

Night classes and academic performance of San Jose National High School Students

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Abstract

This study investigated the challenges encountered by grade 12 HUMSS students attending night classes at San Jose National High School and examined the relationship between those challenges and their academic performance. Through an exploratory sequential mixed method, the study identified key challenges faced by the respondents, which were themed into five: health-related concerns, academic mastery, safety, sleep patterns, and time management. The findings revealed that while health issues are present, they are not overwhelmingly severe but still significant enough to impact the respondents' well-being and academic performance. For academic mastery, the students find it difficult to fully grasp the academic content presented in their night classes, which may affect their overall learning outcomes. Also, students experience moderate challenges with their sleep patterns when attending night classes and imply that sleep management remains a significant concern. Thus, they feel moderately safe attending night classes, though safety remains a notable concern that can influence their attendance and participation. Students also struggle to effectively manage their time among academic responsibilities, household chores, and other personal activities, potentially leading to stress and decreased productivity. The findings indicate that all challenges encountered were moderate, and despite these challenges, a significant portion of students maintain high academic performance. The study recommends addressing the identified challenges, including implementing health and wellness programs, enhancing academic support, increasing campus security, educating on sleep hygiene, offering time management workshops, and recognizing academic excellence. These interventions aim to improve students' overall experience and performance in night classes.

Keywords: night classes, academic performance, health-related concerns, academic mastery, sleep patterns, safety, time management

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1. Introduction

In recent years, educational institutions worldwide have been exploring innovative approaches to accommodate students' diverse needs and schedules, such as the lack of school facilities, infrastructure, and resources. One such approach that is gaining attention is the implementation of morning and night class sessions. Ashong-Katai (2013) agrees that this schooling system can be found in developing countries due to the lingering scarcity of teachers and material resources. San Jose National High School is implementing a double-shift system, and students attending the night classes have been experiencing various difficulties with transportation, frequent electrical problems, and maintaining proper time management between household chores and school assignments. The teachers also observe that students' attention spans in night classes diminish from the beginning to the end of the school year. In connection with that, Bray (2008) states that a double-shift system is commonly embraced to respond to the ballooning enrollment rate by translating more relevant and responsive educational policies into action to enhance social equity. Additionally, to address the inadequacy of educational facilities, policymakers and school managers formulated the double-shift policy to cater to more pupils by instituting different teaching shifts during the school day.

To address the classroom shortage and reduce class sizes in the public schools, the double-shift system policy becomes a systemic measure as specified in DepEd Order No. 62, s. 2004 and further reiterated in the DepEd Order No. 54 s. 2008. However, all schools' divisions are directed to implement a single-shift class for those with available resources. San Jose National High School, situated in Bagong Sikat, San Jose, Occidental Mindoro, serves as an ideal setting for examining the effects of night classes on grade 12 Humanities and Social Sciences (HUMSS) students, since this is the only middle school institution in the province that offers two shifts of classes. The HUMSS strand, which includes disciplines such as humanities and social sciences, was chosen to attend the night classes because of the number of subjects they must take per semester. This study examines how the timing of class sessions impacts students' engagement, comprehension, and academic performance within this strand. By analyzing the factors the night classes entail, this research aims to provide an understanding of how they affect students' academic performance.

In line with this, the study hopes to contribute to the ongoing dialogue surrounding educational innovation and student support by examining the potential benefits and challenges associated with alternative class scheduling, specifically for grade 12 HUMSS students. Additionally, this study seeks to address the gap in the literature by conducting a comprehensive investigation into the effects of night classes on the academic performance of grade 12 HUMSS students. Analyzing their relationship aims to provide valuable insights that can enhance their academic performance. The researcher finds an interest in pursuing this study to enrich the understanding of how night classes may shape the academic performance, including health-related concerns, academic mastery, safety, sleep patterns, and time management of grade 12 HUMSS students in San Jose National High School.

Statement of the Problem - This study aimed to identify the challenges encountered by the grade 12 HUMSS students at San Jose National High School attending night classes and to determine the relationship between the challenges they encountered during night classes and their academic performance. Specifically, it aimed to answer the following questions: (1) What are the challenges encountered by the respondents attending the night classes? (2) What is the level of the challenges encountered by the respondents attending the night classes in terms of academic mastery, health-related concerns, safety, sleep pattern, and time management? (3) What is the level of the academic performance of the respondents attending the night classes? (4) Is there a significant relationship between the challenges encountered by the respondents attending the night classes and the level of their academic performance? (5) What program can be proposed to improve the respondents' academic performance in their night classes?

Significance of the Study - This study is significant to the following: First, to the students, the findings will give a worthy contribution to improving their learning in school while maintaining their time correctly and prioritizing their well-being. Second, this study can help and guide the teachers on the importance of providing activities that best suit their students attending the night classes. Third, the results may offer new opportunities for head and master teachers to develop teaching strategies to improve their students' academic performance. Fourth, to the education program supervisors, this may serve as their foundation for devising activities and providing necessary programs to enhance students' academic performance continuously. Fifth, to school administrators, this will encourage them to reassess and improve educational programs through instruction. This will also guide them in looking into their stakeholders' challenges and help meet those. Sixth, to the parents/guardians, the study's findings will help them guide and support their children even more, especially regarding time management. Seventh, to the DepEd Sub-Office, this can pave the way for the organization to respond to the changing and challenging demands of local schools and the developmental needs of learners, particularly those attending night classes. Eighth, to Barangay Officials, the study's outcome can help the Barangay Officials develop their targeted interventions to alleviate the existing challenges the students of night classes face. Ninth, the study's outcome can help the local government unit (LGU) effectively allocate resources and prioritize the safety and protection of everyone attending the night classes. Lastly, to future researchers, this serves as a guide or reference to those with somewhat similar studies as they investigate further and conduct more profound research in line with this area.

