

Struggles of Irregular Students in BSCS Due to Conflicting Subject Schedules

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Abstract: *The objective of this study was to look into the problems encountered by irregular Bachelor of Science in Computer Science (BSCS) students because of the conflict of their subjects. More particularly, this study aimed to explore the effects of low course section offering, rigid scheduling systems, and time overlap on the academic and enrollment experience of the irregular BSCS students. A quantitative descriptive-correlational research design was used in the study. Data collection was conducted through an online survey questionnaire using Google Forms that were distributed to 17 students enrolled in an irregular Bachelor of Science in Computer Studies (BSCS) program, randomly chosen from among them. The Likert scale served as the method of measuring the experiences of the respondents on issues involving scheduling conflicts and academic difficulties. The data were analyzed using Jamovi Statistical Software. Results showed that all the identified factors relating to scheduling were found to have significantly impacted on the irregular students. Among the factors, it could be observed that the inflexibility of scheduling was found to have achieved the highest mean rating (3.24), implying that this factor had posed the biggest problem for the respondents. Other factors such as overlapping classes (3.16) and insufficient courses sections (3.15) were also found to have created problems for the respondents. This study found that conflicting subject timings form the main structural barriers in the academic pursuit of irregular BSCS students. This is detrimental to the learning processes of such students. The authors made a few recommendations, including having a flexible time schedule for the examination, increasing the number of sessions, and giving academic guidance to irregular students.*

Keywords: BSCS Irregular Students, Conflicting Subject Schedules, Academic Struggles, Scheduling Constraints.

I. INTRODUCTION

Over the past few years, higher education remained a crucial pathway to upward the standards and stay mobility fulfill their roles. Especially for young students who represented college represents aspiration for their brighter future. The Philippine educational system appeared by its colonizers; as an independent country, it realized its growing potential and examined the challenges of providing a system of great tertiary education to its citizens (Ancheta,2025). For a variety of reasons, including course failures, dropping subjects, requesting leave of absence, changing programs, or switching institutions, irregular students usually deviate from the conventional curriculum sequence. (Garcia, 2025).

This study aimed to examine the irregular students of BCSC in order to understand the struggles between the academic and enrollment, and the constraints of subject schedule. Also, the reason why every college student had their own story to tell. It differs from what they are differed throughout their journey. College life could be pleasant to some people and difficult for others. However, student viewpoints and perceptions were primarily affected by their own personal



experiences (Comba,2025). Their sometimes-conflicted schedules forced the students to navigate several classroom settings and adjust to various peer groups and teaching philosophies, which can have a substantial impact on their academic achievement, social engagement, and general well-being (Ricardo,2025). For many less wealthy but willing young adults and adults, being a working student could present a responsibility. Also, the burden of obtaining a university degree required a great deal of persistence and hardship for the impoverished and disadvantaged pupils. Everyday expenses beyond free tuition and incidental fees continued to be a significant concern to individuals. Students searched for full-time or part-time jobs in order to support their other needs, including their responsibilities as independent individuals or as members of family (Magno,2022). Garcia (2025) highlighted the psychological effects that irregular standing may have on students, especially lowered self-esteem, anxiety about failing their classes, and a higher chance of attrition.

Knowledge Gap

There were three major academic problems that confront the students: schedule conflicts, poor communication skills with other people, and loneliness. These problems had a bad influence on each individual who experiences them, especially on the academic performance and the psychological health condition of every student (Angcao,2026). There were numerous academic challenges that faced students during their schooling period. The challenge might not have been as serious as failing a specific course, but something less serious such as being late for attending a lecture or forgetting your homework; nevertheless, you might be withdrawn from a certain course (Study Moose,2022). Furthermore, there were some socioeconomic and cultural factors that might interact with class schedules, thereby affecting the students' academic achievements. For instance, poor students were likely to experience some challenges due to poverty, transportation, and job seeking, which might further aggravate the bad influence resulting from having classes at 7:30 a.m. (Alterado,2024).

Statement of the Problem

This research focused on the struggles that irregular students in BSCS have experienced through the constraints of the subject scheduling and the academic and enrollment. This investigated the relationship of two variable problems that would exist: the main result and main problem of this study. In recent years, some irregular students in BSCS encountered the same struggles and same constraints in every semester. Like for example, late attending class time, conflicting time schedules between two or more subjects at the same time, and etc. These problems affected the irregular students in BSCS in their time management, struggling to meet the deadline of their assignments, projects, class time and attendance, and also their participation in every activity time.

