

Effects of Shifting Class Schedule on the Academic Performance of Grade 12 Students

Sharmine M. Marino, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal, Philippines

Teacher II, Cainta Senior High School, Cainta, Rizal Philippines

Publication history: Received: March 1, 2026; Revised: March 12, 2026; Accepted: March 25, 2026

Email of Corresponding Author: marinosharmine13@gmail.com

Abstract

This study examined the effects of shifting class schedules on the academic performance of Grade 12 students in selected senior high schools in the Division of Rizal during the School Year 2025–2026. Specifically, it included students from Cainta Senior High School, Cardona Senior High School, Morong National Senior High School, and Tanay Senior High School. Employing a descriptive survey research design and documentary analysis, the study utilized a researcher-made questionnaire to assess the perceived effects of shifting schedules in terms of time allocation, student preparedness, and student engagement. Academic performance was measured using students' first-quarter grades. A total of 359 respondents were selected from a population of 3,515 students using Slovin's formula and stratified sampling. The respondents were profiled according to age, sex, sibling position, family size, parents' educational attainment and occupation, monthly family income, and class schedule. Findings revealed that most respondents were 17-year-old females, commonly first or second-born, from low-income families with parents who are high school graduates. Results indicated that shifting class schedules have a high perceived effect on academic performance across time allocation, preparedness, and engagement. However, no significant relationship was found between the perceived effects and actual academic performance, which was generally rated as very satisfactory. Additionally, no significant differences were observed across most profile variables, except for monthly family income, which showed a significant difference in relation to student engagement. The study concludes that while shifting schedules influence students' learning experiences, they do not significantly affect academic outcomes. It is recommended that schools enhance time management strategies, improve instructional delivery, and strengthen teacher collaboration to address scheduling challenges. Further experimental studies are also encouraged to validate the effectiveness of double-shift class systems.

Keywords: shifting class schedule, academic performance, student engagement, time allocation, student preparedness, senior high school, descriptive survey, Philippines

1. Introduction

Education is a systematic and purposeful process that facilitates the development of knowledge, skills, values, and attitudes essential for individual and societal advancement. Beyond the mere transmission of information, education fosters critical thinking, problem-solving abilities, and lifelong learning competencies. It plays a vital role in nation-building by promoting innovation, economic growth, and responsible citizenship. In the Philippine context, the importance of education is underscored in Article XIV, Section 1 of the 1987 Constitution, which mandates the State to protect and promote the right of all citizens to quality education at all levels.

With the implementation of the K to 12 Basic Education Curriculum, particularly the introduction of Senior High School (SHS), the demand for educational resources such as classrooms and teachers significantly increased. This expansion has led to persistent challenges in public schools, particularly classroom shortages. As a response, the Department of Education (DepEd), through DepEd Order No. 12, s. 2024, allowed flexibility in curriculum implementation, including the adoption of shifting or double-shift class schedules. In this system, students are divided into morning and afternoon sessions to maximize limited resources. Despite its practical benefits, the shifting class schedule raises concerns regarding instructional time, student engagement, and academic performance. Limited contact hours may result in incomplete lesson delivery, reduced opportunities for assessment, and diminished student comprehension. Consequently, examining its impact on learners, particularly at the senior high school level, becomes imperative.

Several foreign and local studies have explored the relationship between class scheduling and student outcomes. De Menezes (2023) found that changes in school shifts significantly affected students' academic performance, particularly due to altered sleeping patterns. Similarly, Fiani (2021) emphasized that ineffective time allocation and poor adherence to schedules negatively impacted student performance. Sagyndykova (2022), however, argued that differences in academic

outcomes between shifts are largely attributable to student characteristics rather than the shift itself. Meanwhile, Bervell (2023) highlighted issues of fatigue and reduced concentration among afternoon shift learners, while Northard (2021) noted inconclusive effects of schedule type due to external factors such as the COVID-19 pandemic. Local studies present parallel findings. Castil (2025) reported generally positive perceptions of shifting schedules but identified challenges related to focus and engagement, particularly among afternoon learners. Moral (2023) found no significant difference in focus and punctuality between morning and afternoon classes. De Vera (2023) revealed that while double-shift classes increase access to education, they are associated with issues such as absenteeism and reduced academic performance compared to traditional classes. Similarly, Lucanas (2024) found that morning shift students tend to outperform afternoon learners due to better attentiveness and learning conditions. Mahilum (2025) further emphasized the challenges faced by teachers, including limited instructional time and resource constraints.