Scope and Delimitation of the Study - This study focused on the grade 12 HUMSS students attending the night classes at San Jose National High School. They came from the eight courses of Aristotle, Bloom, Confucius, Locke, Plato, Hobbes, Russel, and Socrates for the school year 2023-2024. The study focused on respondents attending the night shift, excluding other strands attending the morning shift. This focus ensured a detailed and specific understanding of the challenges faced by HUMSS students but limited its findings to other strand populations. The primary purpose of this study was to identify the relationship between the challenges encountered by the respondents attending night classes and their academic performance. It used an exploratory sequential research design, which resulted in over a month of data collection from a sample size of 106 out of a population of 420.

2. Methodology

Research Design - This study adopted an exploratory sequential mixed-methods design, integrating both qualitative and quantitative approaches to comprehensively investigate the effects of night classes on the academic performance of the grade 12 HUMSS students. The qualitative component employed an open-ended interview question to explore students' perceptions and experiences of night classes. This qualitative inquiry sought to uncover insights, identify underlying motivations, and contextualize quantitative findings within the lived experiences of grade 12 students attending the said shift. On the other hand, the quantitative component involved collecting and analyzing numerical data to assess the academic performance of the grade 12 students attending the night classes. It is used as a researcher-made instrument, and their academic record and/or report cards with their General Weighted Average (GWA) quantify the key variables and examine statistical relationships.

Respondents of the Study - The respondents of this study were the eight sections of grade 12 HUMSS who have been attending the night classes: Aristotle, Bloom, Confucius, Hobbes, Locke, Plato, Russel, and Socrates. The grade 12 HUMSS students were selected to attend night classes because they must cover more subjects per semester than other strands like STEM, GAS, and ABM. The classes run from 1:00 to 8:15 PM, 7 hours each school day. They were chosen randomly and with a confidence level of 95%. Slovin's formula sample size computation suggested a need for 206 students among the 442 population size at San Jose National High School for the school year 2023-2024.

Research Instrument - This study used a two-pronged approach to data collection. The qualitative component involved an interview guide, and the quantitative component involved a researcher-made questionnaire to understand various relevant factors affecting these students. A questionnaire was checked and validated by the

experts from the graduate school professors and administered to grade 12 HUMSS students enrolled in night classes to collect demographic information, health-related concerns, academic mastery, safety, sleep patterns, and time management within the learning environment. For academic performance metrics, the General Weighted Average (GWA), a combination of first-semester and second-semester grades, was used to assess the students' academic performance in the night classes. The 50 items in the questionnaire were tested for reliability using the split-half method. The instrument was administered to 30 grade 12 students who were excluded from the final set of respondents in the study. The five components of the survey questionnaire consisted of 10 statements each. Since the instrument was administered once, a correction formula known as the Spearman-Brown coefficient of equal length was used to measure the inter-item reliability. The results are presented in Table 1.

Table 1*Reliability Results*

Indicators	Number of Items	Reliability Coefficient	Interpretation
A. Academic Mastery	10	0.926	Very High Reliability
B. Health-Related Concerns	10	0.918	Very High Reliability
C. Safety	10	0.900	High Reliability
D. Sleep Pattern	10	0.935	Very High Reliability
E. Time Management	10	0.879	High Reliability

*Spearman Brown Coefficients of Equal Length

The results revealed a generally high reliability of the items, which ranged from 0.879 to 0.935. The instrument was recommended for administration to the final group of student respondents.

Data Gathering Procedure - The researcher used an interview guide for the qualitative data and gathered data online through group chat in the Messenger application for a week. The data collected was transferred to a Word document, ensuring each transcript was properly labeled and organized to facilitate the analysis. The researcher then read the data carefully while taking notes of the emergent ideas, patterns, and insights observed. It was followed by the coding process, wherein the researcher assigned colors per theme and created a heading based on the relevant text excerpts under their respective themes. Finally, the researcher developed a thematic analysis through a diagram to highlight the basis of the quantitative analysis. The researcher used a survey questionnaire distributed online via Google Forms for the quantitative data. The survey included closed-ended questions to get numerical data that could be analyzed statistically. First, the questionnaire was pilot-tested to ensure reliability before being disseminated to the target respondents. Then, the collected data were automatically compiled into a spreadsheet, ensuring accuracy and efficiency in data recording. The researcher cleaned the data to identify and address any missing or inconsistent responses. Afterward, the data were subjected to descriptive statistical analysis, including measures of central tendency (mean, median, mode) and variability (standard deviation). To further analyze the relationships between variables, inferential statistical tests such as correlation analysis and regression were conducted with the help of her statistician. Finally, the findings were visualized through the table to aid interpretation.

