



EXPLORING THE DETERMINANTS OF STUDENT TARDINESS IN EDUCATIONAL SETTINGS

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ABSTRACT

This provides a comprehensive overview of the issue of student tardiness in educational settings, highlighting its multifaceted nature and implications for academic success. It discusses the societal norms and values surrounding punctuality, emphasizing its importance in effective learning outcomes. Furthermore, the abstract delves into various factors contributing to student tardiness, including personal habits, parental influence, and institutional policies. It emphasizes the need for proactive measures to address underlying causes of tardiness and promote a culture of punctuality. Also discusses the role of parental involvement and support in shaping students' attitudes towards punctuality, as well as the impact of institutional policies and practices on student attendance. It emphasizes the importance of collaboration between educators, parents, and stakeholders in developing holistic approaches to address tardiness effectively. Additionally, it highlights the behavioral implications of tardiness and its correlation with academic performance, underscoring the need for targeted interventions to support students at risk of chronic tardiness. Overall, it provides valuable insights into the complexities of student tardiness in educational settings and proposes strategies for addressing this pervasive issue. It calls for a comprehensive approach that addresses individual, familial, and systemic factors to promote punctuality and enhance student academic success in the new normal.

Keywords: tardiness, punctuality, late students, motivation, self-esteem

INTRODUCTION

It is generally accepted that time is gold. People are expected to be punctual and use their time wisely because time is precious (NEA Policy Brief, 2019). Hence, students who are always being late to class causes disruptions in the classroom, interferes with ongoing teachings, and

breaks other students' focus in addition to costing oneself important learning time (World Bank, 2013). They also disrupt teachers who are too busy to assist students in their remedial work because they have other school-related responsibilities, such as grading pupils, teaching, etc. The majority of educators concur that a student's performance depends on prompt and frequent attendance at school. One approach for students to show respect for faculty and fellow students is by attending class on time and on a regular basis (TESDA Policy Brief, 2013).

Students consistently arrived late for class, particularly during the first session in the morning and the afternoon. As is commonly believed, being timely is one of the character attributes that makes a good student. According to Naval and Aquino (2019), tardiness is a breach of the timeliness principle, and when it is tolerated by a student, it inevitably breeds poor habits and a mindset that is detrimental to a student's success in life. Everything has a specific time in the real world, and if a student is late, the student may have to suffer the consequences. As a result, if a student arrives late for class, it's the student's fault because the student missed the start of the lesson, which may have been crucial (Moltz, 2020).

In a 2021-2022 survey of TEAMLEASE (2022), student tardiness and absenteeism were reported as problems by about 30 percent of public-school principals, at 32 percent and 29 percent, respectively much higher than vandalism, theft, or student possession of weapons, at 6 percent, 4 percent, and 1 percent. Moreover, the necessity for developing policies and methods to address the issues affecting our nation's schools today, such as the dropout rate, drug misuse, falling educational performance, and children' school tardiness, has been raised by stakeholders, teachers' groups, and individual parents (DEPED Discussion Paper, 2020). Teachers, parents, members of the educational support services, educational administrators, politicians, and students all have strong opinions on poor attendance at school. Depending on the individual's viewpoint, these powerful emotions are conveyed in various and frequently contradicting ways (DepEd Order No. 007 s. 2020). The numbers around tardiness in school are astounding. 2,500,000 students are reported absent from class each school day. In certain cities, the dropout rate exceeds 45 percent, with a nationwide estimate of 27 percent.

