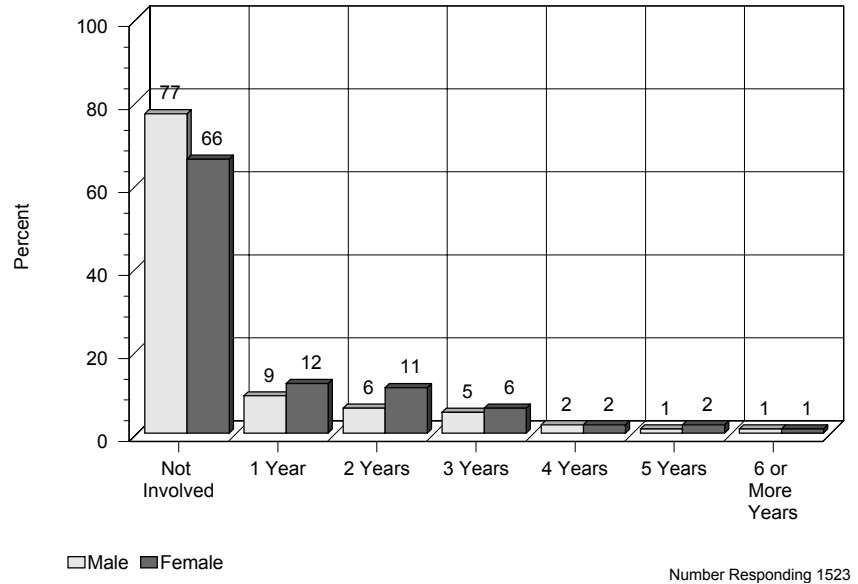


Figure 8-15 shows how long students have been involved with Youth to Youth or SADD. Most students involved with the groups have been so for 1 or 2 years.

**Figure 8-15: How Long Involved with Youth to Youth or SADD  
(By Gender)**



Religious Activities. We asked local youth, "Do you attend religious services or participate in other religious activities (for example, choir, religious classes, youth group)?" Overall, 36% reported they participate in some kind of religious activity. Figure 8-16 shows the breakdown of responses by school level.

**Figure 8-16: Level of Teens' Religious Activity (By School Level)**

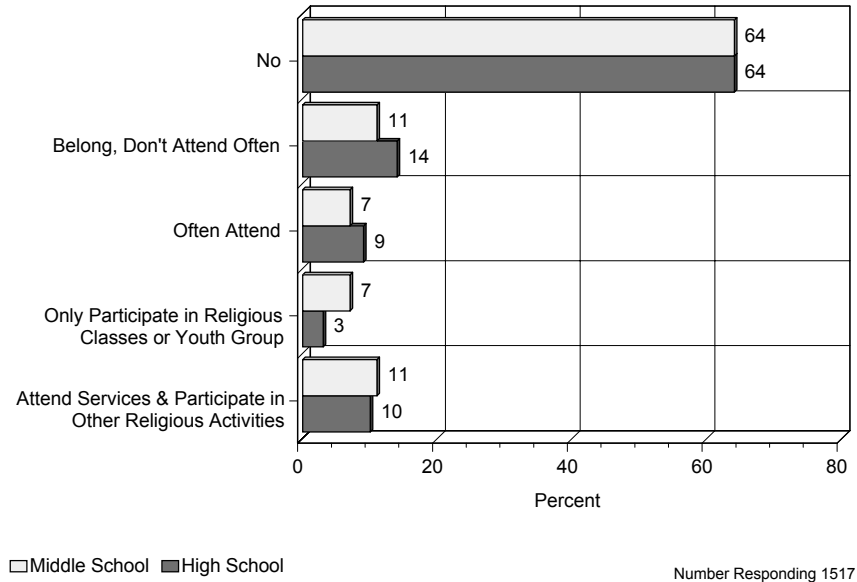


Figure 8-17 shows the breakdown of religious activity by gender.

**Figure 8-17: Level of Teens' Religious Activity (By Gender)**

