



Late Start Time Classes: Its Effects on Teacher's Productivity and Efficiency

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ABSTRACT:

In the Philippines, the usual start time of classes is around 7:30 a.m. and generally ends at 4:00 pm or 5:00 pm in some schools, depending on the schedule set. There is no documented record that a school attempted to adjust the school start time at 10:00 a.m. and ending at 3:15 p.m. A late start time of class improves mood, rest time, and better daytime functioning. (Kamdar et.al 2004, Joëlle et.al 2021, Newson and Wright 2023, and Sparks 2022). This study intended to comprehend the positive and negative effects of a later start time for classes on teachers' productivity and efficiency at work, which focused on Berkeley School, which has already embraced the 10:00 a.m. commencement of classes. The primary respondents in this research were Berkeley School teachers, whose perspectives and experiences with the late start time were the subject of this study. 14 educators from different departments were chosen using the purposive sample technique. The data gathered were analyzed through a thematic analysis which unraveled the unique experiences and perceptions of the effects of the late school start time of Berkeley School teachers that were interpreted by the researchers. The findings of this research have substantially contributed to the body of knowledge which helped the researchers to better grasp the relationship between the late start time of school and the work productivity and efficiency of the teachers.

Keywords: start time, teachers, daytime functioning, better mood, rest, productivity, efficiency

1. INTRODUCTION

The late start time of school is a class setup that deviates from the normal learning schedule. Researchers are looking at this concept to comprehend the challenges and effects of the late start time of class. It is crucial in the field of education and policy-making bodies to understand the effects of having a later start time of school on the teacher's work productivity and efficiency.

Adjusting the routine of school start time can greatly affect teachers' sleep and daytime functioning (Kyla et.al., 2023). The findings of this study suggest that teachers can perform better if they have more time to sleep and rest, which significantly affects teacher's overall performance in school, which was corroborated further by the study of Kamdar et.al (2004). In this study, having a longer period of sleep and rest can affect people's alertness, vigilance, and mood more positively. Sleeping late and waking up early will affect the person's quality of sleep and it significantly increases their daytime sleepiness (de Souza J.C et. al., 2012).

Furthermore, many of the teachers expressed that they prefer a later start of class as highlighted in the study by Albrecht et.al (2021). Their study explored the various perspectives of the teachers regarding school start time, and the findings show that teachers preferred a later start time of class setup as it gives potential benefits to the overall performance of teachers. In a study published in the European Journal of Psychology of Education, the work schedules influence the sleeping habits of elementary and high school teachers. This study emphasizes the need to consider managing the work schedule of educators based on their sleep patterns as this can promote better quality of sleep and potentially impact their well-being positively at work.

Working while a person lacks sleep can significantly impact your overall job performance. With enough sleep, the way a person processes information will be faster. Their brain will be overworked, impairing thinking, slowing physical reaction, and leaving people emotionally drained Newson and Wright (2023). The impact of having enough sleep extends beyond the well-being of the teachers. Teachers are already awake in the early hours before dawn, facing the weight of their workload and the relentless cycle of early mornings and late nights. A study by Souza et al (2011), shows that this irregular sleep pattern, made worse by the early start times of school, significantly reduces sleep duration and quality for both teachers and students. Despite efforts to catch up on sleep during weekends, the effects linger, leading to increased daytime sleepiness and diminished productivity. These findings underscore the need for changes in school start times to prioritize the health and well-being of educators and students alike.

A study by Edward and Mary in the Fairfield Public Schools suggests that the late start time of class could be widespread in positively affecting both student's and teachers' educational experience. An article published by UNESCO reinforces the significance of rest from educators' point of view, arguing

that rest is one of the most crucial elements for teachers to be effective in teaching and learning. Sparks(2022), suggests that later start times of school can greatly help teachers by providing enough time for the teachers.

Various theories also support this kind of learning set-up. These studies are supported by the sleep theory of William Dement, one of the experts in the field of sleep psychology. According to the article written by Nicholas Weiler (2014) concerning the sleep theory, he explained that not having enough rest can greatly affect overall health and daytime functioning, which includes the teaching and learning process, attention, and decision-making. Another theory that supports this kind of learning setup is the Circadian Rhythm Theory of Franz Halberg. This is a concept based on how our body clock works that majorly affects our wake-up cycle and sleep cycle. Based on this theory, there are certain times that we are alert and there are times that we naturally should be sleeping.

