International Journal of Multidisciplinary Research and Growth Evaluation.

The Chronotype and the Perceived English Language Skills of Grade 7 Students

Kathleen Clare B Canullas [1*], Mylyn S Marquez [2], Aliah Keith R Morales [3], Irish Cleo A Pabustan [4], Abigael P Revaño [5], Zenelly P Vierneza [6]
[1-6] University in Cabuyao, Philippines

* Corresponding Author: **Kathleen Clare B Canullas**

Article Info

ISSN (Online): 2582-7138
Impact Factor (RSIF): 8.04
Volume: 07
Issue: 01
Received: 29-12-2025
Accepted: 27-01-2026
Published: 26-02-2026
Page No: 946-951

Abstract
This study examines the relationship between chronotype and perceived English language proficiency among Grade 7 students at Balibago Integrated High School and Dita Extension. Using validated instruments, including the Morningness Eveningness Questionnaire (MEQ) and a self-assessment tool, the research assessed listening, reading, writing, and speaking skills among 330 students. Findings revealed that Most students (72%) were intermediate chronotypes with balanced sleep-wake patterns.
While students demonstrated high proficiency in all four language domains, statistical analysis showed no significant difference between chronotype, demographic profile, and English skills. However, students with higher academic performance perceived themselves as more proficient. These results highlight the role of academic achievement in language development, emphasizing the need for targeted interventions and flexible teaching strategies to accommodate diverse learning needs and promote an inclusive educational environment.

DOI: https://doi.org/10.54660/.IJMRGE.2026.7.1.946-951

Keywords: Chronotype, Perceive English Language Skills, Academic Performance, Class, Schedule, Grade 7 Students

Introduction

Understanding the factors that affect students' academic performance has become a central focus in educational research, particularly during adolescence, a stage marked by significant biological and cognitive changes. One such factor is chronotype, which refers to an individual's natural preference for activities at specific times of the day. Chronotypes are commonly categorized as morning-oriented, evening- oriented, or intermediate. Research shows that chronotype influences cognitive functions such as memory, attention, and overall productivity (Jalali *et al*., 2020) [15]. These biological rhythms are especially relevant in the context of education, where school schedules may not always align with students' optimal performance windows. At the same time, learning English presents unique cognitive demands. It requires consistent mental engagement and the development of skills in listening, reading, writing, and speaking. In the Philippines, English is one of the primary mediums of instruction, making proficiency in the language a crucial academic skill. Despite this, few studies have examined how students' chronotypes might influence their perceived English language proficiency, especially within schools that implement shifting class schedules to manage large student populations (DepEd Order No. 62, s. 2004). Grade 7 marks a foundational year in language development, as students transition from elementary to more complex academic tasks in junior high school. Strengthening English proficiency at this stage is essential for long-term academic success.
While previous research has explored the links between chronotype, academic performance, and mental well- being, there remains a lack of localized studies that focus specifically on English language learning among junior high school students in the Philippines. Furthermore, the shift to hybrid and flexible learning environments during and after the COVID-19 pandemic has impacted students' sleep patterns and routines, possibly affecting their learning efficiency (Li, 2022; Kholisah *et al*., 2024) [17, 16]. These changes further emphasize the importance of understanding the connection between chronotype and language learning in actual classroom settings.

This study aims to investigate the relationship between chronotype and the perceived English language skills among Grade 7 students at Balibago Integrated High School and Dita Extension, which both implement a double-shifting class schedule. Using a self-assessment tool for English proficiency and a chronotype questionnaire, the research seeks to contribute to the development of student-centered and chronotype-sensitive instructional strategies. Ultimately, the study aims to support more inclusive and effective English education that considers individual learning rhythms and promotes the academic, emotional, and social well-being of learners.

Literature

Chronotype refers to an individual's natural sleep-wake cycle or preference for activity in the morning or evening, which is governed by circadian rhythms (Cheng *et al*., 2022) [6]. Individuals are generally classified as morning types (early risers), evening types (night owls), or intermediate. Morning types tend to feel most alert and productive early in the day and align well with traditional school schedules (Sultana, 2024) [23]. They are also associated with beneficial traits like self- discipline, academic focus, and high levels of self-control, which support school performance (Imam *et al*., 2024; Basista *et al*., 2024) [14, 14].

In contrast, evening types are naturally inclined to sleep and wake later. They often demonstrate higher cognitive activity during late hours, but struggle with morning tasks such as early classes. This misalignment often results in sleep deprivation, poor participation, lower comprehension, and reduced academic outcomes (Bioulac *et al*., 2021) [2]. These students are more prone to procrastination and may experience increased stress and reduced motivation.