Proposed Solution and Contribution of the Study

This study used a mixed-methods approach of combining surveys and interviews to explore, assess, and determine how many BSCS students have schedule conflicts and how schedule conflicts affect students. The goal of the research was to provide evidence that would support the implementation of new practices in scheduling classes by providing data regarding the effect of overlapping course schedules on absences, academic performance, time management, and psychological stress of BSCS students who have irregular schedules. Findings from this study would assist stakeholders in better understanding the structural barriers that BSCS irregular students face and provide suggestions for improved institutional policies, increased academic support services, and improved student success strategies; and ultimately provided educators, advisors, and administrators with information about ways to increase their ability to assist BSCS irregular students effectively in navigating their conflicts between their academic schedules and their ability to be successful in their academic goals.



Objective of the study

This study aimed to:

- Assessed the challenges faced by irregular BSCS students due to conflicting subject schedules.
- Assessed how schedule conflicts impacted the academic performance and progression rates of non-regular or irregular BS Computer Science students.
- Investigated the relationship between irregular BS Computer Science students and their experiences of struggles caused by competing course schedules.
- Determined which scheduling factors had the greatest negative influence on course completion time and academic difficulties among irregular BS Computer Science students; and, as a second objective, created a basis for curriculum recommendations.
- Made recommendations based on the size and regularity of classes to improve scheduling, curriculum planning, and the support provided to students in degree programs.

II. REVIEW RELATED OF LITERATURE

Attendance Issue

Timetable structure directly influenced student attendance patterns. Sigh (2021) showed evidence of student absenteeism in research that has drawn a lot of attention in the economics departments of three prominent institutions, with an average attendance percentage of almost 67%. Attendance was a critical factor influencing students' academic success, particularly for irregular students who experience scheduling conflicts. Quantitative research showed that consistent attendance is strongly associated with better academic performance. One important determinant of pupils' academic achievement is attendance. Regular attendance improved academic performance, according to quantitative research. Based on statistical study, attendance and academic achievement were strongly positively correlated (Credé, Marcus et al., 2020). Similarly, Chen and Xueli (2022) found that attendance significantly predicts students' grades using regression models.

In addition, Kuh, George (2020) highlighted that student involvement, which has a direct impact on learning results, included attendance. Tinto, Vincent (2021) added that regular attendance enhanced students' academic perseverance and retention.

As a consequence, one of the difficult and recently emerging challenges that any university's entire faculty is dealing with was students' irregular attendance. The reasons for university students' inconsistent attendance are found, classified, and connected to student traits as well as factors pertaining to education, the economy, and families (Singh,2021).

Enrollment Periods

Enrollment periods significantly affected students' access to courses, especially irregular students who depend on available class slots to avoid schedule conflicts. Students who enroll early usually got to take courses that they need while late enrollment exposes them to the problem of having fewer course choices and overlapping courses.

According to Crisp and Gloria (2020), early enrollees benefited more from obtaining favorable schedules compared to late enrollees who face challenges of overlapping classes. The same was also observed by Li and Wong (2023), where they pointed out that course scarcity and enrollment challenges hinder academic progress among irregular students.

Furthermore, Chen (2022) pointed out that negative results from enrollment processes resulted in low attendance and decreased levels of student participation. Moreover, Khan and Ahmed (2021) indicated that inadequate scheduling processes cause overlapping because of bad course allocation.

Moreover, the OECD (2020) mentioned that scarce course opportunities at the time of enrollment created structural problems for non-traditional or irregular students. Similarly, according to Tinto (2021), enrollment challenges might lead to delays in completing studies and student persistence.



From the literature, it was evident that enrollment periods determine the outcomes in the form of scheduling, which then determines attendance and participation. It is especially challenging for irregular students because of the flexibility of scheduling and course availability.

Inflexible Schedule System

A rigid scheduling system increased the problems faced by irregular students. Scheduling was typically done bearing regular students in mind, thus leaving very little provision for irregular students. As noted by Kuh et al. (2022), policies and environments were fundamental in nurturing success and retention among students. Lack of flexibility within the scheduling system meant that irregular students may find it difficult to balance the number of courses they have to undertake, thereby reducing their academic engagement and motivation.