According to the article published in the National Library of Medicine, starting too early might affect the alertness of the teachers negatively impacting their work performance. Having not enough time to sleep might affect their decision-making, alertness, and memory which are crucial to teaching. On the other hand, having a late start time for class can positively affect the alertness periods of teachers based on their Circadian rhythm of the teachers. Teachers might be more alert and more effective in teaching. Another theory that supports this kind of learning setup is the restorative theory. According to Brandon Peters (2023), this theory explains the significance of rest and recovery which is significant to the restoration of energy that greatly affects the productivity and efficiency of the teachers. Late start time of class has various effects on the teacher's time of rest, better daytime functioning, and potentially more effective teaching and learning. However, more studies are needed to fully understand the possible negative and positive effects of having a later start time class on the work productivity and efficiency of the teachers.

At present time, there are no recorded studies yet in the Philippines regarding a late start time for schools. However, a study conducted by Manuzon (2023) examined the impact of a half-day schedule on student's productivity. While this study did not directly study the effects of having a half-day schedule on the productivity or efficiency of the teachers, it is reasonable to infer if this kind of setup will greatly affect the students, it will have a similar effect on the productivity and efficiency of the teachers.

Statement of the problem:

This study seeks to understand the positive and negative effects of a late start time of class from the perspective of the Berkeley School teachers. It specifically, aims to answer the question below:

- What are the positive and negative effects of the late start time of class on the efficiency and productivity of the teachers?

2. METHODOLOGY

This part of the research paper discusses the materials and methods utilized to complete the research. This section presents the research design, locale of the study, population, data gathering instruments, and data analysis.

Research design

This research utilized a qualitative approach, specifically, the phenomenological approach for the problem statement. A phenomenological approach aims to find out the unique experiences, phenomena, and perspectives of a person. Phenomenological studies uncover human lived experiences through qualitative descriptions gathered from the people involved in the study.

Population and Locale of the Study

The key respondents for this study were the teachers of Berkeley School who experienced having a later start time of class from the academic year 2023-2024. Specifically, 4 from the Lower Grades department(Grades 1-3), 4 from the Higher Grades department (Grades 4-6), 3 from the Junior High School department (Grades 7-9), and 3 from the Senior High School department (Grades 10-12), The respondents varied in terms of the major, this totals 14 participants in all. Moreover, this research was conducted at Berkeley School, Baguio City, Philippines.

Data gathering instrument

The study used interview guide questions containing the essential questions to identify the positive and negative effects of having a later start time class on the work productivity and efficiency of the teachers. The research questions used to gather data were validated by experts in the field of research and education. Moreover, the researchers conducted the interviews in an onsite face-to-face interview and a virtual interview.

Analysis of data

The researchers used a thematic analysis to determine the positive and negative effects of having a later start time class on the work productivity and efficiency of the teachers. According to Braun & Clark (2006), A thematic analysis is a method used in qualitative research in which it helps the researchers to identify, and analyze patterns and meaning within data. This method involves recording, and transcribing audio-recorded data to written documents, coding the data, familiarizing, thematizing, reviewing, and interpreting various aspects of the research topic.

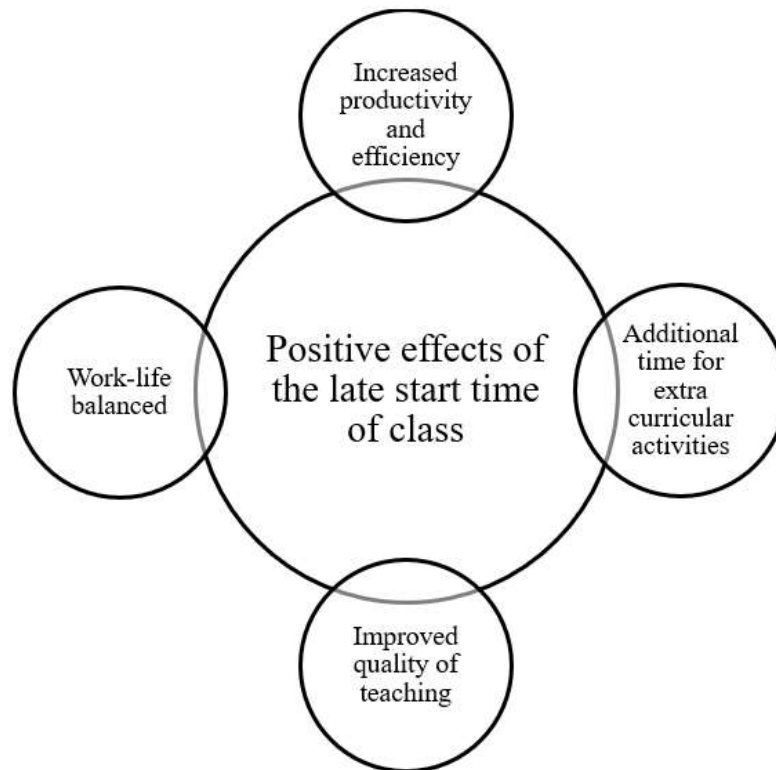
III. RESULTS AND DISCUSSION

This part of the research paper presents the salient findings of the study. It also discusses the gathered data, its analysis, and its interpretation.