Hence, SEAMEO INNOTECH (2012) emphasized that parents should teach their children the value of punctuality. This is helpful not just during the primary school years, but it will also benefit these students in college and later in life when it is up to them to be on time. Most students today often arrive late for class. Any student in the school will be deemed habitually absent if they miss more than the allotted three (3) days in a month without providing an excuse. As a result, it will also be deemed habitually tardy if they miss more than three (3) times a month during the school year. However, it is considered excuse if the student submitted the same on time. Most of the students incur tardiness and were not able to wake up early because they were not able to sleep on time; some were doing a lot of things at night, especially household chores. Some were having their review late but mostly keeping their selves busy wasting time in the internet, chatting with friends, and texting. There may, on occasion, be an illness or emergency that causes your child to be late or absent from school (Cromey and Hanson, 2020). Consequently, they will just take an absence, so every time they wake up late, they will just take another absence, and soon to be a habit. Because they are used to learning through modular learning and/or blended learning, where they can study at their own pace and time, students occasionally missed class because they are afraid of something at school, such as strict teachers, they do not have something to pass on that day, or they are simply too tired (Cowie and Hipkins, 2019).

Nonetheless, Cruz (2020) also came to the conclusion that consistent attendance at school is stressed to teachers, students, and parents in the school's overall philosophies. This is due to the

notion that only regular attendance at school would allow pupils to advance intellectually at a successful rate (Cramer, 2019). A student's cumulative record includes their attendance. For later years when students are looking for jobs, it is crucial to build solid school attendance habits (Wright, 2021). Additionally, pupils need to be taught the value of attendance. The fundamental tenet of that theory is that truancy and low student attendance are among of the early indicators of a school's and system's decline. Therefore, it is the responsibility of educators to do all in their power to encourage students to maintain high attendance habits (DepEd Primer, 2013).

According to Tumampil (2020), everyone who has skipped a grade or had to retake it, been enrolled in or rejected from a special program, or been refused academic credit due to absences is aware of the significance of local school regulations. While scholarly attention has tended to concentrate on state education policy, individuals who attend and work in schools are aware that policy decisions made at the school and district level may have a significant impact on their lives (Webb and Brown, 2020). Poor socioeconomic situations, shifting family structures, parental mobility, and diverse family conditions all have an impact on how well parents perform or are effective.

Wallen (2019), in contrast, argued that even when there are two parents living together, they might not be good parents. Strong messages are conveyed by the parents' personalities, family values, and attitudes toward their kids, particularly in how they parent, as well as by how they see and participate in school, particularly in how they support their kids (Wanderberg and Rowher, 2020). Attendance performance is influenced by parents' abilities at home and attitudes toward their children in school and toward education in general. Parents of children with low attendance rates are sometimes accused of having just a passing interest in education, seldom asking about homework, never allocating time for home study, dreading school, and avoiding teacher-parent conferences (Tomlinson, 2019).

Generally, class tardiness is defined as students not attending classes on time and not being present in the time set. After attending classes for a period of time, students start getting to know the lessons are conducted and therefore assume that there will be no constructive activities happen for the first few minutes of the lecture (Conteh, 2020). Class tardiness influences the students themselves as well as others and heightened with the coming back to classes after the pandemic. As generally known, students who possess regular attendance tend to achieve better results as success is related to one's punctuality. This is affirmed by Carroll (2021) that students who are late to class will also cause disruption to other students. Indeed, many previous researches indicated that class tardiness among the students is a common phenomenon most especially now that classes are shifting from modular and/or blended learning into face-to-face learning. Some of the researches mentioned that students who are tardy tend to achieve lower grades compare to others and sleep late is the main reason (Carravita and Halde'n 2021).

The findings of this literature review are significant because they may provide scientific footing for stakeholders, curriculum planners, and designers in the assessment and evaluation of curricular programs more specifically on how to address students' school tardiness in the new normal. Finally, it will benefit the school since it will contribute to the expanding body of research on the factors affecting student's school tardiness in the new normal. Educational planners are urged to perform comparable study in the future, but with greater depth and breadth.