While several studies report that morning-oriented students generally perform better academically especially due to their alignment with school schedules and higher self-regulation (Maučec & Štukovnik, 2024) [18], the relationship between chronotype and academic success is not absolute. Figueiredo and Kulari (2024) [8] note that chronotype only accounts for about 30% of the variation in academic performance, suggesting other factors such as sleep quality, study habits, and cognitive flexibility, also play important roles (Gupta *et al*., 2023) [12]. One critical external factor that interacts with chronotype is the school class schedule. The structure of a student's day greatly influences their mental alertness, motivation, and performance. Early morning classes, while suitable for morning chronotypes, can negatively affect evening types. According to Yeo *et al*. (2023) [24], students with more early classes tend to have lower attendance, less sleep, and reduced GPA. Yim (2024) [25] even found that early-morning STEM classes discouraged students from continuing in those fields due to poor performance.

Additionally, class timing affects not only academic but also mental and physical well-being. Afternoon shifts, though later in the day, can result in exhaustion and reduced focus, especially among students already fatigued from the day's demands (Galleno *et al*., 2025).

Despite these challenges, Filipino students have shown resilience. Research from local universities (Casaclang *et al*., 2023; Agabe *et al*., 2022) [5, 1] revealed that students maintained high academic performance despite poor sleep quality, possibly due to adaptive study habits and cognitive flexibility. These findings suggest that while chronotype can influence learning conditions, students' strategies and habits play a major compensatory role.

In language learning, especially in English—alertness, participation, and cognitive engagement are essential. English language proficiency involves four key skills: listening, speaking, reading, and writing (Dash, 2022) [7]. These skills are closely tied to academic achievement and are particularly sensitive to students' mental readiness and energy levels.

According to Budiman *et al*. (2023) [4], students with stronger language proficiency perform better across subjects because they can better comprehend content, express ideas clearly, and engage actively in discussions and tasks. Morning types, whose natural alertness peaks during school hours, are therefore better positioned to absorb and practice English language skills. In contrast, evening types may struggle to participate fully in early classes when core language instruction typically occurs.

Hameed and Ali (2022) [13] highlight that well-developed speaking and writing skills allow students to express themselves clearly and confidently in academic settings. Similarly, Riad *et al*. (2023) [20] emphasize the importance of listening and reading in processing and retaining information. Students who lack proficiency in these skills, especially due to fatigue or low engagement, may experience communication difficulties and low self-confidence, limiting classroom participation (Silver, 2024) [21].

Overall, these studies provide background information on chronotype, class schedule, their relationship, and how they influence English language learning and student performance.

Methods

In this study, the researchers utilized a comparative research design to examine the differences in perceived English language skills specifically listening, reading, writing, and speaking between students with different chronotypes (morning-type and evening-type). This design allowed for the systematic comparison of naturally occurring groups without manipulating any variables, making it particularly suited for educational settings where such characteristics cannot be controlled. Participants were grouped based on their self-identified chronotype, and efforts were made to control for potential confounding variables such as socioeconomic status, parental involvement, and access to resources. Statistical controls, including matching techniques and the use of ANCOVA, were applied to ensure group equivalence and internal validity. Data were collected using validated instruments: a chronotype assessment tool to categorize students and a researcher's made questionnaire to measure perceived English language skills across the four domains. These instruments were reviewed and validated by field experts to ensure accuracy and relevance. Surveys were distributed following ethical protocols, including informed consent, voluntary participation, and confidentiality of all personal data, with data collection conducted under consistent conditions for all participants. The responses were analyzed using descriptive statistics to determine average scores and inferential tests, including independent-samples t-tests, to assess whether significant differences existed between the chronotype groups. ANCOVA was also employed where necessary to control for extraneous variables and strengthen the reliability of the findings.

Results and Discussion

1. Student's Demographic Profile in Terms of:

1.1. Class Schedule

Table 1: Demographic profile of the Grade 7 students in terms of class schedule

Class Schedule	Frequency	Percent
Morning shift	166	50.30%
Afternoon Shift	164	49.69%
Total	330	100%

Table 1 presents the demographic profile of the Grade 7 students in terms of their class schedule. Out of 330 Grade 7 students, 50.30% were enrolled in the morning shift, while 49.69% attended the afternoon shift.