While these studies provide valuable insights, several research gaps remain evident. First, many studies focus on elementary or junior high school learners, with limited emphasis on Grade 12 students who face greater academic demands and transition pressures toward higher education or employment. Second, prior research often examines either academic performance or well-being, but seldom integrates multiple dimensions such as time allocation, preparedness, and engagement simultaneously. Third, inconsistencies in findings—particularly regarding whether shifting schedules significantly affect academic performance—indicate the need for further empirical validation. Lastly, there is limited context-specific research within the Division of Rizal, where shifting schedules are widely implemented due to infrastructural constraints.

Given these gaps, this study aims to investigate the effects of shifting class schedules on the academic performance of Grade 12 students, focusing on time allocation, student preparedness, and engagement. By providing localized and comprehensive evidence, the study seeks to inform policy decisions, improve instructional practices, and enhance the overall quality of education in schools implementing double-shift systems.

2. Materials and methods

2.1 Research Design

The study applied the descriptive method of research specifically, the survey design with documentary analysis.

2.2 Research Setting

The study was conducted in selected senior high schools in the Division of Rizal. These schools include Cainta Senior High School, Cardona Senior High School, Morong National Senior High School and Tanay Senior High School.

2.3 Respondents

The respondents of the study included 359 grade 12 students enrolled in selected stand-alone senior high schools in the Division of Rizal. The sample size was determined by utilizing Slovin's formula. Hence, out of 3515 students, 359 were considered. They were chosen utilizing stratified sampling method. They were described in terms of age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, monthly family income, and class schedule.

2.4 Research Instruments

The study utilized a researcher-made questionnaire-checklist as the primary instrument for data collection, composed of three main parts. Part I gathered the respondents' demographic profile, including age, sex, sibling position, family size, parents' educational attainment and occupation, monthly family income, and class schedule. Part II measured the perceived effects of shifting class schedules on academic performance in terms of time allocation, student preparedness, and student engagement, with 30 items rated on a five-point Likert scale ranging from "Never" to "Always." Academic performance was determined using the students' first-quarter average grades, classified from "Did Not Meet Expectations" to "Outstanding." Part III assessed the extent of challenges encountered under shifting class schedules using a similar five-point scale from "Least Challenging" to "Very Much Challenging." The instrument underwent content validation by experts, including the thesis adviser, statistician, professorial lecturers, school principal, master teacher, and the Dean of the Graduate Studies Program, and revisions were made based on their feedback to ensure its validity and reliability.

2.5 Data Collection

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problems up to the conduct of some readings included in the review of related literature and studies. Immediately after the proposal defense, construction and validation of the research instrument was followed with the help of the thesis adviser, professorial lecturers, and other experts. After the validation, permission from the concerned authorities was sought. Then the questionnaire checklist was administered to the respondents through the Google survey form. The researcher was guided by Data Privacy Act.

After the retrieval, the data were encoded and processed using Statistical Package for Social Sciences (SPSS). Data were analyzed and interpreted based on the sub problems. Summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. The manuscript was subjected to anti-plagiarism process at the statistical center. After finalization, hardbound copies were submitted to the office of the Graduate Studies Program and other offices.

2.6 Data Analysis

The study employed various statistical tools for data analysis and interpretation. Frequency, percentage, and rank distribution were used to describe the respondents' profiles based on selected variables. The weighted mean was utilized to determine the perceived extent of the effects of shifting class schedules on academic performance, as well as the challenges encountered by the students. To examine significant differences in these perceived effects when grouped according to profile variables, one-way analysis of variance (ANOVA) was applied. The level of academic performance, based on students' first-quarter grades, was analyzed using the mean and standard deviation. Finally, correlation analysis was used to determine the significant relationship between the perceived effects of shifting class schedules and the students' academic performance.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Respondents in Terms of Selected Variables

