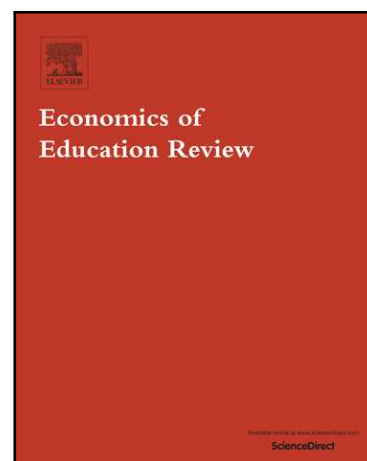


Accepted Manuscript

Does the Transition into Daylight Saving Time Affect Students' Performance?

Stefanie P. Herber, Johanna Sophie Quis, Guido Heineck

PII: S0272-7757(15)30086-8
DOI: [10.1016/j.econedurev.2017.07.002](https://doi.org/10.1016/j.econedurev.2017.07.002)
Reference: ECOEDU 1720



To appear in: *Economics of Education Review*

Received date: 11 August 2015
Revised date: 29 November 2016
Accepted date: 9 July 2017

Please cite this article as: Stefanie P. Herber, Johanna Sophie Quis, Guido Heineck, Does the Transition into Daylight Saving Time Affect Students' Performance?, *Economics of Education Review* (2017), doi: [10.1016/j.econedurev.2017.07.002](https://doi.org/10.1016/j.econedurev.2017.07.002)

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

Highlights

- We examine whether the clock advance harms elementary school students' performance.
- We use international student assessment data on more than 22,000 students.
- We run hierarchical linear models on test results before and after the time shift.
- We do not find significant performance reductions in the week after the clock change.
- The results cannot be explained by students' young age or low levels of maturity.

ACCEPTED MANUSCRIPT

Download English Version:

<https://daneshyari.com/en/article/6840830>

Download Persian Version:

<https://daneshyari.com/article/6840830>

[Daneshyari.com](https://daneshyari.com)