



EXPLORING THE INFLUENCE OF EARLY CLASS PROGRAM DISCLOSURE ON GRADE 12 STUDENTS' ACADEMIC PREPAREDNESS

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ABSTRACT

The aim of this study was to determine whether or not the early disclosure of class programs affects a student's academic preparedness. The researchers employed a quantitative-descriptive research approach to gather data from 54 Grade 12 students enrolled in the ABM strand at Balayan Senior High School. Data collection was conducted using a structured survey questionnaire with a 4-point Likert scale, which enabled the researchers to systematically assess the students' responses. Results showed that early access to class programs positively impacts students' academic performance, particularly in time management, study planning with a weighted mean average of 3.37 and 3.44 respectively. Along with this it is also identified that it has a crucial role on a students' academic motivation, and academic engagement with a weighted mean average of 3.40 and 3.38 respectively. Respondents strongly agreed that early disclosure helps balance academic tasks, avoid overlapping deadlines, and create effective study planning. Particularly, early class program disclosure was considered highly effective for preparing for exams and assignment with a collected weighted mean average of 3.39. The overall Weighted Average of 3.39, interpreted as "highly effective," supports the conclusion that early class schedule release significantly

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enhances academic preparedness. Furthermore, the study concludes that the early class program disclosure positively influences a student's academic preparedness. Therefore, the researchers recommend that institutions consistently release class programs in advance to help sustain strong academic performance.

Keywords: *Early Class Program Disclosure, Senior High School Students, Class Program, Academic Preparedness, Senior High School, Time Management, Study Planning*



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