

The Effects of Class Schedules on the Focus and Punctuality of Senior High School Students

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ABSTRACT

This study aimed to investigate the effects of class schedules on the focus and punctuality of senior high school students, particularly the Grades 11 and 12, in Nazareth School of National University and compare its effects on the two different grade levels who start their face-to-face classes at different times. With the time their classes are scheduled, students may experience its effects on their ability to focus and be punctual in their classes. This study used a quantitative research design employing a descriptive-comparative approach as it enables understating the effects of different class schedules on the focus and punctuality of senior high school students and compares two different class schedules, namely the morning classes and afternoon classes. The study was conducted using a questionnaire with twenty-nine (29) items that aims to assess the focus and punctuality of senior high school students in their scheduled face-to-face classes. The study had hundred sixty-six (166) participants using a stratified sampling technique, particularly Grade 11 students who attend morning scheduled classes and Grade 12 who attend afternoon scheduled classes. The findings of the study showed that students from morning and afternoon scheduled classes may exhibit similar levels of focus and punctuality while there is no sufficient evidence to reject the null hypothesis of the study stating that there is no difference between morning and afternoon classes in terms of the focus of the students. The findings study concludes that regardless of the time their classes are scheduled, students from different class schedules may maintain focus and prioritize punctuality in their classes.

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1. INTRODUCTION

Class schedules may become a factor that can influence a student's focus and punctuality. Students' ability to focus on class is a crucial component of their success as they are attentive and engaged to participate, learn, and comprehend the lessons and materials being taught to them. Students' punctuality is also a crucial component of their success as they can arrive at school and accomplish their tasks in class on time which is vital for their performance. Class schedule, on the other hand, refers to the organized arrangement of classes that outlines the time and duration that students are required to attend. It includes the time at which a school begins its classes and any other school-related activities and events, usually starting as early as 7:30 AM. The ability of students to focus and be punctual in their classes may depend on the time of their class schedule, especially when they have enough preparation for their classes. Students may tend to focus and be punctual at school better when it starts at a time that optimizes sleep and preparation needed by students for classes.

The National University Nazareth School (NUNS) has implemented its class schedule for the Senior High School level at different times, with face-to-face classes of Grade 11 starting at 7:30 AM and face-to-face classes of Grade 12 starting at 1:30 PM, by the Department of Education order. According



to the interview of the researchers with the senior high school principal, Mr. Marius Hernani S. Garcia, the class schedule is implemented for a practical and organized schedule for both grade levels. The reasons for implementing class schedules at different times is first, Grade 12 students are assumed to be more capable of being responsible for their time and able to go home after their classes at late-afternoon as they are around 17-19 years old than Grade 11 students who are around 16-18 years old. The second reason is the lack of rooms in the school building, with logistical considerations, different times for class schedules for the two grade levels will ensure that students will have access to classrooms throughout the day. The reasons are based on parental preferences, student safety, and logistical considerations. With this schedule set by the school, its effects on the focus and punctuality of students can be better studied.

Class schedules and time may improve a student's performance at school, specifically their focus and punctuality, when they achieve optimal sleep (Learning Liftoff, 2019). With classes having to start as early as 7:30 AM that students are required to follow, they will need to sleep early in the evening and wake up early in the morning which will improve their brain function, concentration, and memory power for them to perform better at school (Cirillo, 2022). Having to attend early class schedules, students learn to improve their concentration and memory power, as well as develop a sense of productivity and discipline. However, having to be at school before and at exactly the time required, students struggle as their focus and punctuality are affected by the lack of sleep and preparation their body needs.

However, there is limited literature and studies that tackle class schedules and times in the afternoon or that compare different schedules in the morning and the afternoon. The majority of the existing literature and studies are about the comparison of two different class schedules in the morning, leaving a gap in this study that examines the comparison between how class schedules affect the focus and punctuality of students in the morning and the afternoon.

Hence, this study aimed to investigate and compare the effects of class schedules on the focus and punctuality of senior high school students at NUNS. The overall goal of this study is to determine whether starting class schedules at different times affects the ability of students from two grade levels of senior high school to perform well during their class hours, compare its effects, and assist school administrators in determining the time for class schedules for optimal student performance.

Specifically, the study will explore the following research questions: (1) What are the effects of class schedules on the focus and punctuality of senior high school students from morning and afternoon classes?; (2) Is there a significant difference between morning classes and afternoon classes in terms of the focus of the students?; And (3) Is there a significant difference between morning classes and afternoon classes in terms of the punctuality of the students?