The figure below shows the derived positive effects of the late start time of class based on the analyzed responses of the respondents. There were 4 derived themes based on the analysis of data, namely, Increased productivity and efficiency, work-life balance, Improved quality of teaching, and Additional time for extracurricular activities.

Figure 1:

Positive effects experienced by the Berkeley teachers in having the late start time of class



Increased productivity and efficiency

The late start time has resulted in the teachers having more time to do tasks. Most of the teachers that were interviewed responded that because of the late start time of class, they become more productive. This means that they have more time to check papers, grade assignments, create lesson plans, and double-check slides before teaching thereby enhancing their work efficiency and productivity. This finding is also identical to the findings of Sparks (2022) who suggested that later start times of school can greatly help teachers by providing enough time for the teachers which increases their work productivity.

Work-life balanced

Having a balanced work and life has a significant impact on the teachers' productivity. 11 of the respondents mentioned that because of the late start time of class, they were able to relax at home because they were able to finish their tasks in school due to the late start time of class. Sufficient time to rest can greatly affect the work performance of a teacher. This finding is similar to the study by Nicholas Weiler (2014) citing the sleep theory, he explained that not having enough rest can greatly affect overall health and daytime functioning, which includes the teaching and learning process, attention, and decision-making.

Additional time for extracurricular activities

The late start time of class allowed the teachers to establish an extracurricular activity to engage with students. This means that the teachers can showcase their productivity and efficiency by going beyond their regular responsibilities in school. This involvement demonstrates the teachers effectively managing their workload and responsibilities. According to Sutton (2015), he cited that having enough time can help teachers to have time to prepare which makes them more willing to engage in any extracurricular activities without disrupting or affecting their workload or class schedules.

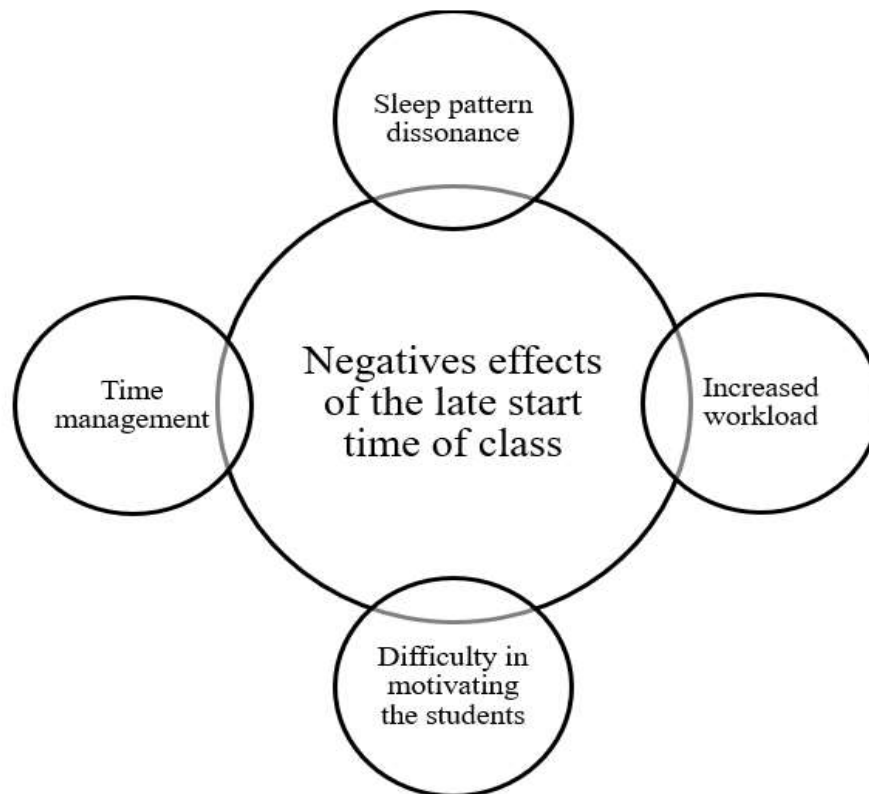
Improved quality of teaching

Three teachers mentioned that the late start time of class gave them enough time to double-check the slides and read another lesson. This means that the more they spend their time reading about the lesson the more information they can use to reinforce the discussion increasing the quality of the teaching and learning process inside the classroom. This finding is also supported by the study of Weiler (2014) in which he stated that having enough time can improve the teaching and learning process among all others

The figure below shows the derived negative effects of the late start time of class based on the analyzed responses of the respondents. There were 4 derived themes based on the analysis of data, namely, Sleep pattern dissonance, Time management, Increased workload, and Difficulty in motivating the students.