Statistical Treatment of the Data - The quantitative data answered the descriptive problems, which were processed by the statistical software SPSS version 26. For the inferential issues and the hypothesis, the Partial Least Squares-Structural Equation Modeling (PLS-SEM) was used, and results were generated by WarpPLS version 7.0. Frequency and percent distribution were used to describe the respondents' responses. A 5-point Likert Scale was also employed to measure their responses.

Ethical Considerations - The researcher complied with the research guidelines provided by the Divine Word College of San Jose graduate school department. The study's purpose and the respondents' participation were first explained before administering the questionnaire. The data gathering took two weeks to complete, during which the respondents' confidentiality of information and/or answers and their anonymity were maintained throughout the data collection, analysis, and presentation of findings. It was ensured that all data and results collected were solely used for the study. The American Psychological Association (APA), 7th Edition, was employed to give credit to the authors of research studies used as references. On the other hand, previous studies and sources used

as bases for this study were cited correctly and acknowledged. This study seeks to offer its humble contribution to the education sector and poses no risk to anyone involved in its conduct.

3. Results and Discussions



Figure 1. Initial Thematic Map of Challenges Encountered

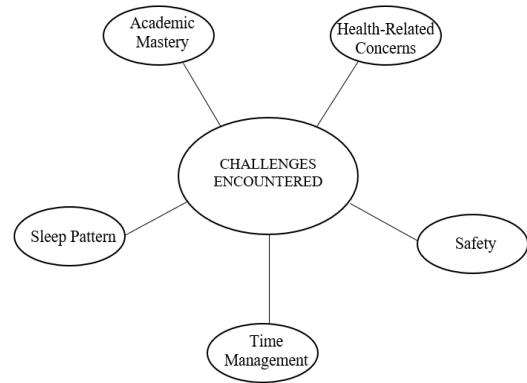


Figure 2. Final Thematic Map of Challenges Encountered

The respondents' initial approaches to the challenges encountered during the night classes were divided into five themes, as shown in Figure 1. Fatigue and poor eating habits were categorized under health-related concerns; lack of motivation and poor-quality output were categorized under academic performance; sleep deprivation and fighting drowsiness fell under sleep pattern; hard to commute and brownout fell under safety; and household chores and no time to socialize fell under time management. The final five themes in Figure 2 served as a foundation for the questionnaire, which included academic mastery, health-related concerns, safety, sleep patterns, and time management. Students with longer sleep durations and earlier bedtimes tended to achieve higher academic performance, according to the study by Ali et al. (2013); this aligns with sleep patterns and time management themes of this research. In addition, Howel et al. (2004) and Bahammam et al. (2013) emphasize the importance of sleep quality, health, and time management on academic performance, reinforcing the factors in academic mastery and safety.

Table 2

Mean Level of Challenges Encountered in Attending Night Classes in Terms of Academic Mastery & Health-Related Concerns

INDICATORS (Academic Mastery)	Weighted Mean	Interpretation
1. I have improved my grades since attending night shift classes.	3.42	Moderate Level
2. I feel confident in my ability to succeed academically despite attending night shift classes.	3.74	High Level
3. I am able to concentrate and focus during night shift classes.	3.06	Moderate Level
4. I feel motivated to perform well in my studies despite attending night shift classes.	3.34	Moderate Level
5. I am satisfied with my performance since attending night shift classes.	3.19	Moderate Level
6. I am able to understand and grasp new concepts taught during night shift classes.	3.26	Moderate Level
7. I actively participate in class discussions during night shift classes.	3.42	Moderate Level
8. I am able to complete assignments and projects on time despite attending night shift classes.	3.54	High Level
9. I feel my critical thinking skills have improved since starting night shift classes.	3.27	Moderate Level
10. I find the learning environment during night shift classes conducive to my academic success.	3.26	Moderate Level
Composite Mean	3.35	Moderate Level

INDICATORS (Health-Related Concerns)		
1. I maintain good health during night shift classes.	3.14	Moderate Level
2. I maintain stable mental health while attending night shift classes.	3.16	Moderate Level
3. I am able to maintain a balanced diet while attending night shift classes.	2.73	Moderate Level
4. I engage in physical activity or exercise regularly during my free time.	3.00	Moderate Level
5. I feel that my overall health has improved since attending night shift classes.	2.47	Low Level
6. I am able to maintain a healthy sleep schedule despite night shift classes.	2.37	Low Level
7. I feel well-rested even on days following night shift classes.	2.64	Moderate Level
8. I am able to manage stress effectively while attending night shift classes.	2.76	Moderate Level
9. I can find time for relaxation and leisure activities while attending night shift classes.	2.85	Moderate Level
10. I have maintained a healthy appetite since attending night shift classes.	2.61	Moderate Level
Composite Mean	2.77	Moderate Level

Scale: 4.20-5.00 Very High Level; 3.40--4.19 High Level; 2.60-3.39 Moderate Level; 1.80-2.59 Low Level; 1.00-1.79 Very Low Level

Table 2 reveals the mean level of challenges encountered in attending night classes in terms of academic mastery & health-related concerns. Most aspects of academic mastery are categorized as having a "moderate level" of challenge, with a composite mean of 3.35. This moderate level indicates that while students face some difficulties, these challenges are not overwhelming. However, it also implies room for improvement in instructional methods and strategies to help students progress from moderate to high levels of academic mastery, similar to the two aspects of confidence in achieving academic success and completing assignments and projects. Studies have shown that students who attend night classes often develop a strong sense of self-efficacy and confidence in their academic abilities. This aligns with the high confidence levels and ability to complete assignments in the table. Furthermore, Sweller's Cognitive Load Theory (1988, as cited by The Education and Training Foundation, 2023) stresses that effective teaching methods and engagement are essential for academic mastery. The moderate scores for understanding new concepts and critical thinking skills suggest that, while students grasp the material, cognitive load and other challenges, such as maintaining focus and motivation due to factors like fatigue and competing demands from work or family responsibilities, may hinder complete comprehension, as also highlighted by Herlambang et al. (2021).