A student's ability to perform and participate in his classes may depend on the time at which his classes start, as it may have an influence on his overall well-being. A growing body of research has studied how varied school class schedules may affect a student's overall well-being which may influence their performance at school. Keller et al. (2015) stated in their study that early class times may become a factor in promoting sleep deprivation among students which will result in poorer academic performance as adequate sleep is essential in learning. While Au et al. (2014) stated that school districts should optimize sleep in students and aim for class schedules that will provide an opportunity for the students to achieve optimal levels of sleep that will improve their academic performance, including their physical and mental health, safety, and quality of life. With, Alfonsi et al. (2020) claimed in their study that an hour delay in class time can improve the sleep of students which will lead to improved academic performance. According to research by Buena et al. (2019), in the case of teachers scheduling classes from their conducted meetings, they propose to avoid academic problems and even the holistic development of students, if there is an effective schedule provided for students based on their respective section, that includes for the entire academic year. The effects of an unorganized schedule

will result in the low academic development of students, for example, inconsistency in their attendance, especially when they are not prepared for their given schedules. Students may also experience less focus on a subject that ends longer in time, moreover if it is mentally draining. An effective schedule is the best way and the primary source to learn positively which is important from their day-to-day basis of activities and can be beneficial for students to get ample rest, enough sleep, and a more effective daily routine needed to have the strength and function to reflect on their class, do academic work, and can take time to entertain.

Several studies claimed that later class schedules may be more beneficial for students, not just to perform well in their classes but also for their well-being. Rep. Greg Gasataya remarked that classes should not start earlier than 8:30 a.m. under House Bill No. 569. because of the status of transportation, the strain associated with K-12 education, and forced access to places that are hazardous to kids' health and safety. He further explained the system in other countries where classes are said to start later while also appearing in some studies that classes that are not too early improve student performance (Amargo-Garcia, 2019). A study indicates that policies aimed at delaying class in the morning may have a positive impact on students with delayed class schedules by 80 minutes getting an adequate sleeping schedule, and less depression, which helps the students to perform well, more than twice the rate of other students in school that does not implement by delayed class schedules (Marx et al., 2017). Carvalho-Mendes et.al (2020) stated in the study that students from morning shift classes may take afternoon naps but not sufficient to overcome sleep deprivation. The study confirms that afternoon shift classes may be needed to eliminate sleep deprivation among students even though schedules may be conflicted. While mentioning student learning and performance, Williams et al. (2018) found in the study that, all else equal, the afternoon is the best time of day for student learning. Gains from having a class in the afternoon relative to the morning are partially offset by fatigue. However, when fatigue is factored in, a student in a 2:00 pm class that follows a full schedule of classes in the morning is predicted to perform only 0.08 standard deviations better than in the 7:30 am class.

Focus plays a pivotal role in education as it directly influences students' ability to actively participate in and pay attention during their classes, which are crucial aspects of the learning process. Extensive research demonstrates that students who exhibit better control over their attention tend to perform better in their classes (Deepa et al., 2022). Students tend to struggle in developing different techniques and abilities in focusing on their classes, which is why the time they are more able to focus is an important factor to consider when setting time for class schedules that are aligned with how and when students can better perform well in their classes. As students struggle in paying attention to stay focused in class, there are some factors that may affect their ability to focus. The study conducted by Ciceki and Sadik (2019) mentioned that when students can maintain focus during class, they are more likely to understand and retain the information being taught to them which leads to a better performance in class. The study found that due to early class schedules, students get to class with a low level of readiness, learning difficulties, being in adolescence, a lack of interest in the lesson, aimlessness, and no motivation as well as coming to school without sleep, hungry, and tired.

Several studies have found that students can better maintain focus in class when it is delayed or starts in the afternoon. A study by Dikker et al. (2020) studied the impact of class schedules and times on students' performance by investigating changes in brain activity and self-reported levels of focus throughout the day. The study stated that adolescents are less alert in the morning which results in a reduction in performance in the morning as they may lack focus in the morning due to sleepiness and lack focus in the afternoon due to distractibility. The study proposed that mid-morning, around 10:30 AM, could be an ideal time for students to learn effectively.

While various studies favored that a delay in class time and schedule may further improve the focus of students in classes, a study by Adams et al. (2021) on the other hand found that 58% of the students preferred morning classes it is the time at which they can pay more attention than afternoon classes. The findings of the study supported that there are significant differences in attention levels of students at different times of day and the later the hour, the lower the level of attention.

Punctuality may depend on situational factors of individuals such as being a morning person or being an evening person, and it might seem to be a personal trait or issue for some students, whereas it is an essential component of performance and learning (Werner et al., 2015). Students who arrive at school and accomplish their tasks on time show a maximum level of achievement which indicates that punctuality is necessary and builds positive effects on students' success (Kamal et al., 2013).