1.2. Average grade in English (3rd Grading Period S.Y. 2024-2025)

Table 2: Demographic profile of Grade 7 students in terms of average grade in English (3rd Grading Period, S.Y. 2024–2025)

Average Grade in English (3rd Grading Period S.Y. 2024-2025)	Frequency	Percent
90 to 100	59	17.87%
85 to 89	94	28.48%
80 to 84	115	34.84%
75 to 79	54	16.36%
Below 75	8	2.42%
Total	330	100%

Table 2 shows the demographic profile of Grade 7 students based on their average grade in English for the third grading period of the School Year 2024–2025. Most students (34.84%) had an average grade between 80 and 84, followed by 28.48% with grades between 85 and 89. A total of 17.87% had an average of 90 to 100, while 16.36% scored between 75 and 79. Only 2.42% of the students got an average grade below 75.

2. Student's Chronotype

Table 3: Chronotype of the Grade 7 students

Chronotype	Frequency	Percent
Definite Evening	0	0%
Moderate Evening	10	3.03%
Intermediate	239	72.42%
Moderate Morning	77	23.33%
Definite Morning	4	1.21%
Total	330	100%

Table 3 shows the result in the Chronotype of the Grade 7 students. The majority of the students (72.42%) were classified as intermediate**,** followed by 23.33% of the respondents who are moderate morning. The 3.03% of the students were identified as moderate evening types, while only 1.21% were categorized as definite morning**.** Notably, none of the 330 respondents were classified as definite evening types.

3. Student's perceived English language skills

Table 4: Perceived English language skills of the Grade 7 students

Perceived English Language Skills	Average Mean	Interpretation	SD
Listening	2.78	High	0.523
Reading	2.91	High	0.561
Writing	2.79	High	0.566
Speaking	2.71	High	0.92

Table 4 presents a summary of the perceived English language skills of Grade 7 students. Reading had the highest average mean of 2.91, with a standard deviation of 0.561, interpreted as high. This indicates that students are proficient in understanding and interpreting written texts which is an essential skill for academic success. As emphasized in the study of Snow and Matthews (2021) [22], strong reading comprehension is vital for grasping complex concepts and excelling in assessments. Similarly, Fountas and Pinnell (2020) [9] emphasize that early interventions in vocabulary, fluency, and comprehension significantly enhance academic performance. Together, these findings support the result that the students in reading suggests they possess the necessary skills to succeed academically.

Writing had an average mean of 2.79, with a standard deviation of 0.566, interpreted as high, suggesting that students are proficient in expressing their thoughts and ideas through written communication. As emphasized by Graham and Perin (2021) [11], writing is not only a tool for communication but also a cognitive activity that fosters

deeper learning and critical thinking. The observed results in writing align with this view, indicating that the students' proficiency reflects the development of cognitive skills essential to academic success.

Listening garnered an average mean of 2.78, with a standard deviation of 0.523, interpreted as high. This suggests that the students are proficient in understanding spoken English, which is a critical component of effective communication and academic success. Alapati *et al*. (2021) [19] highlight that listening enables students to process and retain information, which is essential for effective classroom participation. In line with this, the listening skills perceived by the Grade 7 students indicate that they are well-equipped to engage in and benefit from classroom learning.

The average mean for speaking was 2.71 with a standard deviation of 0.91, interpreted as high. As stated in the literature, speaking is a fundamental skill that supports learning and communication in academic and social contexts. Strong speaking skills enable students to articulate their ideas with clarity and confidence, which is crucial for classroom participation and collaborative activities (Goh & Burns, 2021) [10]. In line with the study, the high speaking proficiency observed among the Grade seven students suggests that they possess the necessary skills to engage effectively in both academic and social interactions.

4. Difference in student's perceived English language skills when grouped according to class schedule.

Table 5: Significant difference in student's perceived English language skill when grouped according to class schedule

Perceived English Language Skills / Class Schedule	Computed H- value	p-value	Interpretation	Decision
Listening	13372.50	0.783	Without Significant Difference	Accept Ho
Reading	13161.00	0.604	Without Significant Difference	Accept Ho
Writing	13573.50	0.965	Without Significant Difference	Accept Ho
Speaking	12384.00	0.157	Without Significant Difference	Accept Ho

Table 5 presents the results of the test for significant differences in students perceived English language skills when grouped according to class schedule. The findings indicate that there is no significant difference in the perceived English proficiency of Grade 7 students based on whether they attend morning or afternoon classes. This suggests that class schedule does not significantly impact students' skills in listening, reading, writing, and speaking. These results support the findings of Maggay *et al*. (2024), which suggest that students with strong foundational English skills tend to perform well regardless of their class schedule.