The National Center for Education Statistics (2022) also found that students in evening classes often excel at completing assignments on time and engaging in critical thinking activities, reflecting their strong time management skills and maturity. This supports the high rating for assignment completion and the moderate improvement in critical thinking skills observed in the table. These studies collectively provide a comprehensive view of the challenges and benefits of attending night classes, reinforcing the interpretations presented in the table. In connection with that, Birhan (2018) found that mastery learning can improve academic achievement and close achievement gaps. The "high level" score in confidence to succeed academically and assignment completion aligns with this idea, showing that some students already benefit from strategies that foster mastery. Finally, Pintrich & De Groot (2019) argue that mastery orientation can increase pressure and anxiety, which could explain the moderate ratings in motivation and satisfaction with performance. Night shift students may struggle to maintain focus due to external challenges like fatigue, despite their confidence in academic success.

Furthermore, the health-related concerns faced by students attending night classes are at a moderate level, except for overall health improvement and maintaining a healthy sleep schedule, which are at a low level. The composite mean of 2.77 indicates that while some students may encounter health issues, they are not severe or critical. In their study, Lee et al. (2020) highlighted that chronic health issues can hinder academic performance, leading to increased absenteeism, negatively affecting learning outcomes. Similarly, Smith and Johnson (2018) emphasized that regular attendance is essential for academic success, underscoring the impact of health on learning outcomes. Kessler et al. (2005) added that it is a critical period for educational attainment, underscoring health's importance in educational settings. Baker & Goodwin (2018) emphasized that better health correlates with improved academic performance. A news story from the University of Oxford (2016) highlighted the benefits and challenges of evening classes. The research indicated that while students reported improvements in mental and physical health and greater life satisfaction, the structure and demands of night classes also presented moderate

challenges, particularly in maintaining regular physical activity and managing stress effectively. This aligns with the findings of moderate health concerns among night class attendees. Another study conducted during the COVID-19 pandemic by Barrot et al. (2021) examined the mental health challenges of college students in the Philippines. It found that students faced moderate to significant mental health issues, including increased levels of anxiety, stress, and depression. These challenges were worsened by the shift to online learning and the general disruptions caused by the pandemic, which impacted their overall health and sleep schedules. Both studies of news stories from the University of Oxford (2016) and Barrot et al. (2021) corroborate the findings that while students benefit from night classes in certain areas, they also encounter moderate challenges related to their health, with significant difficulties in maintaining a healthy sleep schedule and overall health improvement.

Table 3

Mean Level of Challenges Encountered in Attending Night Classes in Terms of Safety, Sleep Pattern, & Time Management

INDICATORS (Safety)	Weighted Mean	Interpretation
1. I feel safe commuting to and from school during night shift hours.	2.79	Moderate Level
2. I have not encountered any safety concerns or incidents while attending night shift classes.	3.28	Moderate Level
3. I feel confident that there are adequate safety measures or protocols in place during night shift classes.	3.45	Moderate Level
4. I feel comfortable walking alone on the campus during night shift hours.	3.07	Moderate Level
5. I perceive that security personnel are readily available and visible during night shift classes.	3.50	High Level
6. I find that campus lighting during night shift hours is sufficient to ensure safety.	3.42	Moderate Level
7. I am confident that the security measures are in place during night shift classes.	3.47	Moderate Level
8. I feel assured by the presence of security personnel during night shift classes.	3.38	Moderate Level
9. I believe the campus environment is safe during night shift hours.	3.48	Moderate Level
10. I have not experienced any safety issues while attending night shift classes.	3.39	Moderate Level
Composite Mean	3.32	Moderate Level
INDICATORS (Sleep Pattern)		
1. I get enough sleep on nights before attending night shift classes.	2.93	Moderate Level
2. I experience difficulties falling asleep after attending night shift classes.	2.44*	Low Level
3. I have experienced an improvement in the quality of my sleep since starting night shift classes.	2.57	Moderate Level
4. I feel well-rested and refreshed after sleeping following a night shift class.	2.74	Moderate Level
5. I use effective strategies to improve my sleep quality during the day.	3.12	Moderate Level
6. I maintain a consistent sleep schedule even with night shift classes.	2.83	Moderate Level
7. I wake up feeling energized after sleeping following a night shift class.	2.66	Moderate Level
8. I fall asleep easily and quickly after attending night shift classes.	3.32	Moderate Level
9. I find my sleep to be uninterrupted and restful after night shift classes.	2.84	Moderate Level
10. I am satisfied with the amount of sleep I get despite attending night shift classes.	2.67	Moderate Level
Composite Mean	2.81	Moderate Level