Figure 2:

Negative effects experienced by the Berkeley teachers in having the late start time of class



Sleep pattern dissonance

Having a hard time adjusting to the new learning setup and adjusting their pattern of sleep came out as the top challenge among the Berkeley Teachers which was supported by 7 teachers. This means that because of the adjusted time of the school start time, teachers tend to change the pattern of their sleep. They sleep late and wake up early because it is the cycle that they are used to. This finding is also aligned with the Circadian Rhythm Theory of Franz Halber which explains how a person's body clock works and majorly affects our wake-up cycle and sleep cycle. Berkeley school teachers' sleep-wake cycle is disrupted because of the new start time of class which significantly affects their daytime work productivity.

Time management

The usual start of class is 7:30 which is the accustomed time of the Berkeley School teachers. Changing it to 10:15 a.m. provided the teachers extra time but posed to be a challenge. Four of the Berkeley teachers that were interviewed mentioned that if the extra time is not managed properly, it can greatly affect their work productivity thus affecting their overall performance. This finding is in contrast to the study of Kamdar et.al (2004) in which they mentioned that having a longer rest can positively affect the teacher's overall performance. The feeling of over relaxed and less focused later leads to failure to do the tasks. This highlights the importance of time management in optimizing their work productivity.

Increased workload

The extra time because of the late start time of class might be beneficial for the other teachers but not for everyone. Three of the respondents mentioned that additional time comes with an additional workload. The additional load hinders their work productivity because the time that is supposed to be spent on important tasks is being utilized for the extra loads. This highlights the importance of having enough load to ensure improved work productivity. This finding is also similar to the study published by the European Journal of Psychology which highlights the importance of considering the management of the teacher's workload.

Difficulty in motivating the students

Motivation is the first thing that a teacher needs to consider before starting a lesson, it is considered to be the fundamental aspect in getting the attention of the learner before beginning the teaching-learning process inside the classroom (Acedillio et.al, 2023) However, two respondents in this study mentioned that motivating the students is a challenge due to the reason that they are tired of the extracurricular activities every morning. This greatly affects the flow of the class and another task is to create a teaching strategy to cope with this challenge. This means that teachers will need to spend more time creating an effective motivational activity.

IV. CONCLUSION AND RECOMMENDATIONS

This section presents the conclusions and recommendations based on the findings of the study.

Conclusions

Taking into consideration the salient findings of this study, the researchers were able to arrive at the following conclusions.

1. Late start time of school which starts at 10:00 a.m. and ends at 3:15 p.m. can pose various challenges which are Sleep pattern dissonance, time management, Increased workload, and difficulty in motivating the students which affects the work productivity and efficiency of the teachers.
2. The late start time of class has a positive effect on the teachers which are Increased productivity and efficiency, Work-life balance, Extra time for extracurricular activities, and Improved quality of teaching which positively affects the overall work productivity and efficiency of the teachers.

Recommendations

Based on the conclusions, the researchers were able to come up with the following recommendations to strengthen the positive effects and address the negative effects of the late start time of class;

The following are the recommendations of the researchers to strengthen the positive effects of the late start time of class.

<i>Increased Productivity and Efficiency</i>	Provide professional development opportunities for the teachers regularly to enhance their skills and knowledge.
<i>Work-life balance</i>	Establish clear expectations regarding the workload, work hours, and schedule of the teachers.
<i>Additional time for Extracurricular activities</i>	Encourage the teachers to volunteer to head extracurricular activities based on their strengths and skills.
<i>Improved quality of teaching</i>	Support teachers in developing effective lesson planning by having enough time for the teachers to study and intricately make their lesson plans.

The following are the recommendations of the researchers to address the negative effects of the late start time of class.

<i>Sleep pattern dissonance</i>	Schools should raise awareness on the importance of having enough time to rest and adjust to new schedules.
<i>Time management</i>	Have regular time management training for the teachers.
<i>Increased workload</i>	Carefully study the workload and schedules of the teachers to ensure that their task is aligned to their available time thus overburdening them.

Difficulty in managing the students

Help teachers in developing effective classroom management strategies to create a positive and productive learning environment through regular seminar workshops.

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-The Researchers

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