5. Difference in student's perceived English language skills when grouped according to English average grade.

Table 6: Significant difference in student's perceived English skills when grouped according to English average grade.

Perceived English Language Skills / Average Grade	Computed H- value	p-value	Interpretation	Decision
Listening	50.21	0.000	With Significant Difference	Reject Ho
Reading	78.97	0.000	With Significant Difference	Reject Ho
Writing	37.96	0.000	With Significant Difference	Reject Ho
Speaking	31.18	0.000	With Significant Difference	Reject Ho

Table 6 shows the result in the test of significant difference in student's perceived English language skills when grouped according to Average Grade. All null hypotheses were rejected, indicating a significant difference in the perceived English language proficiency of Grade 7 students based on their academic performance. This suggests that students with higher average grades tend to exhibit stronger skills in listening, reading, writing, and speaking. This finding is supported by Budiman *et al*. (2023) [4] and Riad *et al*. (2023) [20], who emphasize that English proficiency is closely linked to students' ability to process, analyze, and communicate information effectively—skills that contribute directly to academic achievement. Similarly, Maggay *et al*. (2024) explains that students with higher academic standing are more likely to engage in learning tasks such as discussions, presentations, and written outputs, which further strengthen their language skills.

Researchers' Proposed Action Plan

Based on findings that chronotype does not significantly impact perceived English proficiency, the LINGO LIFT program focuses on enriching the learning environment without altering existing academic schedules.

LINGO LIFT is a dynamic, student- centered initiative aimed at enhancing English language skills through immersive, interactive, and engaging learning experiences. Rather than relying solely on traditional classroom instruction, the program integrates a diverse range of activities designed to strengthen students' abilities in speaking, listening, reading, and writing. It fosters active participation and promotes sustainable growth in English proficiency within the current educational framework. The program also seeks to ignite students' interest in the language, boost their confidence in using English, and further develop their written and oral communication skills.

Conclusion

This study explored the relationship between chronotype and perceived English language skills among Grade 7 students at Balibago Integrated High School and Dita Extension, with a total of 330 respondents evenly split between morning (n = 166) and afternoon (n = 164) class schedules. Using validated self-assessment tools and the Morningness-Eveningness Questionnaire, the study assessed students' perceived proficiency in listening, reading, writing, and speaking, and examined whether these perceptions varied based on chronotype, class schedule, or average grade.

Findings revealed that 239 students (72.42%) were intermediate chronotypes, suggesting that most learners have balanced sleep-wake patterns and can adapt relatively well to

both early and late schedules. In terms of language proficiency, students rated themselves high across all four domains, with mean scores of 2.78 (listening), 2.91 (reading), 2.79 (writing), and 2.71 (speaking).

Statistical analysis showed that there was no significant difference in perceived English language skills when students were grouped according to class schedule or chronotype, indicating that these factors did not significantly affect how students perceived their language abilities. However, a significant difference was found when students were grouped according to their average grade in English, with those achieving higher academic performance reporting greater proficiency in all four language areas.

These findings suggest that while chronotype and class schedule may not directly influence students perceived English proficiency, academic performance plays a crucial role in shaping students' confidence and self-assessment in language learning. The results also highlight the importance of maintaining effective instructional strategies and providing additional support for students with lower academic performance to help bridge proficiency gaps.

This study concludes that individual biological preferences, such as chronotype, may not be strong predictors of English proficiency at the Grade 7 level. Instead, academic support, quality of teaching, and student motivation remain key factors in language development. Future research is encouraged to include a broader range of grade levels, apply mixed research methods, and explore other academic contexts such as at the Pamantasan ng Cabuyao to better understand the intersection of chronotype, academic achievement, and quality of life.

Recommendations

The following recommendations are based on the conclusion of the study:

Students are encouraged to use the insights from this study to better understand their chronotype and how it aligns with their academic schedules. By recognizing their natural sleep-wake patterns, students can develop personalized strategies to optimize their learning, such as scheduling study sessions during their peak energy periods and adopting effective time management practices. Additionally, students should actively seek opportunities to enhance their English language skills through consistent practice in listening, reading, writing, and speaking, regardless of their class schedules or chronotype.