Many studies claimed and found that early time for class schedules may be more beneficial to improve and promote punctuality among students. With the morning schedule, many students prefer to get up and sleep much earlier, making them keep on track of their time in the morning schedules (Arrona-Palacios, 2017). Students may have more time after school to do their personal routines, and hobbies freely than being in afternoon classes, who tend to have lesser time after their sessions, which may affect their daily routine. Students can function well and are motivated to go to school in the morning and are most likely to select earlier times rather than late afternoon or evening times (Wahlstrom et. al, 2014). Students who have morning classes tend to have higher rates of punctuality than those with afternoon classes. This is likely due to several reasons, including the fact that morning classes often begin earlier in the day, providing students with more time to plan their schedules and make sure they arrive on time, and students with morning classes may be more likely to prioritize their coursework and academic responsibilities, as these are the first tasks they face each day at school. The other study finds that later class times are correlated to the mood of students to improve their school attendance, less tardiness, and falling asleep in classes from delayed rise times (Wheaton et.al, 2017).

But while several studies found students may thrive in the morning and afternoon, it is also important to acknowledge that each student is different. Some may thrive in the afternoon and morning and may have no trouble getting to class on time, while others may struggle no matter what time of day their classes are scheduled. This could be due to a variety of reasons, such as personal preferences or work schedules, age, and lifestyles that allow the students greater flexibility in the afternoon (Bjeljac et. al, 2020). To promote punctuality among students regardless of their scheduled class time, time management is encouraged. A study by Alyami et al. (2021), some students may struggle to meet deadlines due to a lack of insight into how to effectively manage their time. The vitality of finishing tasks on time emphasizes the need to efficiently manage time as well as make the most use of the available time to achieve academic goals. It is important for students to improve their time management in order to control their time for more effective actions to stay punctual where time management can be categorized as a student's habit development from determination and through practice (Alam & Rashid, 2013).

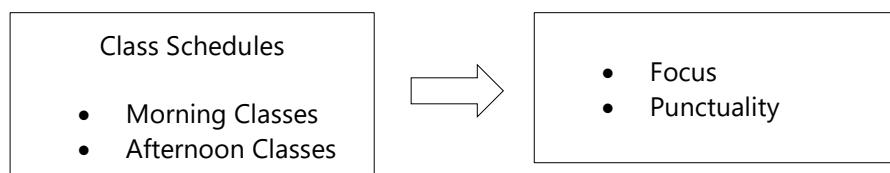


Figure 1: Conceptual Framework of The Effects of Class Schedules on the Focus and Punctuality of Senior High School Students

Figure 1 shows that this study examines the effects of class schedules on the focus and punctuality of students. The independent variable is the class schedules, which are divided into two levels: morning classes and afternoon classes, while focus and punctuality are the dependent variables. Hence, the two variables indicated above are crucial to examine as class schedules can affect a student's learning and performance. As a result, indications must be researched to determine how class schedules affect student performance in school. First is the focus, which is an important determinant of learning and success as it allows students to pay attention to their teachers, absorb information, and engage in critical thinking. In line with this, class schedules can impair students' ability to focus if their routines are not exact or they are not habituated to the scheduled time of class. Second, punctuality allows students to be prepared and ready to learn when the session begins and accomplish tasks during class on time. This can influence their learning performance as well, causing them to fall behind or overlook essential topics as well as fall behind on their work or feel stressed. Overall, these two indicators are important for student success and can be influenced by class schedules. Senior high school students' focus and punctuality may improve if there is a greater knowledge of how class schedules affect their learning and performance.

2. METHODS

Research Design

This study used a quantitative research design that utilized a descriptive-comparative approach as it enables understanding the effects of different class schedules on the focus and punctuality of senior high school students and compares two different class schedules, namely the morning classes and afternoon classes. This approach enables the researchers to collect extensive data on multiple schedule times, analyze patterns and differences, and comprehend how different schedules affect student learning and performance. By employing a descriptive-comparative design, researchers can identify and compare effects, provide evidence-based insights, and make informed recommendations to optimize class schedules for better focus and punctuality of the students.

Context and Participants

The study was conducted at an educational institution in Manila, Philippines, National University Nazareth School (NUNS), during the first week of June. The participants of the study are Senior High School students of the educational institution enrolled in the Academic Year 2022 – 2023, particularly eighty-three (83) Grade 11 students who attend morning scheduled classes and eighty-three (83) Grade 12 students who attend afternoon scheduled classes with a total of hundred sixty-six (166) participants. The sampling technique used in the study is the stratified sampling technique which involved dividing the population into distinct groups or strata and selecting participants to represent each distinct group (Parsons, 2017). The participants were selected from each of the sections from the academic track strands (ABM, HUMSS, GAS, and STEM) from both grade levels.