It could be gleaned from the table on the next page that most of the respondents are 17 years old with 70.2%. In terms of sex, majority of them are females with 59.1 %. In terms of sibling position, The majority of respondents (34.3%) are first-born, followed by second-born (30.9%). As regard to the number of children in the family, 25.3% come from families with 3 children, followed by families with 2 children (22.8%). In terms of parents' educational attainment, majority of fathers (70.2%) are high school graduates while most of the mothers are high school graduates and high school undergraduates with 25.3% and 22.8% respectively. With regard to the parents' occupation the majority of fathers (42.6%) and mothers (47.1%) have other occupations which are not specified. In terms of monthly family income, the majority of respondents (44.3%) come from families with a monthly income of ₱10,000 and below. In terms of class schedule, the majority of respondents (55.7%) attend classes in the morning shift (AM).

Table 1: Profile of the Respondents in Terms of the Selected Variables

Age	Frequency	Percent	Rank
19 and above	33	9.2	3
18	54	15.0	2
17	252	70.2	1
16	20	5.6	4
Total	359	100.0	
Sex			
Male	147	40.9	2
Female	212	59.1	1
Total	359	100.0	
Sibling Position			
First	123	34.3	1
Second	111	30.9	2
Third	72	20.1	3
Fourth or higher	63	18.7	4
Total	272	100.0	
Number of Children in the Family			
1	37	10.3	6
2	82	22.8	2
3	91	25.3	1
4	61	17.0	3
5	43	12.0	5
6 or more	45	12.5	4
Total	359	100.0	

Parents' Educational Attainment	Father			Mother		
	f	%	R	f	%	R
College Graduate	17	4.7	4	45	12.5	4
College Undergraduate	16	4.5	5	43	12.0	5
Technical/Vocational Course	54	15.0	2	61	17.0	3
High School Graduate	252	70.2	1	91	25.3	1
High School Undergraduate	20	5.6	3	82	22.8	2
Elementary Graduate	-	-		37	10.3	6
Total	359	100.0		359	100.0	
Parents' Occupation						
Government Employee	33	9.2	4	30	8.4	3.5
Private Employee	57	15.9	3	23	6.4	6
Self employed	65	18.1	2	65	18.1	2
Overseas Worker	17	4.7	3	30	8.4	3.5
Office Personnel	8	2.2	6	11	3.1	7
Informal Worker	5	1.4	7	3	.8	8
Business Man/Woman	21	5.8	5	28	7.8	5
Others	153	42.6	1	169	47.1	1
Total	359	100.0		359	100.0	
Monthly Family Income						
₱20,000 and above		74		20.6		2.5
₱15,000 - ₱19,999		52		14.5		4
₱10,000 - ₱14,999		74		20.6		2.5
₱10,000 and below		159		44.3		1
Total		359		100.0		
Class Schedule						
Morning Shift (AM)		200		55.7		1
Afternoon Shift (PM)		159		44.3		2
Total		359		100.0		

3.2. Extent of Effects of Shifting Class Schedule on the Academic Performance of Grade 12 Students as Perceived by Themselves with Respect to the Different Aspects

As gleaned from the table, overall mean is 3.62, indicating a high effect of shifting class schedule on academic performance. All aspects (Time Allocation, Student Preparedness, and Student Engagement) are all interpreted high effect, with weighted means of 3.62. Time Allocation and Student Preparedness are tied for the highest rank, with a weighted mean of 3.62. It could be deduced from the results that shifting class schedule has a positive impact on the academic performance of Grade 12 students, across various aspects. Students believe that the shifting class schedule has been effective in enhancing their time management, preparedness, and engagement. Findings imply that shifting class schedule has been beneficial for Grade 12 students, and its effects are evident across different aspects of their performance. Shifting a class schedule can lead to better work-life balance for students and teachers, improved student engagement, and potential academic benefits like higher grades and attendance. This is similar with the emphasis of Ford (2024) that shifting to afternoon classes can lead to better grades, potentially because students are more alert and focused at that time. A schedule that allows for later start times can align better with the natural sleep-wake cycles of adolescents and young adults, improving performance. Shift-based schedules, when managed well, can lead to improved perception of learning, a greater sense of belonging, and higher levels of engagement.