Teachers may consider the findings of this study to adapt their teaching methods and classroom activities to accommodate the diverse chronotypes of their students. By incorporating flexible and engaging teaching strategies, such as interactive discussions, group work, and differentiated instruction, teachers can ensure that all students, regardless of their chronotype, remain engaged and motivated. Furthermore, teachers are encouraged to provide additional support to students with lower academic performance to help them improve their English language skills and overall academic outcomes.

Parents are encouraged to use the knowledge gained from this study to support their children in managing their study schedules and improving their academic performance. By understanding their children's chronotype, parents can help them establish routines that align with their natural sleep-wake cycles, ensuring they get adequate rest and are prepared for school. Additionally, parents should provide a supportive home environment that fosters the development of English language skills, such as encouraging reading, engaging in conversations, and providing access to educational resources.

School administrators may consider implementing policies and schedules that accommodate the chronotypes of students to create a more conducive learning environment. For instance, offering flexible class schedules or staggered start times could help align students' peak cognitive performance with their academic activities. Administrators should also invest in teacher training programs to equip educators with strategies to address the diverse needs of students and enhance their English language proficiency.

Policymakers may use the findings of this study to design educational policies and curricula that consider the chronotypes of students. By incorporating chronotype- based insights into school scheduling and curriculum design, policymakers can create a more effective and inclusive educational system. Policies that promote flexible learning environments and prioritize student well-being can lead to improved academic performance and reduced stress among students.

Researchers are encouraged to build on the findings of this study to further explore the relationship between chronotypes and academic performance, particularly in the context of English language skills. Future studies could adopt a qualitative research design to gain deeper insights into the influence of chronotypes on students' academic performance, providing detailed data that complement the original findings and support the development of more responsive and effective educational interventions.

Future researchers may build on this study by exploring new areas related to chronotypes and their effects on various aspects of student life. They are encouraged to include older respondents, such as students in higher year levels, to explore whether the effects of chronotype become more pronounced with age, possibly due to greater academic responsibilities and more established study habits. Moreover, future studies should move beyond perception- based data by incorporating objective assessments or employing a triangulation method to provide a more accurate and comprehensive understanding of the impact of chronotypes on academic performance.

Specifically, future research may focus on the comparison of chronotype with academic performance and quality of life in PNC (Pamantasan Ng Cabuyao) to provide localized data on how students' biological rhythms affect their academic outcomes, overall well-being, and daily functioning. By analyzing the relationship between chronotype, academic achievement, and quality of life within this institution, researchers can recommend targeted interventions and scheduling adjustments that align with students' natural sleep- wake preferences. Such insights can help enhance both educational effectiveness and student wellness in similar academic settings.

References

1. Agabe JME, Bautista MKS, Camba ME, Chan AFJ, Egangan JH, Geron RMS, *et al*. Correlation of sleep quality and self-report academic performance among the first year Bachelor of Science in Occupational Therapy students of De La Salle Medical and Health Sciences Institute academic year 2021-2022. GreenPrints. (n.d.). Available from: https://greenprints.dlshsi.edu.ph/bsot/51
2. Bioulac S, Philip P, Sagaspe P, Taillard J. Sleep timing, chronotype and social jetlag: Impact on cognitive