Limited Course Section Availability

Limited course sections remained one of the major challenges faced by irregular BSCS students. Universities often offered only a limited number of sections for major subjects, with enrollment priority usually given to regular students. Once these sections are filled, irregular students were unable to enroll in required courses, which forced them to delay their academic plans. Recent research published in the International Journal of Educational Management (2022) revealed that limited course availability contributes to academic delays, increased stress, and reduced academic satisfaction among students. In BSCS programs, where major subjects were commonly offered only once per academic year, limited course sections significantly hinder students' academic progression.

Overlapping Class Times

Class schedule overlap was one of the main problems of irregular students. When the required courses overlap, it prevented students from being present in two classes at once. According to García, Luis et al., the results of the analysis proved that scheduling problems led to many absences and delayed graduation. Similarly, Li, Xiaoyan (2023) proved that overlapping schedules, along with the lack of choices of available courses, could prevent students from achieving academic success. Khan, Asif argued that the ineffective scheduling system caused overlaps of classes in higher educational institutions.

According to the OECD report (2020), inadequate scheduling prevented students from timely completion of their educational program. Additionally, UNESCO (2021) mentioned the need for flexible scheduling systems that would address individual student requirements.

The research proved that class schedule overlap was one of the significant structural issues faced by irregular students.

Participation

Participation from the students was very vital towards improving learning and performance. In their study, according to Fredricks, Jennifer et al. (2021), they observed that participation was associated with academic success through quantitative results. Another study from Skinner, Ellen (2020) noted that classroom engagement boosted learning and motivation among students.

Moreover, Kuh, George (2020) stated that participation is a very essential part of student engagement. From Astin, Alexander (2020), involvement in academics makes the student perform well academically.

Another researcher, Carini, Robert (2021), noted that class participation boosts learning skills and enhances academic performance.

However, participation might be influenced by attendance and scheduling problems.. Irregular students who miss classes due to overlapping schedules had fewer opportunities to engage, resulting in lower participation and weaker academic performance.



Similarities

Across the literature, a common theme emerged: scheduling conflicts and structural barriers consistently reduce student participation and engagement among irregular BSCS students. Attendance patterns were highly influenced by timetable structure, with single-class days reducing attendance and back-to-back classes increasing it, while students often attempted to compensate through additional study or participation in other course events (Delavande, Del Bono, Holford, & Williams, 2025). Work commitments and commuting challenges further limited participation, as students working more hours or attending evening classes face barriers to consistent engagement (Nation, 2021; 2025 comparative study). Limited course section availability, overlapping class times, and inflexible scheduling systems similarly restricted irregular students from enrolling in or attending required courses, delaying completion and diminishing sustained participation (International Journal of Educational Management, 2022; Journal of Higher Education Policy and Management, 2021; Kuh et al., 2022).

Research on course format and scheduling also supports this pattern: triweekly schedules and concurrent module delivery reduce participation and engagement, whereas immersive or compressed schedules improve it (Bostwick & Nguyen, 2025; Turner, Webb, & Cotton, 2021). Collectively, these studies demonstrated that structural scheduling issues, whether administrative, logistical, or instructional, consistently impacted participation among irregular BSCS students.

Differences

Despite these shared effects, the variables differed in nature, timing, and mechanism. Attendance issues focused on students' ability to be present in class and participate in daily learning activities, often influenced by timetable design and work obligations (Delavande, Del Bono, Holford, & Williams, 2025; Nation, 2021; 2025 comparative study).

Enrollment periods differed because they emphasized administrative access to courses, affecting participation before classes even begin, particularly for students balancing work or caregiving responsibilities (Bostwick & Nguyen, 2025; Wright et al., 2026). Inflexible schedule systems related to the rigidity of institutional timetables, restricting students' capacity to manage non-linear paths and multiple courses simultaneously, whereas limited course sections constrained participation by reducing opportunities to enroll in essential subjects regardless of timing (Kuh et al., 2022; International Journal of Educational Management, 2022). Overlapping class times created direct conflicts between courses, forcing students to choose one over another, which is distinct from general inflexibility because it prevents simultaneous engagement (Journal of Higher Education Policy and Management, 2021). Finally, participation itself was the dependent variable, reflecting the cumulative impact of these structural and scheduling challenges, whereas the other factors acted as causes that limit irregular BSCS students' engagement and consistent attendance (Bostwick & Nguyen, 2025; Landon & Pope, 2026; Cooke, 2024; Wright et al., 2026).



