Extending School Time

Background

The summary below presents the research evidence on extending school time in the Arab World context.

The Teaching & Learning Toolkit focuses on impact on outcomes for learners; it presents an estimate of the average impact of extending school time on learning progress, based on the synthesis of a large number of quantitative studies from around the world.

This page offers a summary and analysis of individual studies on extending school time in the Arab world. In contrast to the Toolkit it includes studies which do not estimate impact, but instead investigate the implementation of interventions and how they are perceived by school leaders, teachers and students using a range of research methods. This information is valuable for school leaders and teachers interested in finding out more about particular examples of extending school time that have been delivered in the Arab world.

Summary of the research in the Arab World

In the Arab world context, there is lack of published studies examining the impact of extending school hours for student learning and outcomes. This intervention strategy generally occurs in combination with other approaches (i.e. online english writing classes after school). While this approach proved to be effective on students writing skills this is not enough to claim a positive evidence of extended school time for student learning.

In a recent mixed method study, Masalmh and Farrah (2019) investigated the effectiveness of utilizing interactive task-based activities to teach English writing in Bethlehem Secondary School for Girls. Sixty-five students in grade 11 were randomly divided into experimental (n=32) and control group (n=33). Students in the experimental group used two online platforms, Facebook and PBworks, to practice their writing target skill electronically while students in the control group practiced writing in the traditional way. Results of the post tests and self-reports showed a

significant improvement of students achievement and revealed more positive attitudes towards writing through the e-learning approach. Students who studied outside school hours through e-learning communicated more by writing than their peers in the control group. Additionally, they had the opportunity to search other sources to learn new ideas and acquire new vocabulary. This e-learning approach provided students the chance to think about the activities and reduced the anxiety that they felt.

In an effort to create a partnership between Saudi kindergarten and community, Gahwaji (2019) discovered a limited implementation of kindergarten practices of family partnership. Reasons for this are related to the lack of guidance and materials for kindergarten staff to support partnership programs with families and community institutions from one side and lack of community activities that serve kindergarten objectives outside school hours from the other side. Findings of this study recommended providing material and moral motivation for the staff to implement partnership programs and formulating partnerships between community institutions and kindergartens to arrange recreational, educational and social programs after school hours. Doing so would be beneficial for children and their families because it will increase the communication channels between the two and facilitate the transition of children from kindergarten to primary school.

Summary paragraph:

Evidence of extending school time in the Arab world is almost absent. In one study in Palestine students who practiced writing outside of school hours showed a positive improvement on their outcomes. In Saudi Arabia, implementing recreational, educational and social programs after schools hours would increase the partnership levels with parents and kindergarten, which could lead to benefits in student learning.

To date, research in extending school time is limited in this region. Qualitative, quantitative, and mixed method study designs are needed to assess the value of the time spent in school and number of class hours during the school year with the student level of achievement. Research is also needed in this area to maximize opportunities for meaningful pedagogical interactions between teachers and pupils to increase students' learning opportunities.

References

Gahwaji, N. M. (2019). The Implementation Of The Epstein's Model As A Partnership Framework At Saudi Kindergartens. *Journal of College Teaching & Learning (TLC)*, *16*(2), 11-20.

Masalmh, S. Y., & Farrah, M. A. (2019). The Effects of Using Interactive Task-based Activities in Online Eng-lish Writing Classes. *Journal of Educational and Psychological Studies [JEPS]*, *13*(4), 658-673.

Search Terms

Extending instructional time; extending school/school calendar; expanded day/school year/school day; extending school hours; afterschool; out of school time; increased/lengthened learning time.

Databases searched

Academic search complete
ERIC (EBSCO)
Education Source
Google scholar
ProQuest Central
ProQuest Dissertations
Web of Science