Research Instruments

The researchers conducted a Questionnaire that values the participants' responses, enabling the collection of quantitative data. Questionnaires can ensure measurements and standardization that all participants are responding to the same set of questions provided, reduce potential biases, and reflect the characteristics of the target participants with how class schedules affect the Focus and Punctuality of senior high school students. The researchers provided the instrument containing two (2) domains and twenty-nine (29) items related to "Effects of Class Schedules on the Focus and Punctuality of Senior High School Students". The questionnaire went through a validity test with the objective judgment and insights of validators or experts who have working experience related to the field of Education and went

through a reliability test by conducting pilot testing. The questionnaire contains items that align with its objectives, seeking the students' focus and punctuality in their class, from varied class schedules of Senior High School Students in NUNS.

Data-gathering Procedure

The study was conducted at National University Nazareth School in the academic year 2022 – 2023 which required Senior High School students under all the academic track strands (ABM, HUMSS, GAS, and STEM).

The researchers constructed two (2) sets of twenty-five 25 items, with overall items of fifty (50), on the focus and punctuality of students in classes in establishing the study's research instrument. The items were ensured to be clear, concise, and aligned with the objectives of the study. With the research adviser's approval, the researchers sought the expertise of three (3) experts in the field of Education, most specifically the educators from the same school, for the content validity of the questionnaire. With the experts' reviews, insights, and suggestions in ensuring the validity of the questionnaire, the researchers revised the items in the questionnaire, leaving it with twenty-nine (29) items. After the content validity test, the research went through a reliability test by conducting a pilot test on a small sample of twenty-four (24) respondents from the target population. The researchers collected their responses and analyzed the reliability of the instrument. With the use of Cronbach's alpha in reviewing the responses, the alpha value was at 0.924 which classified that the items were reliable, and no items were revised or removed from the questionnaire. The researchers then proceeded with the data gathering using a stratified sampling technique with a population of hundred sixty-six (166) students from the senior high school level, having an equal number of 83 participants from both Grades 11 and 12. Ensuring confidentiality and a clear purpose of the study, the researchers created the questionnaire using Microsoft Forms for the respondents to answer. They implemented the stratified random sampling technique to ensure that the population will be best presented by different subgroups or strata by randomly selecting and inviting respondents from each stratum. The data gathered from the participants were compiled and analyzed.

The results of the data collection were analyzed, organized, and statistically treated to identify whether there is a significant difference in the focus and punctuality in class among hundred sixty-six (166) student participants attending different class schedules.

Data Analysis

This study used the Mann-Whitney U Test to determine the effects of different class schedules on the focus and punctuality of senior high school students. The population parameter of Grade 11 is higher than that of Grade 12, which makes the data non-parametric. This statistical test is appropriate for the study as it will assess the distribution of scores difference between the two groups, even if the data is non-parametric and ordinal. Investigating the significant difference between the two groups, this statistical treatment allowed the researchers to obtain significant findings. By utilizing the Mann-Whitney U test and running it on the JASP program, the researchers attained the study's objective of seeking whether there is a significant difference in focus and punctuality between Grade 11 students who attend morning classes and Grade 12 students who attend afternoon classes which can contribute valuable insights into the two different groups.

3. RESULTS AND DISCUSSION

Results

Research Question 1: What are the effects of class schedules on the focus and punctuality of senior high school students from morning and afternoon classes?

Table 1. Focus of Senior High School students in their scheduled class

Items	Class Schedule	Mode	Range	Interpre-tation	Meaning
1. I engage in class activities and assessments, whether actively or as needed.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they are often able to engage in class activities and assessments in morning scheduled classes.
	1:30 PM – 5:30 PM	5.000	3.000	Always	Majority of the respondents said that they are always able to engage in class activities and assessments in afternoon scheduled classes.
2. I participate in class discussions and recitations, whether actively or as needed.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often participate in class discussion and recitations in morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they often participate in class discussions and recitations in afternoon scheduled classes.
3. I maintain focus and attention in listening to class discussions, regardless of feeling reserved about actively participating.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often maintain focus and attention in listening to class discussions regardless of feeling reserved about actively participating in morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they often maintain focus and attention in listening to class discussions in afternoon scheduled classes.
4. I cooperate and collaborate with my classmates during group activities.	7:30 AM – 11:30 AM	5.000	4.000	Always	Majority of the respondents said that they always cooperate and collaborate with their classmates during group activities in morning scheduled classes.
	1:30 PM – 5:30 PM	5.000	4.000	Always	Majority of the respondents said that they always cooperate and collaborate with their classmates during group activities in afternoon scheduled classes.
5. I am capable of managing my studies and activities independently.	7:30 AM – 11:30 AM	4.000	3.000	Often	Majority of the respondents said that they are often capable of managing their studies and activities independently in morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they are often capable of managing their studies and activities independently in afternoon scheduled classes.
6. I do not experience difficulties in understanding activities given in	7:30 AM – 11:30 AM	3.000	4.000	Sometimes	Majority of the respondents said that they sometimes do not experience difficulties in understanding activities given in their class in morning scheduled classes.