Conceptual Framework

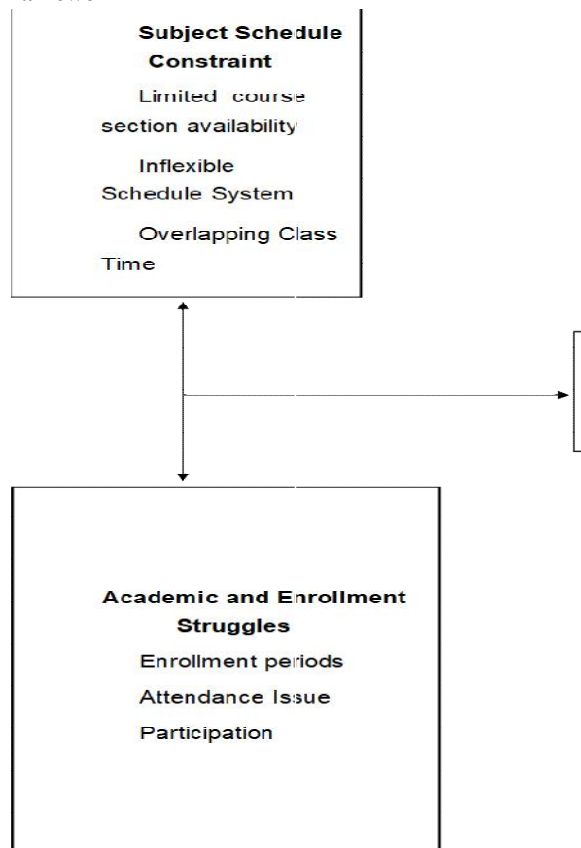


Fig 1. Conceptual Framework of the study

Figure 1 showed the study framework. It explained how Subject Schedule Constraints affected Academic and Enrollment Struggles of BSCS students. The figure had limited course sections, scheduling systems that don't bend and class times that overlap. These were the variables that affect students' academic experiences.

These schedule problems caused trouble during enrollment, attendance issues and low student participation. These are the variables of the study:

The Subject Schedule Constraints cause Academic and Enrollment Struggles.

The study looks at these struggles among BSCS students.

The framework in Figure 1 is key to understanding these struggles.

This study illustrated that Subject Schedule Constraints served as the main factor that affects the irregular BSCS students. These constraints, such as limited course sections, inflexible scheduling systems, and overlapping class time, created difficulties during enrollment and academic participation.

As a result, students experienced Academic and Enrollment Struggles, including delayed enrollment or enrollment periods, attendance issues, and participation. These challenges ultimately led to the overall struggles of irregular students due to conflicting subject schedules.



III. METHODS

RESEARCH DESIGN

This study employed quantitative descriptive-correlational research design to examine the relationship between two variables which are the subject schedule constraints and the academic and enrollment struggles of the irregular students in BSCS.

This type of quantitative approach was appropriate for this study because it focused on the collection and the analysis of numerical data to describe the relationship between two variables of this pattern to determine the struggles and experience of irregular students of BSCS through conflicting subject schedules.

The descriptive aspect was used for this study to determine the level of struggles of irregular students of BSCS from issues of enrollment periods, attendance, and participation due to the limited course section available, inflexible schedule system, and overlapping class time in each day and semester. Statistical tools could be used to summarize the data of frequency, standard deviation, percentages, mean, mode, etc. that can be analyzed.

Moreover, this study used correlational aspects by evaluating the results between the subject schedule constraint and academic and enrollment struggles of irregular students of BSCS. This tool was assessed the relationship between 2 variables if they are related to each other.

Overall, this quantitative approach to identify and determine the relationship between two variables systematically and measures the extent of struggle of irregular students of BSCS where their subject schedules are constrained and hard to manage their time management.

Participation and Sampling Method

This study involved 17 irregular students of BSCS participants selected through random sampling method. Respondents were chosen based on their willingness and cooperation to this survey questionnaire online. The target population consisted of individuals who met the criteria for this relevant study of research and also can be accessed easily on the internet and make it easier to analyze by using Google Forms. This sampling method was used to be used through being an efficient and easy way to gather data from the respondents.