Scale: 4.20-5.00 Very High Level; 3.40--4.19 High Level; 2.60-3.39 Moderate Level; 1.80-2.59 Low Level; 1.00-1.79 Very Low Level

*Reversed

Table 3 shows the mean level of challenges encountered in attending night classes regarding safety and sleep patterns, with a composite mean of 3.32 and 2.81, respectively. This indicates that students, on average, experience moderate challenges regarding safety while attending night classes. They perceive security personnel as readily available and visible during night shift classes. They find the campus lighting sufficient, though there is still a moderate concern regarding commuting, walking alone, and overall safety during night shift hours. The composite mean of 3.32 indicates that while safety measures are somewhat effective, there is still room for improvement. Cordero (2022) found that students who attend classes at night express moderate concerns about personal safety, especially when commuting and walking alone on campus during late hours. Additionally, the availability and visibility of security personnel significantly influence students' perceptions of safety, as highlighted in a study by the University of Oxford (2016), which found that campuses with visible security personnel and adequate lighting

tend to have students feeling secure. In connection with that, Sinthumule (2017) emphasizes the critical role of school leadership in maintaining a secure environment through regular safety drills and effective communication, which are reflected in the “High Level” for the availability of security personnel. Moreover, another study by Campbell et al. (2022) reported that while safety protocols and measures are generally in place, safety can still be moderate due to occasional incidents and the inherent challenges of ensuring complete security during night hours. This supports the table's findings of moderate confidence in safety measures and the need for continuous improvement in the campus safety protocols. Finally, Fisher & Sloan (2015) found that while perceived safety is essential for well-being, it is not always directly related to academic performance. This could explain why, despite moderate safety concerns, students still report relatively high confidence in safety measures but lower ratings in specific areas like commuting and walking alone.

Moreover, the composite mean of 2.81 shows that overall, students experience moderate challenges with their sleep patterns when attending night classes, implying that sleep management remains a significant concern. While some aspects, like the ability to fall asleep easily and using effective sleep strategies, are relatively better managed, students still face moderate difficulties in maintaining consistent sleep schedules and waking up feeling refreshed. The difficulty of falling asleep after night classes, rated low level, indicates that a significant issue in sleep patterns may impact the overall sleep quality. This is supported by Hershner & Chervin's (2014) research, which found that while adequate sleep is crucial for cognitive function, the impact of sleep timing disruptions, such as those caused by night classes, can sometimes lead to better sleep onset despite overall sleep challenges. In addition, research indicates that night classes can disrupt standard sleep patterns, leading to moderate difficulties in maintaining good sleep. A study by the National Sleep Foundation (2022) found that night shift workers, including students attending night classes, often struggle with maintaining a consistent sleep schedule and achieving restful sleep due to the misalignment with their natural circadian rhythms. The study suggests that disruptions to standard sleep patterns, like those caused by night classes, can lead to moderate challenges in sleep quality. Furthermore, Athar et al. (2020) reported that individuals working or studying at night often experience moderate improvements in sleep quality with effective interventions but still face challenges in falling asleep and feeling energized after sleep. This supports the findings of moderate improvements in sleep quality and low difficulty in falling asleep after night classes.

Table 4

Mean Level of Challenges Encountered in Attending Night Classes in Terms of Time Management

INDICATORS (Time Management)	Weighted Mean	Interpretation
1. I effectively prioritize tasks and responsibilities during night shift classes.	3.29	Moderate Level
2. I have enough time to complete assignments and study effectively during night shift classes.	3.03	Moderate Level
3. I have had to make adjustments to my daily schedule or routine to accommodate night shift classes.	3.70	High Level
4. I effectively manage extracurricular activities or personal commitments alongside night shift classes.	3.23	Moderate Level
5. I have noticed an improvement in my time management skills since starting night shift classes.	3.34	Moderate Level
6. I efficiently handle deadlines and timelines during night shift classes.	3.34	Moderate Level
7. I feel confident in my ability to manage my time effectively despite attending night shift classes.	3.27	Moderate Level
8. I have established a productive daily routine that accommodates night shift classes.	3.12	Moderate Level
9. I am proactive in planning and organizing my study sessions around night shift classes.	3.21	Moderate Level
10. I am able to maintain a healthy work-life balance while attending night shift classes.	3.15	Moderate Level
Composite Mean	3.27	Moderate Level

Scale: 4.20-5.00 Very High; 3.40-4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Table 4 shows the overall composite mean of 3.27, indicating that students experience moderate challenges in time management while attending night classes. A high level of challenge is adjusting daily schedules or routines to accommodate night classes, rated at a 3.70. This suggests that students struggle to balance academic