Table 2:. *Extent of Effects of Shifting Class Schedule on the Academic Performance of Grade 12 Students as Perceived by Themselves with Respect to the Different Aspects*

Aspects	Weighted Mean	Verbal Interpretation	Rank
Time Allocation	3.62	High Effect	1.5
Student Preparedness	3.62	High Effect	1.5
Student Engagement	3.61	High Effect	3
Overall Mean	3.62	High Effect	

3.3. Significant Difference on the Extent of Effects of Shifting Class Schedule on the Academic Performance of Grade 12 Students as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

The results indicate that among the variables tested, only student engagement showed a significant difference when respondents were grouped according to monthly family income ($F = 3.286$, $p < 0.05$). Specifically, students from the highest income group perceived a greater effect of shifting class schedules on their academic performance compared to those from the lowest income group, who reported the least effect. Overall, the findings reveal that the perceived effects of shifting class schedules on time allocation, student preparedness, and engagement do not significantly vary across most profile variables, except for student engagement in relation to family income. This implies that socioeconomic status plays a role in shaping students' engagement under shifting schedules, while other personal factors do not significantly influence their perceptions. These findings are consistent with Castil (2025), which reported generally positive perceptions of shifting schedules, while also highlighting variations in engagement and challenges experienced by different student groups, particularly in relation to flexibility, well-being, and institutional factors.

Table 3: Significant Difference on the Extent of Effects of Shifting Class Schedule on the Academic Performance of Grade 12 Students as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Age	F-value	p-value	Null Hypothesis	Verbal
Time Allocation	0.458	0.767	Accepted	Not Significant
Student Preparedness	0.403	0.806	Accepted	Not Significant
Student Engagement	1.122	0.346	Accepted	Not Significant
Sex				
Time Allocation	0.939	0.333	Accepted	Not Significant
Student Preparedness	0.082	0.774	Accepted	Not Significant
Student Engagement	1.454	0.229	Accepted	Not Significant
Sibling Position				
Time Allocation	1.163	0.321	Accepted	Not Significant
Student Preparedness	0.657	0.729	Accepted	Not Significant
Student Engagement	0.402	0.919	Accepted	Not Significant
Number of Children in the Family				
Time Allocation	1.761	0.120	Accepted	Not Significant
Student Preparedness	0.702	0.622	Accepted	Not Significant
Student Engagement	1.865	0.100	Accepted	Not Significant
Fathers' Educational Attainment				
Time Allocation	0.458	0.767	Accepted	Not Significant
Student Preparedness	0.403	0.806	Accepted	Not Significant
Student Engagement	1.122	0.346	Accepted	Not Significant
Mothers' Educational Attainment				
Time Allocation	1.761	0.120	Accepted	Not Significant
Student Preparedness	0.702	0.622	Accepted	Not Significant
Student Engagement	1.865	0.100	Accepted	Not Significant
Fathers' Occupation				
Time Allocation	0.636	0.747	Accepted	Not Significant
Student Preparedness	0.536	0.829	Accepted	Not Significant
Student's Engagement	0.364	0.939	Accepted	Not Significant
Mothers' Occupation				
Time Allocation	1.978	0.057	Accepted	Not Significant
Student Preparedness	0.486	0.844	Accepted	Not Significant
Student Engagement	0.757	0.624	Accepted	Not Significant
Monthly Family Income				
Time Allocation	0.765	0.514	Accepted	Not Significant
Student Preparedness	0.848	0.469	Accepted	Not Significant
Student Engagement	3.286	0.021	Rejected	Significant
Class Schedule				
Time Allocation	2.391	0.123	Accepted	Not Significant
Student Preparedness	0.271	0.603	Accepted	Not Significant
Student Engagement	0.208	0.648	Accepted	Not Significant