Data Collection Methods

Data were utilized and gathered by using the Google Forms online platform that was distributed for the respondents. The questionnaire was designed to determine the struggles of Irregular students from conflicting their subject schedules in each day or each semester.

This questionnaire consisted the structure buy using Likert scale format (e.g. 4-Strongly Agree to 1-Strongly Disagree) to measure the variables such as conflicts, academic struggles, time management, inflexible schedules and etc. from the experiences of Irregular students in BSCS. This format allowed the respondents to be easily quantified and analyzed statistically. Respondents were given sufficient time to answer the questionnaire of being honestly and completely done.

The survey had to be validated and approved first by the Dean, department, and teacher of CCIS in order to ensure the clarity and applicability of the study. Participants were provided with an explanation of the purpose of the study and participation will be completely voluntary.

The data were organized, encoded and prepared for analysis with Jamovi Statistical Software. The information gathered would be used to identify the extent of the difficulties encountered by BSCS irregular students due to their experiences and to determine the relationship between academic and enrollment difficulties and the limitations of scheduling subjects.

Data Analysis Techniques

If data were collected from the respondents through Google forms; the data were downloaded and exported into **CSV (Comma-Separated Values) file format**. This file was reviewed, organized and clearly collected to ensure the



accuracy and completeness of the respondent data. Incomplete data, duplicated sublimations and inconsistent data would be checked and removed from the data been gathered.

The clear and accuracy data were imported into **Jamovi Statistical Software** for analyzing the data result. Since the study used a quantitative approach, appropriate statistical tools were applied to interpret the numerical data. Descriptive analysis, statistical such as frequency, mean, mode, median and standard deviation were computed and summarize the responses of the Irregular students of BSCS. This determined the level of struggles due to conflict subject schedules, academic participation, and limited course section availability. Moreover, correlational analysis examined the relationship between two variables which are: subject schedule constraints and academic and enrollment struggles. This helped to determine the significant relationship exist between 3 variables.

Overall, the results from raw data CSV file format into Jamovi of accurate computation results were presented to the tables and graphs. Also, it was interpreted based on the objective of the study.

IV. RESULT AND DISCUSSION

Presentation of Results

This study examined three key variables: **Limited Course Section Availability**, **Inflexible Scheduling System**, and **Overlapping Classes**. Data were collected through an online survey questionnaire and analyzed using descriptive statistical methods in Jamovi Statistical Software.

A total of **17 valid responses** were included in the analysis, with **3 missing responses** recorded across variables. The results of the descriptive statistics are presented in Table 1. In the Table 2 shows the summary of the respondents' profile from the data collected.

Table 1. Statistical Description of the Research Variables

Descriptive	Limited Course Section Availability	Course Inflexible Schedule System	Overlapping Class Time
N	17	17	17
Missing	3	3	3
Mean	3.15	3.24	3.16
Std. error mean	0.110	0.111	0.109
Median	3.00	3.11	3.00
Mode	3.00	3.00	3.00
Sum	53.6	55.1	53.7
Standard deviation	0.454	0.459	0.451
Variance	0.206	0.211	0.204
Minimum	2.67	2.44	2.44
Maximum	4.00	4.00	4.00
Skewness	1.16	0.293	0.468
Std. error skewness	0.550	0.550	0.550



This was done to see what was going on. According to the Table 1., we saw that students who did not go to class all the time like the BSCS students thought they were having a difficult time because there were not many classes, they can take the schedule which is not very flexible and some classes are, at the same time.

The BSCS students really did not like that the scheduling system is not flexible. This was given a score of 3.24 which's the highest. This meant that the BSCS students thought that was the problem they are dealing with.

The students mostly agreed with this because the numbers were low which meant they did not disagree. Also, most of the students who answered the questions thought that these things were problems especially that there were not classes to choose from.

Table 2. Summary of Respondent Profile

AGE		N
	18 Years	2
	19 Years	1
	20 Years	7
	21 Years	3
	22 Years	1
	23 Years	2
	24 Years	0
	25 Years	1
Gender		
	Male	6
	Female	11
Year Level		
	1st	5
	2nd	9
	3rd	1
	4th	2

According to Table 2 most respondents were female. They were in their year of study and aged 20. This showed that most participants were almost done with their studies. At this stage many students have enrollment and schedule issues. Also, more female responders took part. This means female irregular BSCS students were well-represented in the research. The response profile helped us understand the demographics of the research participants better.