Items	Class Schedule	Mode	Range	Interpre-tation	Meaning
class.					
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they often do not experience difficulties in understanding activities given in their afternoon scheduled classes.
7. I remain interested and focused in listening to class discussions.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often remain interested and focused in listening to class discussion in morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they often remain interested and focused in listening to class discussions in afternoon scheduled classes.
8. I remain interested and focused on doing the activities given by the teacher.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often remain interested and focused on doing the activities given by their teacher morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they often remain interested and focused on doing the activities given by the teacher in afternoon scheduled classes.
9. I find it easy to filter out irrelevant information and concentrate on the task assigned by the teacher during class.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often find it easy to filter out irrelevant information and concentrate on the task assigned by the teacher during their morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they often find it easy to filter out irrelevant information and concentrate on the task assigned by the teacher during afternoon scheduled classes.
10. I remain interested and attentive, making it easier for me to focus during this time of class.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often remain interested and attentive, making it easier for them to focus during morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they often remain interested and attentive, making it easier for them to focus during afternoon scheduled classes.
11. I effectively learn and understand the lesson being taught in class during this time of class.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often effectively learn and understand the lesson being taught in class during morning scheduled classes.

Items	Class Schedule	Mode	Range	Interpre-tation	Meaning
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they often effectively learn and understand the lesson being taught in class during afternoon scheduled classes.
12. I find it easier to be interested in class when the teacher teaches the lesson well.	7:30 AM – 11:30 AM	5.000	3.000	Always	Majority of the respondents said that they always find it easier to be interested in class when the teacher teaches the lesson well in morning scheduled classes.
	1:30 PM – 5:30 PM	5.000	4.000	Always	Majority of the respondents said that they always find it easier to be interested in class when the teacher teaches the lesson well in afternoon scheduled classes.
13. I maintain sustained attention and focus during a long period of class.	7:30 AM – 11:30 AM	4.000	3.000	Often	Majority of the respondents said that they often maintain sustained attention and focus during a long period of morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they often maintain sustained attention and focus during a long period of afternoon scheduled classes.
14. I effectively manage pressure when focusing on the activities given by the teacher during class.	7:30 AM – 11:30 AM	4.000	3.000	Often	Majority of the respondents said that they often effectively manage pressure when focusing on the activities given by the teacher during morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they often effectively manage pressure when focusing on the activities given by the teacher during afternoon scheduled classes.
15. Coming to school with a low level of readiness does not affect my ability to focus on class.	7:30 AM – 11:30 AM	3.000	4.000	Sometimes	Majority of the respondents said that coming to school with a low level of readiness does not affect their ability to focus on morning scheduled classes sometimes.
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that coming to school with a low level of readiness does not affect their ability to focus on afternoon scheduled classes oftentimes.
16. I tend to be more prepared and organized to study and listen to class discussions during this time of class.	7:30 AM – 11:30 AM	4.000	3.000	Often	Majority of the respondents said that they often tend to be more prepared and organized to study and listen to class discussions during morning scheduled classes.

Items	Class Schedule	Mode	Range	Interpre-tation	Meaning
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they often tend to be more prepared and organized to study and listen to class discussions during afternoon scheduled classes.
17. I am more motivated and productive to study and listen to class discussions and activities during this time.	7:30 AM – 11:30 AM	4.000	3.000	Often	Majority of the respondents said that they are often more motivated and productive to study and listen to class discussions and activities during morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they are often more motivated and productive to study and listen to class discussions and activities during afternoon scheduled classes.

Table 1 presents the results of the focus of senior high school students in their scheduled class from the questionnaire they answered, illustrating how their scheduled classes may affect their ability to focus on their classes. While results show that class schedules do not directly affect the focus of students as they can maintain focus, the range of their focus varies. Its findings show that regardless of the time their classes are scheduled, there may be students who can sustain focus during classes and there may be students who cannot.