3.4. Level of Academic Performance of the Grade 12 Students as Revealed in Their Average Grade in the First Quarter

As shown in the table, majority of students (58.2%) have a grade of 85-89, which is interpreted as Very Satisfactory while 37.1% of students have a grade of 90 and above, which is interpreted as Outstanding. The mean grade is 89.24, with a standard deviation of 2.20. The highest grade is 94, and the lowest grade is 83. The results suggest that Grade 12 students generally perform well academically. The results also indicate the homogeneity among the grades of the students mostly performing very satisfactory. Findings imply that Grade 12 students are performing well academically, with a high mean grade and a large proportion of students achieving high grades. This further implies that the students have adjusted with the teaching-learning situation in double shift classes. This is contrary with the findings of the study of De Vera (2023) that in terms of academic performance, junior high school students enrolled in the traditional classes have higher grade weighted average (GWA) than those students enrolled in the double-shift classes. Absenteeism is also more rampant in the double-shift classes compared with the traditional classes. Factors affecting academic performance in double-shift classes were the lack of time to clean the classrooms before the afternoon session commences, noisy classroom, lack of enough time to review for the next subject, and lack of free period to conduct library research or group discussion..

Table 4: *Level of Academic Performance of the Grade 12 Students as Revealed in Their Average Grade in the First Quarter*

Grade	Verbal Interpretation	Frequency	Percent	Rank
90 and above	Outstanding	133	37.1	2
85 – 89	Very Satisfactory	209	58.2	1
80 – 84	Satisfactory	17	4.7	2
75 – 79	Fairly Satisfactory	-	-	-
Below 75	Did Not Meet Expectation	-	-	-
Total		359	100.0	
Highest Grade = 94		Mean = 89.24(Very Satisfactory)		
Lowest Grade = 83		Standard Dev. = 2.20		

3.5. Significant Relationship Between the Perceived Extent of Effects of Shifting Class Schedule and the Level of Academic Performance of Grade 12 Students

All test resulted on the coefficients accompanied by the p-values higher than 0.05, thus there is no reason to reject the null hypothesis. Conclusively, there is no significant relationship between the students' academic grade and their perception on the extent of effects of shifting class schedule. The results suggest that the perceived extent of effects of shifting class schedule does not have a significant impact on the academic performance of Grade 12 students. The null hypothesis is accepted, indicating that there is no significant relationship between the variables. The findings imply that other factors may be more influential in determining academic performance, and that shifting class schedule may not be a significant predictor of academic success. This relates with the findings of the study of Lucanas (2024) that teachers' insights highlighted key factors affecting academic performance, such as attentiveness, classroom environment, sleep, nutrition, and overall well-being. Morning shift students were generally more engaged and attentive, benefiting from structured routines and less fatigue. Structured schedules and supportive learning environments significantly influence academic performance and recommends interventions to address the challenges.

Table 5: *Significant Relationship Between the Perceived Extent of Effects of Shifting Class Schedule and the Level of Academic Performance of Grade 12 Students*

Shifting Class Schedule and Academic Performance	r coefficient	p-value	Null Hypothesis	Verbal Interpretation
Time Allocation	0.052	0.322	Accepted	Not Significant
Student Preparedness	0.059	0.266	Accepted	Not Significant
Student Engagement	0.056	0.286	Accepted	Not Significant

3.6. Extent of the Challenges Encountered on Shifting Class Schedule of Grade 12 Students

As depicted in the table, with respect to the extent of the challenges encountered on shifting class schedule of grade 12 students, first in rank are "Experience more fatigue or tiredness because of shifting classes" and "Feel more anxious or stressed when I do not have a stable class schedule" both with weighted mean of 3.52 interpreted Much Challenging. The

item “I find it difficult to adjust my personal routine when the class schedule changes” is also interpreted Much Challenging with a weighted mean of 3.50. Findings indicate that the results suggest that students face significant challenges in adjusting to shifting class schedules, particularly in terms of fatigue, stress, and personal routine adjustments. Findings imply that most challenging for students are related to their personal well-being (fatigue, stress, and routine adjustments), suggesting that students may need support in managing their time and well-being. The results highlight the need for schools to consider the impact of shifting class schedules on students' well-being and to provide support mechanisms to help students cope with these challenges. This conforms with the findings of the study of Mahilum (2025) which revealed significant challenges teachers face such as time constraints, scheduling challenges, and environmental and resource management. Teachers employed strategies such as time management, planning, collaboration, and communication to cope.