Key Findings:

The central tendencies (the mean, the median, and the mode) in all variables were greater than 3.00 consistently, signifying the fact that respondents were generally of the opinion that Limited Course Section Availability, Inflexible Scheduling System, and Overlapping Classes were factors responsible for the challenges of irregular BSCS students.

The Inflexible Scheduling System had the highest mean score out of all three variables by 3.24, implying that this is the most important aspect impacting irregular BSCS students.

The response distributions had some positive skews in each case, especially when it comes to Limited Course Section Availability, signifying the fact that although the responses lie clustered toward the agreeing side, there were also some respondents who found the challenges more difficult.

The relatively small standard deviations (around 0.45) for all the variables suggested consistent responses from the part of the participants.

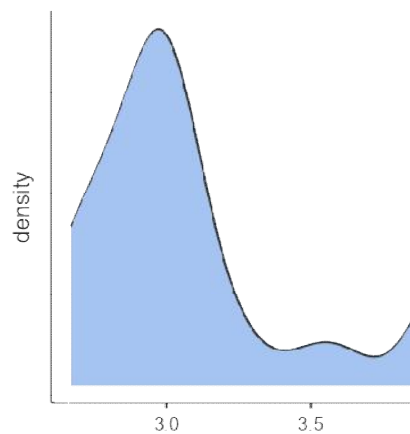


Figure 2. Limited Course Section Availability

Figure 2 showed that the responses were mostly at the end of the scale, especially around the "Agree" responses. This meant that most people had time because there were not enough sections for the courses. The way the responses were spread out showed that some people really agreed that not having enough course sections made it tough to enroll in the subjects they needed. The results of Figure 2 showed that BSCS students who did not follow the schedule had to wait to move forward with their studies because there were not enough classes offered. BSCS students had to deal with this problem.

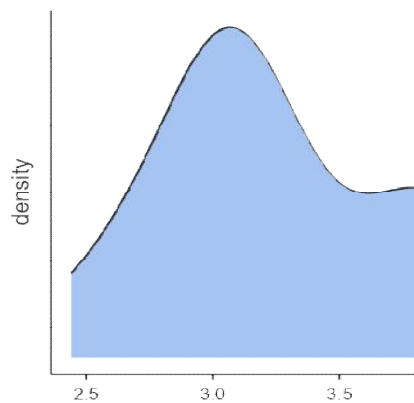


Figure 3. Inflexible Schedule System



Figure 3 showed that most people answered with numbers on the scale. This meant that the people who answered the questions thought that the scheduling system was not flexible and made it hard for them to balance school work. The answers were evenly spread out which meant that people mostly thought the same thing about the scheduling system. The scheduling system that is not flexible was a problem for BSCS students who do not go to school at the normal times. The BSCS students have a lot of trouble with the scheduling system.

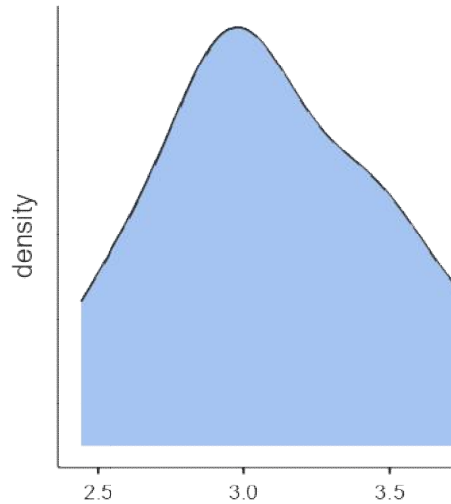


Figure 4. Overlapping Class T

Figure 4 showed that a lot of students thought that having classes at the time was bad for their school work and going to class. Most students said they agreed that it is a problem. We could see that many students who do not have a schedule have this issue. The way students answered the question showed that they had a time going to classes that were, at the same time and this makes it tough for them to do their school work and finish what they need to do.

Interpretation of Findings

From the analysis of results, all three variables had mean scores greater than 3.00, implying that students agreed on the influence of these problems on their challenges.

Inflexible Scheduling System (mean score = 3.24) was the variable with the greatest mean score and thus was considered as the greatest challenge faced by irregular students.

