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# CHAPTER 9

## Student Time Use

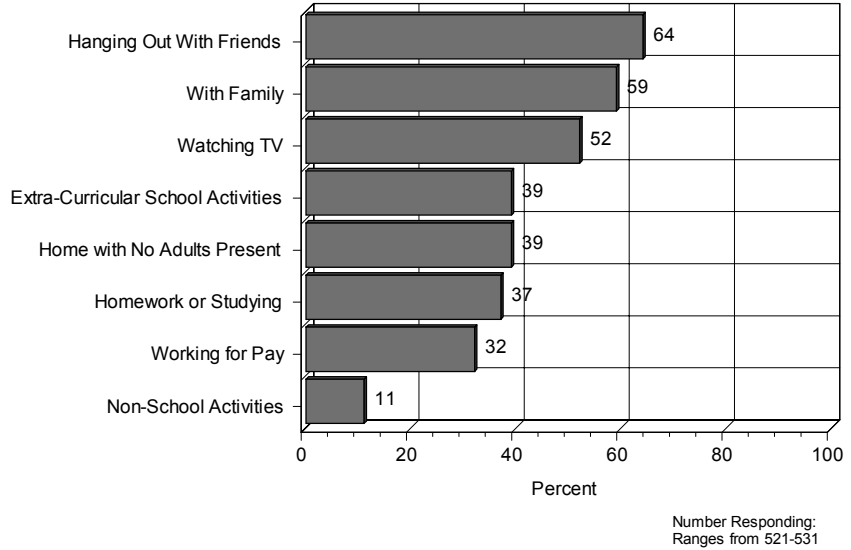
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This chapter is comprised of a series of charts showing how youth spend their time outside of school. The charts allow for easy comparisons between the different ways youth spend their time by illustrating the number of hours per week youth spend on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

### Student Time Use

Figure 9-1 shows the overall percentages of those students who spend five or more hours a week doing a particular activity.

**Figure 9-1: How Teens Spend Their Time  
(5 or More Hours a Week)**



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

Figure 9-2 shows that males are more likely than females to spend time watching TV.

**Figure 9-2: How Teens Spend Their Time  
(5 or More Hours a Week, by Gender)**

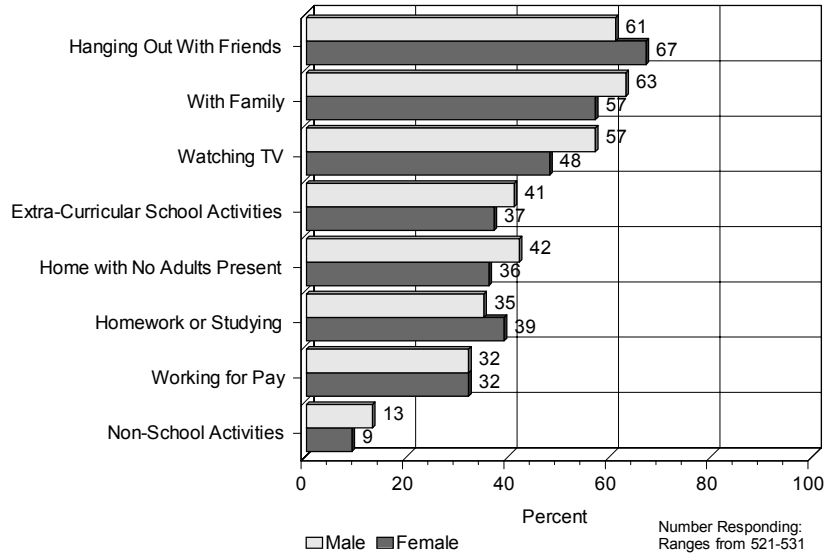


Figure 9-3 shows that a greater percentage of middle school than high school students reported watching TV 5 or more hours per week. More high school than middle school students reported working for pay for 5 or more hours per week.