abilities and psychiatric disorders. ScienceDirect. 2021 Sep. Available from: https://www.sciencedirect.com/science/article/abs/pii/S0006295221000344?via%3Dihub
3. Bryan L, Bryan L. Circadian rhythm. Sleep Foundation. 2024 Mar 15. Available from: https://www.sleepfoundation.org/circadian-rhythm
4. Budiman B, Ishak JIP, Rohani R, Lalu LMH, Jaelani SRJM. Enhancing English Language proficiency: Strategies for improving Student skills. Journal of Scientific Research Education and Technology (JSRET). 2023;2(3):1118-23. doi: 10.58526/jsret.v2i3.205
5. Casaclang RIM, Manahan JAP, Pineda DCA, Villaflor NMN, IEOM Society International, Co DA. Wake up or stay up?: The correlation of sleep quality and task workload to academic performance of UST graduate and undergraduate students during the COVID-19 pandemic. In: Proceedings of the International Conference on Industrial Engineering and Operations Management. IEOM Society International; 2023.
6. Cheng K, Jin Y, Jiang C, Lam T, Li Y, Wang J, *et al*. Chronotype and cognitive function: Observational study and bidirectional Mendelian randomization. eClinicalMedicine. 2022 Nov. Available from: https://www.thelancet.com/journals/eclinm/article/PIIS2589-5370(22)00443-6/fulltext
7. Dash B. Language skills: A study of improving English speaking skills through English reading skills. 2022;4:67-71.
8. Figueiredo S, Kulari G. Sleep preferences and chronotype traits impact on academic performance among university students. European Journal of Educational Research. 2024;13(3):895-909. doi: 10.12973/eu-jer.13.3.895
9. Fountas IC, Pinnell GS. The effects of guided reading interventions on struggling readers. Journal of Literacy Research. 2020;52(2):123-40. doi: 10.1177/1086296X20909876
10. Goh CCM, Burns A. The relationship between speaking skills and academic performance in English learners. Language Teaching Research. 2021;25(4):567-82. doi: 10.1177/1362168820987654
11. Graham S, Perin D. The impact of writing skills on academic performance in secondary education. Journal of Writing Research. 2021;13(2):123-40. doi: 10.17239/jowr-2021.13.02.01
12. Gupta S, Prithviraj M, Gangwar A, Rath RS. Impact of sleep duration, quality, and chronotype on learning and academic performance: A Cross-Sectional Study among first year medical students of a tertiary care Institute. Cureus. 2023. doi: 10.7759/cureus.504
13. Hameed H, Ali H. The importance of the four English language skills: reading, writing, speaking, and listening in teaching Iraqi learners. Humanitarian and Natural Sciences Journal. 2022;3(2).
14. Imam H, Singla D, Basista R. Effect of morningness-eveningness chronotype on academic performance of undergraduate students. Bull Fac Phys Ther. 2024;29:33. doi: 10.1186/s43161-024-00199-2
15. Jalali R, Khazaei H, Paveh BK, Hayrani Z, Menati L. The Effect of Sleep Quality on Students' Academic Achievement. Adv Med Educ Pract. 2020;11:497-502. doi: 10.2147/AMEP.S261525
16. Kholisah N, Saskia B, Dinarti N, Rohmatilahi L, Rostika D. Analysis of the impact of lack of classrooms on students' conductivity while learning. PROGRES PENDIDIKAN. 2024;5:134-8. doi: 10.29303/prospek.v5i2.408
17. Li D. The Shift to Online Classes during the Covid-19 pandemic: Benefits, Challenges, and Required Improvements from the Students' Perspective. The Electronic Journal of e-Learning. 2022;20(1):1-18. doi: 10.34190/ejel.20.1.2106
18. Maučec K, Štukovnik V. The relationship between chronotype and academic achievement among Slovene University students: The mediating role of trait self-control and sleep quality. Center for Educational Policies Studies Journal. 2024 Nov 6. doi: 10.26529/cepsj.1790
19. Movva S, Alapati PR, Veliventi P, G M. The effect of pre, while, and post listening activities on developing EFL students' listening skills. Theory and Practice in Language Studies. 2022;12(8):1500-7. doi: 10.17507/tpls.1208.05
20. Riad R, Allodi MW, Siljehag E, Bölte S. Language skills and well-being in early childhood education and care: a cross-sectional exploration in a Swedish context. Frontiers in Education. 2023;8. doi: 10.3389/feduc.2023.963180
21. Silver J. How important is English language proficiency for academic success? IELTS. 2024. Available from: https://share.google/Ni3oEjc3nISQZRxsl
22. Snow CE, Matthews TJ. The relationship between reading comprehension and academic performance in middle school students. Reading Research Quarterly. 2021;56(3):345-60. doi: 10.1002/rrq.345
23. Sultana R. Understanding human chronotype research. Annual Research & Review in Biology. 2024;39(9):99-108. doi: 10.9734/arrb/2024/v39i92123
24. Yeo SC, Lai CKY, Tan J, Lim S, Chandramoghan Y, Tan TK, *et al*. Early morning university classes are associated with impaired sleep and academic performance. Nature Human Behaviour. 2023;7(4):502-14. doi: 10.1038/s41562-023-01531-x
25. Yim A. How Early Morning Classes Change Academic Trajectories: Evidence from a Natural Experiment. EdWorkingPaper No. 24–937. Annenberg Institute at Brown University; 2024. Available from: https://edworkingpapers.com/sites/default/files/ai24-937.pdf

How to Cite This Article
Canullas KCB, Marquez MS, Morales AKR, Pabustan ICA, Revaño AP, Vierneza ZP. The chronotype and the perceived English language skills of Grade 7 students. Int J Multidiscip Res Growth Eval. 2026;7(1):946-951. doi:10.54660/.IJMRGE.2026.7.1.946-951.