Overlapping Classes (mean score = 3.16) and Limited Course Section Availability (mean score = 3.15) were the two next challenging problems faced by irregular students.

Based on the standard deviation, the scores seemed relatively consistent since the values are approximately 0.45. The skewness values revealed that. The variable Limited Course Section Availability (skewness value = 1.16) had a positive skew meaning that the frequency was greater on the left side while others have moderate skewness values.

In summary, the study found that irregular students in BSCS face scheduling-related challenges.



Discussion of Unexpected Results

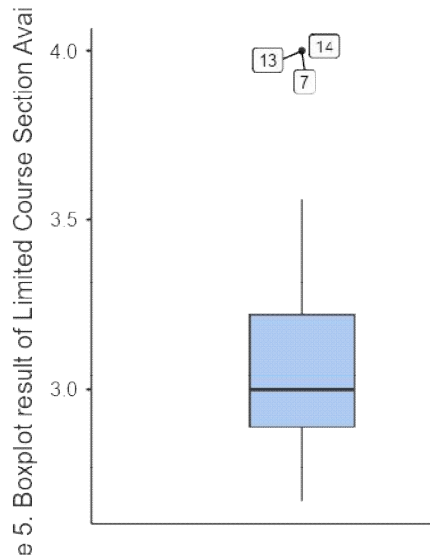


Fig 5. Boxplot result of Limited Course Section Availability.

Figure 5 showed that most responses were much the same, which meant that people generally agreed on the challenges of limited course sections. Then there was one response that stood out from the rest and it showed that one person had a much harder time than everyone else. This made it clear that some students, the irregular ones had a really tough time enrolling in courses because there were not enough course sections available. Figure 5. really drove this point home. It highlighted the challenges of limited course sections, for these students.

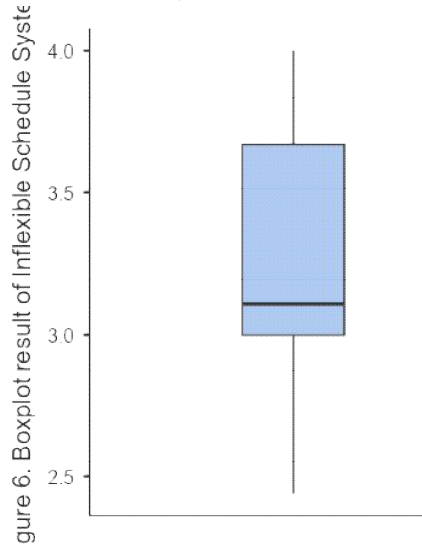


Fig 6. Boxplot result of Inflexible Schedule System.

Figure 6 showed that the answers were spread out evenly around the middle of the boxplot. There were no unusual answers, which meant that the people who answered the questions had similar thoughts about the scheduling system being too strict. The answers did not vary much which told us that students who attend BSCS classes at times always had a hard time with the scheduling system because the class schedules were too rigid. The scheduling system is just too inflexible, for these BSCS students.



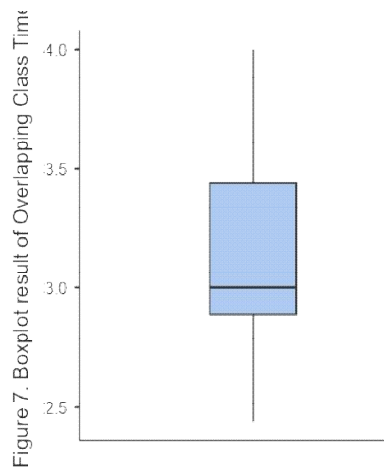


Fig 7. Boxplot result of Overlapping Class Time

Figure 7 showed that people's answers were much the same, around the middle. This meant that the respondents agreed on what happens when class schedules overlap. There were no answers that were very different from the others. This showed that most people had problems with overlapping classes. The results of the study said that overlapping class schedules were a problem for students who do not attend classes regularly, especially BSCS students. Overlapping class schedules affected how often these BSCS students attended classes and took part in them.

These boxplots showed something. There was a response that was really different from the others especially when it comes to Limited Course Section Availability. One response was way higher than the rest, which meant one person thought this was a bigger problem than most people.

On the other hand, the responses for Inflexible Scheduling System and Overlapping Classes are more evenly spread out. Most people gave answers that were close to the middle and there were not as many really high or low answers. This meant that people generally agreed on how they feel about these two things.