Table 2: Punctuality of Senior High School students in their scheduled classes

Items	Class Schedule	Mode	Range	Interpre-tation	Meaning
1. I attend the scheduled classes, meetings, and activities on or before the time.	7:30 AM – 11:30 AM	5.000	4.000	Always	Majority of the respondents said that they are always able to attend the scheduled classes, meetings, and activities on or before the time of morning scheduled classes.
	1:30 PM – 5:30 PM	5.000	3.000	Always	Majority of the respondents said that they are always able to attend the scheduled classes, meetings, and activities on or before the time of afternoon scheduled classes.
2. I participate in extracurricular activities at the time scheduled by the administrator.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often participate in extracurricular activities at the time scheduled by the administrator in morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	4.000	Always	Majority of the respondents said that they often participate in extracurricular activities at the time scheduled by the administrator in afternoon scheduled classes.

Items	Class Schedule	Mode	Range	Interpre-tation	Meaning
					administrator in afternoon scheduled classes.
3. I adhere to instructions and promptly respond to the orders given by the teacher on time.	7:30 AM – 11:30 AM 1:30 PM – 5:30 PM	5.000 4.000	4.000 4.000	Always Often	Majority of the respondents said that they always adhere to instructions and promptly respond to the orders given by the teacher on time in morning scheduled classes. Majority of the respondents said that they often adhere to instructions and promptly respond to the orders given by the teacher on time in afternoon scheduled classes.
4. I effectively complete the tasks given in class on time when I allocate adequate time for preparation before class.	7:30 AM – 11:30 AM 1:30 PM – 5:30 PM	4.000 4.000	4.000 3.000	Often	Majority of the respondents said that they often effectively complete the tasks given in class on time when they allocate adequate time for preparation before their morning scheduled classes. Majority of the respondents said that they often effectively complete the tasks given in class on time when they allocate adequate time for preparation before their afternoon scheduled classes.
5. I effectively prioritize and manage my time for the tasks I must accomplish in class.	7:30 AM – 11:30 AM 1:30 PM – 5:30 PM	4.000 4.000	4.000 3.000	Often	Majority of the respondents said that they often effectively prioritize and manage their time for the tasks they must accomplish in morning scheduled classes. Majority of the respondents said that they often effectively prioritize and manage their time for the tasks they must accomplish in afternoon scheduled classes.
6. I effectively and proficiently complete tasks within the allotted time given by the teacher.	7:30 AM – 11:30 AM 1:30 PM – 5:30 PM	4.000 4.000	3.000 4.000	Often	Majority of the respondents said that they often effectively and proficiently complete tasks within the allotted time given by the teacher in morning scheduled classes. Majority of the respondents said that they often effectively and proficiently complete tasks within the allotted time given by the teacher in afternoon scheduled classes.
7. I effectively manage multiple and different tasks simultaneously	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often effectively manage multiple and different tasks simultaneously when

Items	Class Schedule	Mode	Range	Interpre-tation	Meaning
when needed, ensuring timely completion.					needed, ensuring timely completion in morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they often effectively manage multiple and different tasks simultaneously when needed, ensuring timely completion in afternoon scheduled classes.
8. I effectively manage pressure when accomplishing the tasks given by the teacher on time, ensuring timely completion and quality work.	7:30 AM – 11:30 AM	4.000	3.000	Often	Majority of the respondents said that they often effectively manage pressure when accomplishing the tasks given by the teacher on time, ensuring timely completion and quality work in morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	3.000	Often	Majority of the respondents said that they often effectively manage pressure when accomplishing the tasks given by the teacher on time, ensuring timely completion and quality work in afternoon scheduled classes.
9. I set alarms or reminders as part of my strategies for ensuring punctuality for class and task deadlines.	7:30 AM – 11:30 AM	3.000	4.000	Sometimes	Majority of the respondents said that they sometimes set alarms or reminders as part of their strategies for ensuring punctuality for class and task deadlines in morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they often set alarms or reminders as part of their strategies for ensuring punctuality for class and task deadlines in afternoon scheduled classes.
10. I plan my daily routine to ensure I consistently arrive on time for class, without feeling rushed or running late.	7:30 AM – 11:30 AM	4.000	3.000	Often	Majority of the respondents said that they often plan their daily routine to ensure they consistently arrive on time for class, without feeling rushed or running late for their morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they often plan their daily routine to ensure they consistently arrive on time for class, without feeling rushed or running late for their afternoon scheduled classes.
11. I consider traffic conditions and adapt my departure time	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often consider traffic conditions and adapt their departure time accordingly, to

Items	Class Schedule	Mode	Range	Interpre-tation	Meaning
accordingly, to ensure I arrive punctually for class without experiencing delays.	1:30 PM – 5:30 PM	4.000	4.000	Often	ensure they arrive punctually for their morning scheduled classes without experiencing delays.
12. I prioritize my class punctuality and minimize personal delays to ensure that I consistently arrive on time for my classes.	7:30 AM – 11:30 AM	4.000	4.000	Often	Majority of the respondents said that they often prioritize their class punctuality and minimize personal delays to ensure that they consistently arrive on time for their morning scheduled classes.
	1:30 PM – 5:30 PM	4.000	4.000	Often	Majority of the respondents said that they often prioritize their class punctuality and minimize personal delays to ensure that they consistently arrive on time for their afternoon scheduled classes.