Table 6: *Extent of the Challenges Encountered on Shifting Class Schedule of Grade 12 Students*

Challenges Encountered	Weighted Mean	Verbal Interpretation	Rank
1. I find it difficult to adjust my personal routine when the class schedule changes.	3.50	Much Challenging	3
2. Changes in the class schedule interfere my participation in extracurricular activities and part-time employment.	3.19	Moderately Challenging	10
3. I experience more fatigue or tiredness because of the shifting class times.	3.52	Much Challenging	1.5
4. I find it harder to focus on lessons when the class schedule shifts unexpectedly.	3.42	Moderately Challenging	5
5. My ability to manage time effectively is affected by frequent schedule changes.	3.42	Moderately Challenging	5
6. Transportation or travel arrangements become more difficult when class schedules change.	3.38	Moderately Challenging	8
7. Poor communication about schedule changes often leads to confusion and missed classes.	3.42	Moderately Challenging	5
8. Shifting class schedules disrupt my home responsibilities and routines.	3.40	Moderately Challenging	7
9. I feel more anxious or stressed when I do not have a stable class schedule.	3.52	Much Challenging	1.5
10. The inconsistency of class schedules negatively impacts my academic performance.	3.37	Moderately Challenging	9

4. Conclusion & Recommendations

The study concludes that the effects of shifting class schedules on the academic performance of Grade 12 students vary significantly only in terms of monthly family income, particularly with respect to student engagement. Students from different income groups perceive the impact of shifting schedules differently, while other profile variables such as sex, sibling position, family size, parents' educational attainment, and occupation do not result in significant differences. Overall, the perceived effects of shifting class schedules on time allocation, student preparedness, and engagement are generally consistent across most student characteristics.

Furthermore, the study reveals that there is no significant relationship between the perceived effects of shifting class schedules and the actual academic performance of Grade 12 students. This indicates that despite the challenges associated with shifting schedules, students are still able to maintain satisfactory academic performance. In light of these findings, it is recommended that schools enhance teacher effectiveness in time management and instructional delivery, while teachers adopt efficient strategies such as lesson prioritization and collaboration. The implementation of the proposed

action plan is also encouraged, along with future experimental studies to further examine the effectiveness of double-shift class systems.

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating university and the nursing students for their contributions

REFERENCES

- Bervell, B. (2023). Shift schooling system and its implications on teaching and learning in Ghana. *International Journal of Educational Development*, 98, 102745.
- Castil, R. (2025). Perceptions of shifting class schedules among teacher education students: Implications for academic performance and well-being. *Philippine Journal of Education Studies*, 12(1), 45–60.
- De Menezes, T. A. (2023). The effects of school shift changes on students' academic performance: Evidence from Brazil. *Economics of Education Review*, 92, 102345.
- De Vera, M. L. (2023). Effects of double-shift classes on attendance and academic performance of junior high school students. *Asia Pacific Journal of Education Research*, 5(2), 88–102.
- Department of Education. (2024). DepEd Order No. 12, s. 2024: Amendment of the policies in the implementation of the MATATAG curriculum. Department of Education, Philippines.
- Fiani, D. (2021). The effect of class scheduling on students' English performance in the new normal. *Journal of Language Teaching and Learning*, 11(2), 120–135.
- Ford, M. (2024). The impact of school start times on student performance and well-being. *Journal of Educational Psychology*, 116(3), 567–582.
- Galleno, P. (2025). Afternoon shift schedule and student well-being among ABM learners. *Mindanao Journal of Educational Research*, 8(1), 25–39.
- Lucanas, J. (2024). Academic performance of pupils in morning and afternoon shifts: A comparative study. *International Journal of Basic Education Research*, 6(1), 14–29.
- Mahilum, K. (2025). Challenges and opportunities of double-shift classrooms: A phenomenological study. *Philippine Journal of Teacher Education*, 10(2), 77–95.
- Moral, A. (2023). Effects of class schedules on focus and punctuality of senior high school students. *Journal of Educational Management and Development*, 4(1), 33–48.
- Northard, L. (2021). The relationship between schedule type and student academic performance in middle school. *Journal of Educational Research and Practice*, 11(1), 210–225.
- Republic of the Philippines. (1987). The 1987 Constitution of the Republic of the Philippines. Article XIV, Section 1.
- Sagyndykova, G. (2022). Double-shift schooling and academic inequality: Evidence from Mexico. *Education Economics*, 30(4), 456–472.