It was worth noting that Limited Course Section Availability has one answer that's really different from the rest. This meant that while most students had a level of trouble with this some students had a much harder time getting into the classes they need. This could have been because some classes were more popular or because there are not spots available or because of the students' individual situation.

The boxplots also showed that there was a bit of variation in the answers, which could have been because of things like what year the student was in or how they schedule their classes.

With these differences the overall picture was the same: Limited Course Section Availability and other scheduling issues were a common problem for BSCS students who do not have a regular schedule.

V. CONCLUSION AND RECOMMENDATION

Conclusion

This study looked at the problems that Bachelor of Science in Computer Science students who do not follow the schedule have with their class schedules. The study used a survey of 17 of these students. Found three main problems: not enough classes to choose from, a scheduling system that does not allow for changes and classes that are at the same time.

The students said that all three of these problems were serious. They rated each problem high on a scale of one to four. This means that the students thought these problems got in the way of their school work. The students mostly agreed on this. The biggest problem was the scheduling system. It was too hard to change class times. There were no other classes to choose from. This made it hard for students who do not follow the schedule.



This study showed that having few classes and classes at the same time were real problems for these students. The biggest problem was the scheduling system. It was not made for students who did not follow the schedule. These students could not easily change their class times. They did not have other classes to choose from. This made it hard for them to finish their school work.

Some students thought these problems were even worse. They did not have classes to choose from. This was especially hard for students who worked a lot or were almost finished with their school work. Most students agreed that the scheduling system was the main problem. It was not made for students who did not follow the schedule.

In short, this study showed that scheduling problems were not issues. They were obstacles that affected when students could take classes, whether they can go to class regularly and how well they could do their school work. The scheduling system, classes at the time and not enough classes combined to make it hard for students to finish their school work. This study gave a reason to think about how to make class schedules better especially for students who do not follow the regular schedule. Bachelor of Science in Computer Science students who do not follow the schedule needed a better scheduling system. The current system was not working for Bachelor of Science, in Computer Science students.

Recommendation

Based on the results, the following practical recommendations and directions for future research were offered.

Practical Recommendations

Make the scheduling system more flexible. The university knows that its current scheduling system is not very flexible and that's a problem for many students. To fix this they could offer class options. Including: They could have evening or weekend classes for courses, could have hybrid class setups, and could have more condensed class blocks. This way students, with schedules have more time slots to choose from. The university should focus on making class scheduling more flexible.

We should get the timetable out earlier. The class schedule should be available least two to three weeks before we start enrolling. This way students who do not have a schedule can plan their work and other things around their class times. This will help reduce problems with schedules at the minute. The class schedule is really important, for students. The timetable should be released early and the schedule of classes should be published early too so students can plan ahead. Since limited course section availability was a major barrier, the College of Computer and Information Sciences should review which subjects fill up most often and offer additional sections or larger capacities where possible.

Provide dedicated academic advising for irregular students. An adviser who specifically understands the BSCS curriculum should be available to help irregular students map out their remaining courses, identify potential schedule clashes early, and plan the shortest realistic path to graduation.

Pilot block or immersive scheduling models. Research suggests that compressed, block-style schedules can reduce the number of simultaneous commitments. The university could test this approach for a few BSCS courses to see whether it helps irregular students' complete requirements without overlapping classes.

Organize departmental schedules. Due to the separate scheduling of courses by departments, overlapping class periods frequently occur. Before the semester begins, issues might be found and resolved with the use of a centralized scheduling committee or common calendar for mandatory courses.

Recommendations for Future Research

Larger and more diverse samples. 17 irregular BSCS students from a single university participated in this study. To determine whether the same criteria apply, future research could compare irregular students from other computer schools and include more respondents from various year levels.

Incorporate focus groups or interviews. Surveys measured the level of agreement, but interviews might reveal how students deal with scheduling conflicts on a personal level and how these difficulties impact their wellbeing and drive.



Analyze real academic results. Researchers might quantify the immediate effects of scheduling issues by connecting them to actual performance data, including as grades, course withdrawals, and time to graduation. Test the effect of scheduling changes.

Include faculty and administrative perspectives. Understanding the views of instructors and scheduling staff would add another useful dimension and help design solutions that are both practical and institutionally feasible.

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