commitments with other responsibilities and activities. Other aspects are all rated moderately, implying that there is always room for managing time properly and balancing priorities. This indicates that night classes pose significant challenges to students' time management. Cordero (2022) found that students attending night classes often struggle to balance their academic activities with personal and extracurricular ones, with moderate to high levels of time management challenges. The necessity to adjust daily routines to fit night classes is particularly challenging, aligning with the high level of challenge in this aspect, as observed in the table. Another study by the University of Oxford (2016) reported that while night class students develop moderate improvements in time management skills over time, they face consistent difficulties in prioritizing tasks and maintaining a healthy work-life balance. This supports the table's findings of moderate challenges in these areas. Moreover, Liu et al. (2024) found that effective time management is linked to better academic performance and lower stress levels. This supports the moderate-level ratings for prioritizing tasks and handling deadlines, suggesting that while students manage their time to some extent, there is room for improvement. Wilson et al. (2021) also reported that time management training can significantly enhance students' planning and organizational skills. This aligns with the moderate improvement in time management skills (3.34) and the moderate effectiveness in managing extracurricular activities (3.23). Furthermore, Cordero (2022) highlighted that proactive planning and effective handling of deadlines are crucial to the success of night class students. However, maintaining confidence in their time management remains a moderate challenge, as shown in Table 4. These studies collectively support the interpretation that while students attending night classes manage to develop some level of proficiency in time management, they still face moderate to high challenges in various aspects, particularly in adjusting their routines to accommodate the demands of night classes.

Table 5*Level of Students' Academic Performance*

Academic Performance	Descriptor	Frequency	Percent
90–99	Outstanding	107	51.9
85–89	Very Satisfactory	49	23.8
80–84	Satisfactory	33	16.0
75–79	Fairly Satisfactory	17	8.3
Total		206	100.0

Legend: 90-99—Outstanding; 85-89—Very Satisfactory; 80-84—Satisfactory; 75-79—Fairly Satisfactory

The data indicate that most students (51.9%) attending night classes achieve outstanding academic performance, while 39.8% perform at very satisfactory levels. Only 8.3% of students are in the reasonably satisfactory range, suggesting that while most students perform well, this small group may benefit from targeted academic interventions. The Challenge and Support Theory of Sanford (1966, as cited by Rainmaker Companies, 2018) emphasizes the importance of balance and support for growth, requiring physical and psychological readiness, which plays an important role in the day-to-day activities of the respondents. Despite these challenges, the high percentage of students achieving outstanding and very satisfactory performances suggests that many students successfully navigate these difficulties. The research of Wyatt (2014) supports those non-traditional students, including those attending night classes, who often exhibit high levels of motivation and resilience, which can contribute to their academic success.

Table 5*Path Coefficients and p-values for Hypothesis Testing*

Path	Beta (β) Coefficient	p-value*	Interpretation
Challenges Encountered			
MASTERY→ACADPERF	-0.144	0.017	Significant
HEALTH→ACADPERF	0.125	0.034	Significant
SLEEP→ACADPERF	0.128	0.030	Significant
SAFETY→ACADPERF	0.021	0.382	Not Significant
TIMEMGT→ACADPERF	-0.034	0.314	Not Significant

*Significant at $p < 0.05$

The hypothesis test brings out the relationship between the challenges encountered by the respondents attending their night classes, considering health-related concerns ($\beta=0.125$), academic mastery ($\beta=-0.144$), and sleep pattern ($\beta=0.128$), and their academic performance. Although low, these beta coefficients (β) substantiate the direct influence on the students' academic performance. Thus, the result ascertains the rejection of the null hypothesis of no significant relationship between the challenges encountered regarding health-related concerns, academic mastery, and sleep pattern and the level of their academic performance. Surprisingly, based on the responses, academic mastery had an inverse effect on academic performance. It is likely that while students have not fully mastered academics, they still manage to get high grades.

Meanwhile, safety and time management were found to have no connection with academic performance, as p-values exceeded the 0.05 level. A study by Baker & Goodwin (2018) found that students with better physical health tend to perform better academically due to reduced absenteeism and enhanced cognitive function. This aligns with the significant positive path coefficient for health. Conversely, a meta-analysis by Pintrich & De Groot (2019) highlights that while mastery orientation can foster deep learning, it may also increase pressure and anxiety, negatively impacting academic performance. This is consistent with the significant negative path coefficient for mastery.

In terms of sleep, research by Hershner & Chervin (2014) demonstrated a strong correlation between adequate sleep and improved academic performance, with students who get sufficient sleep showing better concentration and memory retention. This supports the significant positive path coefficient for sleep. However, Fisher & Sloan (2015) found that while perceived safety on the campus is crucial for overall well-being, its direct impact on academic performance is not significant, aligning with the non-significant path coefficient for safety. Lastly, Britton & Tesser (2016) observed mixed results regarding the impact of time management on academic performance, suggesting that effective time management does not always translate directly to better grades. This finding corresponds to the non-significant path coefficient for time management. These studies provide a comprehensive context for understanding the relationships in Table 5, reinforcing the significant and non-significant impacts of the examined factors on academic performance. This study hypothesizes that there is no significant relationship between the challenges encountered by the grade 12 students attending night classes at San Jose National High School and their level of academic performance.