REVIEW OF RELATED LITERATURES

This review adopts the complexity of behaviorism to review literature on the factors

affecting the students' school tardiness in the new normal. According to Thorndike (1997), a situation in which a person arrives, is present, or departs after the suitable, usual, or anticipated time is considered to be tardy. As a result, students who come late for class, miss the start of class, or otherwise fail to appear at the appointed time are referred to as "class tardies" (Tomlinson, 2005). One of the biggest causes of tardiness is staying up late. Students who are used to mixed or modular learning may wake up late and not get enough rest for the session the next day (Tileston, 2020). There are no rewards for showing up early since students think there won't be any meaningful activities within the first five minutes of class. Watson (2019), who finds that a person's natural anxiety level contributes to tardiness, supports this theory (Bruner, 1960). Tardiness might also be caused by a shoddy punctuality policy. Since there will be no immediate repercussions for being late, nothing will happen (Bandura, n.d.). Many academics consider tardiness in class to be a major problem.

According to Cashen and Leight's research, the amount of time students actually spend in the classroom is an important factor in how well they perform academically, particularly in the wake of the epidemic (2021). Students who consistently attend class are more likely to obtain higher marks than those who often leave class (as cited in Bilbao, 2017). When students leave early, arrive late, or are missing, they miss out on learning opportunities. It is challenging for students to catch up on what is being taught in class while they are gone unless they are actively engaged in helpful off-campus activities (Chen and Rubin, 2019). Students who come on time to class are also regularly tardy or frequently absent, which interferes with their ability to study and disrupts the learning of other students (Comer and Haynes, 2020). Studies show that stakeholders are most worried about the issue of tardiness in the classroom more than that it is heightened this time of pandemic as shown in the face-to-face classes.

Behavioral Implications of Tardiness

The word "tardiness" literally refers to a circumstance in which a student is tardy in happening or coming (Thorndike, 1997). The word "tardiness" is equivalent with "lateness," which denotes showing up later than the scheduled, anticipated, or customary time (Springer et. al, 2019). Additionally, tardiness is defined as arriving, happening, or persisting past the proper, typical, or anticipated time. Therefore, the word "class tardiness" has been understood to refer to students arriving late, not showing up for lectures on time, skipping the start of class, and most importantly, not being there on time (Rogers, 2020). Checklists of "deviant" school behaviors that are linked to subpar academic achievement have been produced by several studies but limited to the new normal.

Being late and taking too many absences are among the indicators that a student may quit school (Schereen and Bosker, 2019). Since students are used to studying in the comfort of their homes, excessive absences and tardiness ranked third among the most prevalent causes of student failure in this period of new normal (Sack-Min, 2021). Among the traits of poor- achieving high school pupils were low attendance and frequent tardiness (Ryan and Deci, 2020). In elementary learners, persistent absence and low achievement are associated (Paige, 2019). Oxford (2020) asserts that absences and tardiness are frequently used as markers of the success or failure of educational initiatives designed to boost student performance. The connections between tardiness, absences, grades, and dropping out or failing out of school, however, are complicated. The new standard for tardiness in class has been defined as pupils arriving late, arriving late to class, arriving late to first period, and predominantly failing to show up at the appointed hour this face-to-face class after pandemic. Tanner (2021) was very interested in determining the causes of and solutions to tardiness. Tanner (2021) discovered that teachers are more intent on identifying the underlying

factors that contribute to tardiness in order to properly address the issue.

Thus, a general parameter of factors that affect school tardiness of the students is missing time throughout the course of a school day. As a result, according to Bernardo (2021), there are a line of recognizable faces waiting outside the attendance office every morning with no sign of anxiety or emotion. When pupils are promoted from their middle school to their high school, this attitude may even turn more negative (Squires, 2019). Middle school tardiness can progress to high school tardiness, when an early delayed disentanglement develops into a later truant attitude. According to Tobin and Tippines (2019), if kids are not devoted to their school, tardiness and absenteeism increase. According to a previous study that came to the same conclusion, children choose to skip class or arrive late to school if they don't feel at home in their learning settings (Thorndike, 2007).