Table 2 presents the results of the punctuality of senior high school students in their scheduled classes from the questionnaire they answered, illustrating how their scheduled classes may affect their ability to focus on their classes. While results show that class schedules do not directly affect the punctuality of students as they remain punctual, the range of their punctuality varies. Its findings show that regardless of the time their classes are scheduled, there may be students who remain punctual during classes and there may be students who do not.

Research Question 2: Is there a significant difference between morning classes and afternoon classes in terms of the focus of the students?

Table 3: Values of focus among Senior High School students from NUNS
Focus among Senior High School students from NUNS

	Class Schedule	N	Mode	Range
Focus	7:30 AM – 11:30 AM	83	4.000	3.000
	1:30 PM – 5:30 PM	83	4.000	3.000

Table 4: Mann Whitney U Test of the median values of focus among Senior High School students from NUNS

W	df	p	Hodges-Lehmann Estimate	95% CI for Hodges-Lehmann Estimate	
				Lower	Upper
Focus	3388.000	0.843	-3.456×10^{-5}	-1.225×10^{-5}	2.951×10^{-5}

Note. Mann-Whitney U test.

Research Question 3: Is there a significant difference between morning classes and afternoon classes in terms of the punctuality of the students?

Table 5: Values of punctuality among Senior High School students from NUNS

Punctuality among Senior High School students

Group		N	Mode	Range
Punctuality	7:30 AM – 11:30 AM	83	4.000	3.000
	1:30 PM – 5:30 PM	83	4.000	3.000

Table 6: Mann Whitney U Test of the median values of punctuality among Senior High School students from NUNS

	W	df	p	95% CI for Hodges-Lehmann Estimate		
				Hodges-Lehmann Estimate	Lower	Upper
Punctuality	3350.500		0.747	-3.484×10^{-5}	-3.401×10^{-5}	5.390×10^{-5}

Note. Mann-Whitney U test.

Discussions

Table 3 presents the results of the values of focus among senior high school students. This table shows the difference between morning scheduled classes (7:30 AM – 11:30 AM) and afternoon scheduled classes (1:30 PM – 5:30 PM) in terms of the focus of the students. With results showing morning and afternoon scheduled classes obtaining a mode of 4.000 focus during their class time, students from both class schedules exhibit similar levels of focus and can oftentimes sustain focus in their classes. The range of their focus also has a similar value of 3.000 which implies that their focus may vary and there is a wider spread in their focus levels. There are some students from both scheduled classes who may exhibit higher levels of focus, while there are also some students who may exhibit lower levels of focus. These results show that regardless of both class schedules occurring at different times, students may exhibit similar levels of focus while their focus may vary.

Table 4 presents the analysis of the median values of focus among senior high school students using the Mann-Whitney U Test. The results have shown that the p-value is at 0.843 and is greater than the level of significance, which is 0.05, $0.843 > 0.05$, illustrating that there is no sufficient evidence to reject the null hypothesis that there is no significant difference between morning classes and afternoon classes in terms of the focus of the students.

While in contrast with previous studies that found that the focus of students between morning and afternoon scheduled classes may differ, these results are backed up by the study of Martin et al. (2016) which states that the two classified class times which are morning and afternoon shifts, may have effects on the overall sleeping schedule of adolescents. They indicated that adolescents who have morning schedules tend to have sleep deprivation, and only get over 7 hours of sleep each day caused of the morning schedule, students will only entail weekend recovery sleep, while afternoon shift adolescents tend to have higher hours of sleep causing more delay than morning shift. However, they concluded that sleep is not associated with the focus of students and there are no improvements in students' focus even if class times are delayed and there is no sufficient evidence to conclude in the study.

Table 5 presents the results of the values of punctuality among senior high school students. This table shows the difference between morning scheduled classes (7:30 AM – 11:30 AM) and afternoon scheduled classes (1:30 PM – 5:30 PM) in terms of the punctuality of the students. As results showed that both morning and afternoon scheduled classes have a mode of 4.000, it implies that they exhibit similar levels of punctuality and can oftentimes be punctual in their classes. The range of punctuality of both class schedules also has a similar value of 3.000 which interprets that their punctuality may vary and there is a wider spread in their punctuality levels. Results show that there are some students from both class schedules who may exhibit higher levels of punctuality while there are also some students who may exhibit lower levels of punctuality. These findings show that students may exhibit similar levels of punctuality that vary, regardless of both class schedules occurring at different times.