**Figure 9-3: How Teens Spend Their Time  
(5 or More Hours a Week, by School Level)**

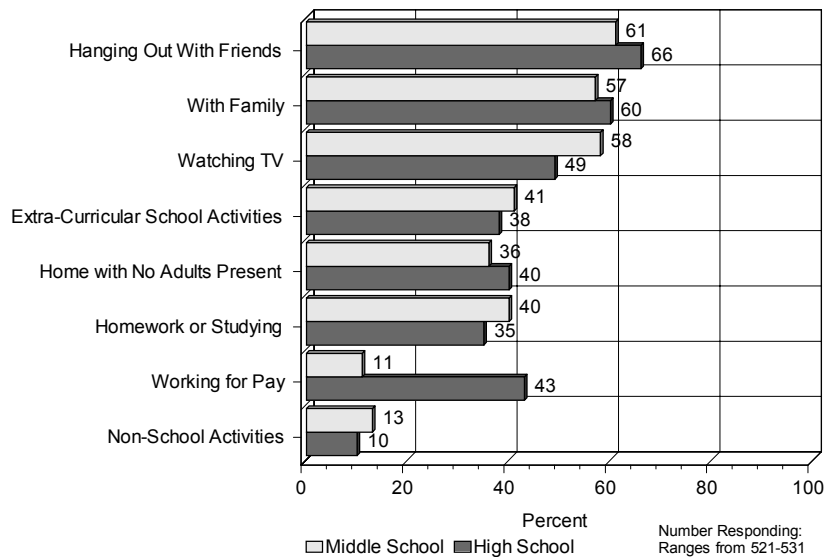


Figure 9-4 shows the overall percentages of those students who spend 16 or more hours a week doing the same activity.

**Figure 9-4: How Teens Spend Their Time  
(16 or More Hours a Week)**

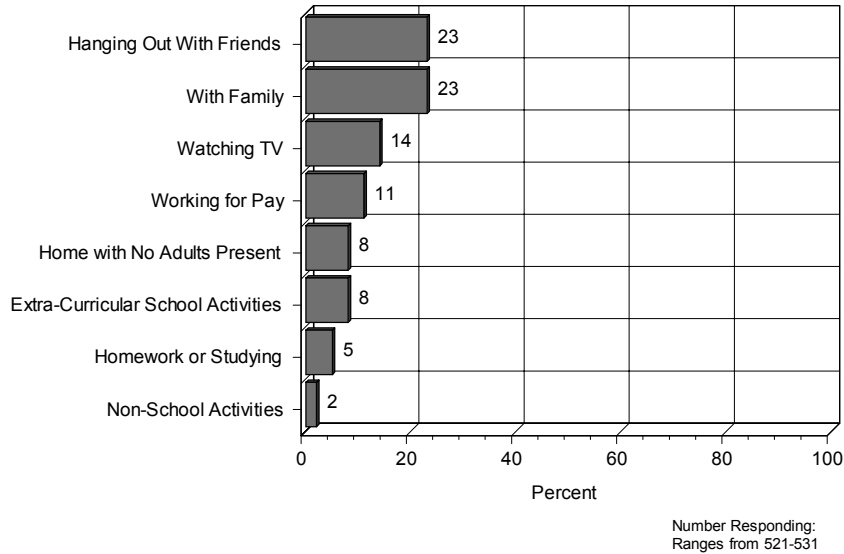


Figure 9-5 shows that males and females reported similar amounts of time spent in these activities.