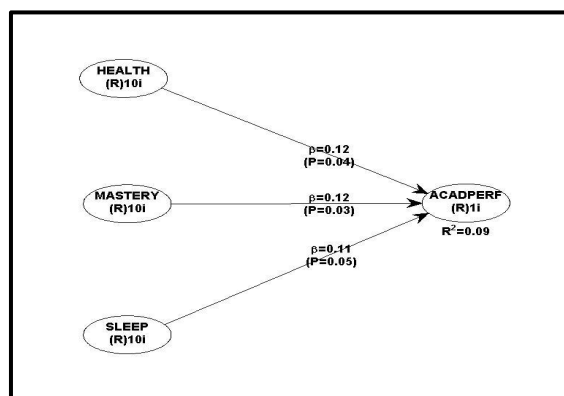


Figure 3. The Emerging Model

An emerging model is generated since the structural model showed two links that indicate very low beta coefficients and high p-values. It can be noted that with the three indicators connected to the level of academic performance, the value of R^2 reveals a slight increase from 0.03 to 0.09. Approximately 9% of the variability in the students' academic performance can be explained by the variability in the challenges they encounter, considering health-related concerns, academic mastery, and sleep patterns. The significant positive relationship between health and academic performance, albeit small, underscores the importance of maintaining good physical health for academic success. Educational institutions should consider investing in health programs, promoting physical activity, and providing resources for mental and physical well-being. By doing so, they can enhance students' overall academic outcomes. Baker & Goodwin (2018) emphasize that better physical health correlates

with improved academic performance. This finding aligns with the positive and significant path coefficient, suggesting that health initiatives can positively impact students' academic performance, even if the effect size is small.

The positive but small effect of mastery orientation on academic performance suggests that fostering a mastery-oriented approach can be beneficial. Educators should create an environment that encourages mastery learning, focusing more on understanding and competence than performance. This can be done through formative assessments, feedback, and opportunities for students to engage deeply with the material. Pintrich & De Groot (2019) indicate that while mastery orientation fosters deep learning strategies, it must be balanced to prevent stress and anxiety. This supports the finding that focusing on mastery can positively influence academic performance, even if the effect size is small. The significant relationship between sleep and academic performance, with a small effect size, highlights the critical role of adequate sleep in the success of academic performance. Educational policies should advocate for proper sleep hygiene among students, potentially adjusting school schedules for sufficient rest. Awareness programs on the importance of sleep could also be beneficial. Hershner & Chervin (2014) found that adequate sleep is crucial for cognitive functions like concentration and memory retention, which are essential for academic performance. This supports the finding that promoting good sleep habits can positively influence academic outcomes, even with a small effect size. While the effects of health, mastery orientation, and sleep on academic performance are statistically significant, the small effect sizes indicate that these factors, though important, are part of a broader set of influences on academic success.

Table 7

Action Plan for Project Recharge: Empowering Wellness, Academics, and Balance

HEALTH AND WELLNESS PROGRAM			
Objective: Address health-related concerns by offering physical fitness, mental health, and stress management programs.			
ACTION STEPS	TIMELINE	SUCCESS INDICATOR	REQUIRED RESOURCES
Create Wellness Workshops: Organize workshops on stress management, physical fitness, and mental health. Offer Flexible Scheduling: Ensure programs are scheduled to accommodate night class students. Establish Health Check-Ups: Provide regular health screenings and mental health check-ups. Promote Physical Activity: Develop fitness programs or partnerships with local gyms.	2 months for program development, ongoing for execution	Increased participation in wellness programs and fitness activities.	Personnel: Wellness coordinators, health professionals, and fitness center staff. Facilities: Fitness centers or partnerships with gyms. Materials: educational brochures, online content, and digital resources for tutoring. Budget: Allocation for partnerships with local gyms.
ENHANCED ACADEMIC SUPPORT			
Objective: Improve students' academic mastery by providing targeted tutoring services and digital resources.			
ACTION STEPS	TIMELINE	SUCCESS INDICATOR	REQUIRED RESOURCES
Establish Evening Tutoring Services: Provide tutoring sessions specifically for night class students. Form Study Groups: Facilitate peer study groups and online discussion forums. Develop Online Resources: Create or curate digital resources and study aids. Train Faculty: Offer professional development for faculty on diverse teaching methods.	3 months for setup, ongoing for support	Improve academic performance (GPA, retention rates, etc.).	Personnel: Tutors and faculty members Facilities: Classrooms for workshops and online platforms for academic support Materials: educational brochures, online content, and digital resources for tutoring. Budget: Allocation for professional development programs for faculty and educational materials.

SLEEP HYGIENE EDUCATION			
Objective: Promote healthier sleep patterns through workshops, counseling, and educational outreach.			
ACTION STEPS	TIMELINE	SUCCESS INDICATOR	REQUIRED RESOURCES
Organize Workshops: Conduct workshops on sleep hygiene and managing sleep disruptions. Distribute Educational Materials: Provide brochures, online content, and resources on sleep management. Offer Counseling: Provide access to counseling for sleep-related issues.	2 months for development, ongoing for education	Increased utilization of health services and counseling for sleep-related issues.	Personnel: Experts in sleep hygiene, sleep therapists, or psychologists will lead the workshops. Facilities: Classrooms for workshops, conference rooms, or virtual meeting platforms. Materials: Printed handouts, posters, or slides for presenting information during the workshop. Budget: Allocation for professional sleep therapists.