Table 7 presents the analysis of the median values of punctuality among senior high school students using the Mann-Whitney U Test. The results have shown that the p-value is at 0.747 and is greater than the level of significance, which is 0.05, $0.747 > 0.05$, illustrating that there is no sufficient evidence to reject the null hypothesis that there is no significant difference between morning classes and afternoon classes in terms of the punctuality of the students.

In relation to the study by Bjelajac et al. (2020), while there are students with higher rates of punctuality during morning classes, there are also students who thrive in the afternoon and have no trouble arriving on time for their classes. Students have different capabilities to perform well academically regardless of their class time, in contrast with the previous studies that have claimed that morning scheduled classes may better promote punctuality among students. This could be due to a variety of reasons, such as personal preferences or work schedules that allow the students greater flexibility in the afternoon.

4. CONCLUSION

Conclusion

The study looked at how senior high school students' focus and punctuality were affected by their class schedules. One of the findings of the study showed that the students from morning and afternoon scheduled classes may exhibit similar levels of focus and punctuality while they may also vary at some point. There are some students from both class schedules who exhibit higher levels of focus and punctuality while there are also some students who may exhibit lower levels of focus and punctuality. Findings also show that there is no sufficient evidence to reject the null hypotheses of the study. These results imply that regardless of the time their classes are scheduled, students from different class schedules may maintain focus and prioritize punctuality in their classes.

To conclude, this study provides insightful information about how senior high school students' focus and punctuality are affected by their class schedules. As NUNS has set different times of class schedules for Grade 11 which is scheduled in the morning and Grade 12 scheduled in the afternoon, their focus and punctuality are better studied. The results found that students from different class schedules, whether in the morning or in the afternoon, exhibit similar levels of focus and punctuality and findings were inconclusive and did not have sufficient evidence to reject the null hypotheses. This shows that the time of day that lessons are scheduled does not necessarily affect how well-attended or punctual students are.

The study concludes that it may also be significant to understand other factors that may affect student performance. The students' focus and punctuality, regardless of the time of their class schedules, may be affected more by other direct factors such as their personal preferences, sleeping habits, and life circumstances. Regardless of setting class schedules at different times, students can

develop personal strategies and methods to improve and still maintain their focus and punctuality in class as these are crucial components of their success and learning process.

The study has encountered various limitations that have affected the results or overall findings of the study. One limitation is the limited timeframe for conducting the study which was constrained by a specific duration of time. This limited timeframe hindered the exploration of more precise and comprehensive findings that could have enhanced the study's outcomes. Furthermore, the study encountered a limited number of respondents and only relied on a small sample size which limited the generalizability of its findings, leading to less representation of the population of Senior High School students in Nazareth School of National University. This resulted in findings that may not fully represent the whole population. Lastly, another limitation encountered by the study is that it solely focused on the focus and punctuality of the students in the context of investigating how their performance may be affected by their class schedules. The study did not explore other factors that may be associated with their performance, such as their academic performance through standardized tests and grades, or any other factors such as sleep and health that could potentially provide a more comprehensive understanding and results on the findings of the study. These factors could be considered by future research on class schedules to ensure that future studies may potentially provide a more comprehensive context.

Recommendation

This study recommends including interested parties in the decision-making process, including students, educators, and administrators. Regardless of the results not having enough evidence to reject its null hypotheses, it is important for educational institutions to create a supportive and conducive learning environment to enhance student performance. They may implement ways that promote focus and punctuality of students regardless of the time their classes are scheduled. This study also recommends future research that will explore the same topic to investigate the factors that promote the focus and punctuality of students in their class schedules. They may study what could be the potential factors that enhance the focus and punctuality of students despite having class schedules that may be too early or too late for their preferences. As this study did not have enough evidence to reject its null hypotheses, it is recommended for future research in conducting a comprehensive review of existing literature. Future researchers must conduct an in-depth review of the existing research on this topic repeatedly to determine the confirmed results, identify the gaps, and allows them to analyze studies that have examined the effects of class schedules on focus and punctuality, which helps to establish a foundation and provide more context in the existing knowledge before implementing any changes in class schedules. By exploring this study, future researchers can also gain more specific insights specifically to the limitations of the study to prevent correlating with other studies of each result and find. Therefore, based on the results of this study, it may be recommended that further investigations explore other potential factors that could be associated with student performance in the context of class schedules.

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