**Figure 9-5: How Teens Spend Their Time  
(16 or More Hours a Week, by Gender)**

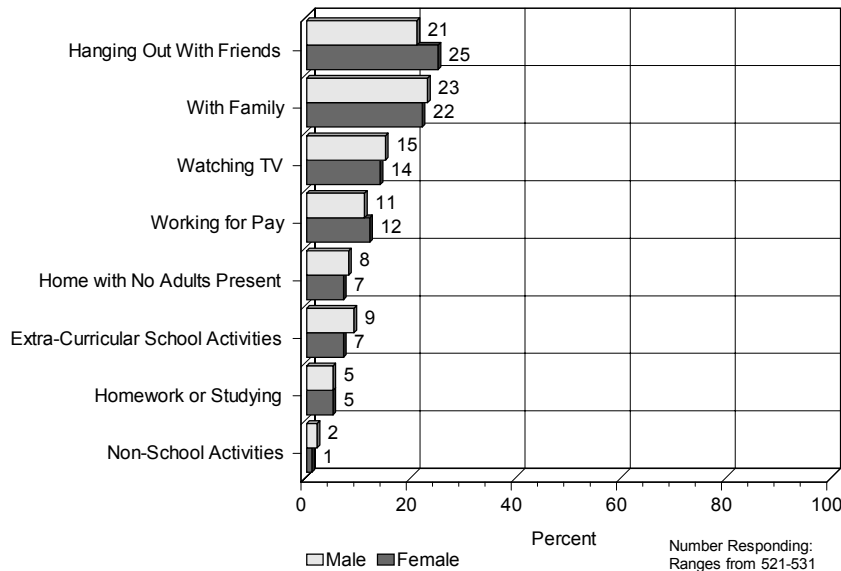
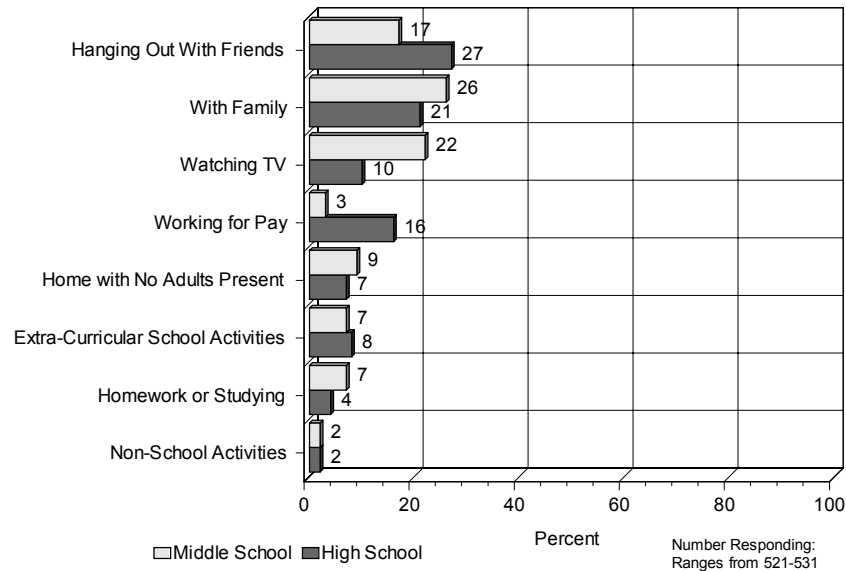


Figure 9-6 shows responses by school level. A greater percentage of middle school than high school students reported watching TV for 16 or more hours per week. More high school than middle school youth reported working for pay and hanging out with friends 16 or more hours per week.

**Figure 9-6: How Teens Spend Their Time**  
 (16 or More Hours a Week, by School Level)



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 school 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 9-7 shows that students working 16 or more hours reported similar grades to those working less than 16 hours with the exception of the category “Mostly Ds or Below D”.

**Figure 9-7: Relationship Between Number of Hours Working and Average Grade**  
(Of Those Who Report Working, by Gender)

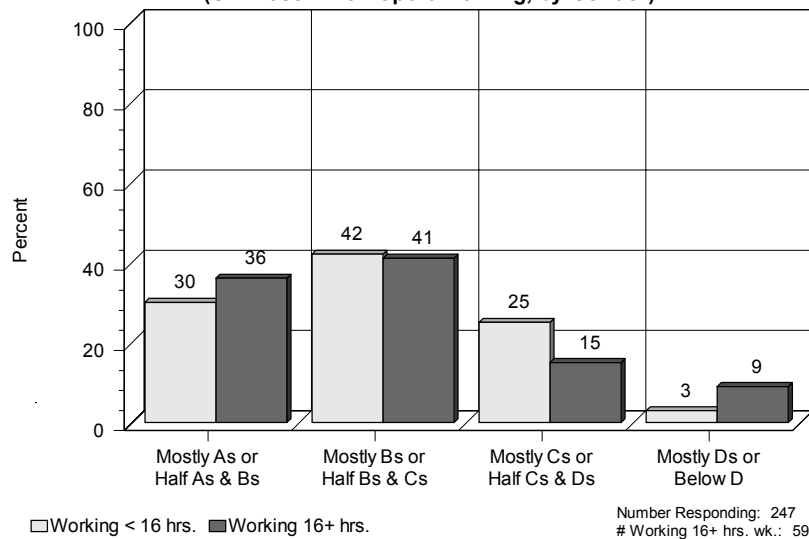


Figure 9-8 shows that there is a relationship between number of hours worked and monthly or more often use of at least one substance for females. A greater percentage of females working 16 or more hours vs. those working fewer than 16 hours report using at least one substance on a monthly or more often basis.

**Figure 9-8: Relationship Between Number of Hours Working and Monthly Use of At Least One Substance**  
(Of Those Who Report Working, by Gender)