This action plan addresses the growing health, academic, and sleep-related challenges students face, particularly those in night classes. Studies such as Barrot et al. (2021) have highlighted significant mental health struggles, including anxiety and stress, exacerbated by irregular schedules and competing demands. Similarly, Lee et al. (2020) emphasized the impact of chronic health issues on academic performance, while Hershner & Chervin (2014) demonstrated the correlation between adequate sleep and improved cognitive function. With the increasing pressure of balancing academics, personal responsibilities, and irregular schedules, students often experience physical inactivity and mental fatigue, as noted by Owens et al. (2000). Addressing these concerns, Bloom's mastery learning model (1968), as cited by Conley (2020), underscores the importance of formative assessments, corrective feedback, and self-efficacy in fostering academic success. By implementing a comprehensive approach that includes health and wellness programs, enhanced academic support, and sleep hygiene education, the plan aims to improve the students' well-being and academic success. Through targeted resources and flexible services, as suggested by these studies, this initiative seeks to foster a supportive environment that promotes holistic student development.

4. Conclusions

Based on the summary of the presented findings, the following conclusions are obtained: The night class respondents face various challenges. In this study, those challenges were themed as health-related concerns, academic mastery, safety, sleep patterns, and time management. These challenges encompass physical and mental health issues and logistical and academic difficulties. The challenges faced by respondents attending night classes were found to be moderate, indicating that while students encounter these challenges, they are not overwhelmingly severe. This assessment is based on several key areas, including health-related concerns. While health issues are present, they are not overwhelmingly severe but still significant enough to impact the respondents' well-being and academic performance. The students struggle to fully grasp the academic content presented in their night classes, which may affect their overall learning outcomes. Students experience moderate challenges with their sleep patterns when attending night classes and imply that sleep management remains a significant concern. Students feel moderately safe attending night classes, though safety remains a notable concern that can influence their attendance and participation. Time Management. Students struggle to effectively manage their time among academic responsibilities, household chores, and other personal activities, potentially leading to stress and decreased productivity. Many students can maintain high academic standards despite the challenges encountered in attending night classes. There is a significant relationship between the challenges encountered by the respondents attending the night classes and the level of their academic performance in terms of health-related concerns, academic mastery, and sleep patterns. Project ELEVATE aims to empower, lead, energize vision, achieve, transform, and excel by addressing the comprehensive needs of night class students through a multifaceted approach. The project is designed to create a supportive environment that enhances student well-being and academic success.

Recommendations - Based on the findings and conclusions presented, the following recommendations are stated to further improve the academic performance of students attending night classes: To address the diverse challenges faced by students attending night classes, it is recommended for schools to implement an integrated student support system. This system may offer comprehensive resources, including mental health counseling, academic tutoring, time management workshops, and safety initiatives. By providing a holistic support network, institutions can better assist students in navigating the physical, mental, logistical, and academic difficulties associated with night classes, ultimately enhancing their well-being and academic success. The following are recommended for the respondents to overcome the challenge: Institutions may establish comprehensive health and wellness programs that include regular mental health check-ups, stress management workshops, and initiatives to promote physical activity. These programs may be accessible to all students, with flexible scheduling to accommodate those attending night classes. Institutions may provide enhanced academic support services to help students better understand and retain course material. This can include evening tutorial sessions, study groups, and online resources that cater specifically to the needs of night class students.

Training faculty in diverse teaching methods can also help address different learning styles. To improve the perception of safety, educational institutions may increase the presence of security personnel during night hours and ensure that campuses are well-lit. Additionally, offering safety escorts or shuttle services for students traveling to and from classes can enhance their sense of security and encourage attendance. Institutions may provide education on sleep hygiene, emphasizing the importance of maintaining a consistent sleep schedule, even with night classes. Workshops or informational resources on managing sleep disruptions and creating conducive sleep environments can help students mitigate the adverse effects of irregular sleep patterns. To assist students in balancing their academic and personal responsibilities, institutions may offer time management workshops. These workshops can teach practical skills such as prioritizing tasks, setting realistic goals, and using time effectively. Additionally, flexible deadlines or assignment extensions can help reduce stress and improve productivity. Since many students attending night classes achieve outstanding or satisfactory academic performance, institutions may implement programs recognizing and supporting these high achievers. This can include academic excellence awards, scholarships, and leadership opportunities. Additionally, providing resources such as advanced study materials, mentorship programs, and research or professional development opportunities can further enhance their academic and career prospects while motivating other students to strive for excellence. To enhance students' academic performance by attending night classes, educational institutions should address health-related concerns by providing targeted wellness programs and promoting healthy lifestyles. Additional support in academic mastery through tutoring and adjusted assessment methods is crucial, while education on sleep hygiene and flexible scheduling can help improve sleep patterns. Although safety and time management were not found to significantly impact academic performance, ensuring a secure learning environment and offering time management resources can still be beneficial. Further research is recommended to explore the unexpected inverse effect of academic mastery on performance, and continuous feedback mechanisms may be implemented to address emerging challenges. To maximize the impact of Project Recharge: Empowering Wellness, Academics, and Balance, it is recommended that the student support committee actively oversee the implementation and continuous evaluation of all initiatives, including the integrated support system, health and wellness programs, academic support, and enhanced campus security. Future researchers may focus on a detailed examination of the specific impacts of night classes on sleep patterns, time management, and overall academic performance, including studies to assess long-term effects. Evaluating targeted interventions, such as sleep hygiene programs and time management training, as well as exploring the effectiveness of technology and digital tools, could provide practical solutions for students. Comparative studies between night and daytime classes also offer valuable insights into optimizing educational strategies for diverse student needs.

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