Nonetheless, Berns and Erickson (2021) emphasized that due to the transition of learning platform from modular and blended learning to face to face learning, there are also a lot of changes and adjustments being experienced by the learners especially in the elementary which is manifested in the tardiness being reflected in the classroom. Nevertheless, this is also affirmed by Berliner and Biddle (2022) that most teachers are challenge to evoke motivation, self-esteem and lifestyle to learners that are seen to be factors contributing to the tardiness of the learners this new normal.

Face to Face Learning after Pandemic

DepEd Order No. 17 series of 2022 seek to provide guidance to schools on the mechanisms and standards of the Face-to-Face classes and ensure their effective, efficient, and safe implementation. This is anchored on the same shared responsibility principle which was introduced and adopted during the pilot implementation as reflected in the DepEd-DOH Joint Memorandum Circular (JMC) No. 7, s. 2027 titled, Operational Guidelines on the Implementation of Face-to-Face Learning Modality. In a limited face to face classroom setup, teachers can easily manage the class and can strictly implement classroom rules which are very difficult in virtual classes. With this, it allows students to focus on the class discussions and avoid any distractions from anyone in their class. Teachers in in-person classes can easily spot students that are playing with their phones or are distracted by something (Magsambol, 2020).

In addition, according to Bernardo (2021), most teachers can attest those kids learn better during limited face to face classes. This is because of the real-world examples that can be discussed or shared by students. Since physical classes are 20 minutes longer than online classes, teachers and students can have longer class participation and can have enough time to clarify any process to the teachers.

Factors Affecting Students' School Tardiness

Watson (1921) asserted that the rise of behaviorism made it unnecessary to examine internal, mental, or conscious processes in order to explain any human deed or behavior. According to this theory, any student is likely to be late because their behavior is encouraged by a teacher who doesn't take any corrective action, such as reprimanding persistently late students, which leads students to believe that being late is acceptable because there are no repercussions for their actions. Behaviorism is the scientific study of human behavior. Its true objective is to provide a foundation for human prediction and control: Given a scenario, to forecast what a person will do; given a man in action, to be able to explain why he is behaving that way. Watson (1947) gathered data via

"daily observation of several hundred newborns from birth, through the first thirty days of infancy, and of a smaller number through the early years of childhood" through his own efforts as well as through the reports of other researchers working in the same field (Watson, 1930). From this data he concluded that "young children taken at random from homes of both the poor and of the well-to-do do not make good subjects" because their behavior was too complex. Also, behaviorism rejected the concept of the unconscious and the internal mental state of a person because it was not observable and was subject to the psychologist's subjective interpretation.

This is also affirmed by Bransford et al (2019) that it is rooted on what the developers of this movement call as the "stimulus- response model". Concepts of Behaviorism may be applied to the thought that a student's tardiness is always just a response to an external factor. Further supporting this experiment is the theory of Burrhus Frederic Skinner who believed that the best way to understand behavior is to look at the causes of an action and that he called Operant Conditioning meaning roughly changing of behavior by the use of reinforcement which is given after the desired response. Skinner studied operant conditioning by conducting experiments using animals which he placed in a ' Skinner Box' which was similar to Thorndike's puzzle box. Skinner identified three types of responses or operant that can follow behavior: Neutral operant which are responses from the environment that neither increase nor decrease the probability of behavior being repeated, second is punishment that is designed to weaken or eliminate a response rather than increase it.

Damian (2020) examined student chronically lateness within an urban school in Western Visayas Region. Context in post pandemic status via an ethnographic exploration of the frequently-late student, the attendance office, and school staff. A major overall finding was that the structure and function of this particular school relating to issues of lateness actually facilitates persistent and chronic lateness on the part of a specific population of students. Results highlight the importance of tracking lateness over the students' academic progression and using the data monthly, quarterly, and annually to create systems that would motivate students to be on time to school.

There are various reasons why students arrive late to class, but only a few of them are directly connected to the student, such as when they don't eat breakfast promptly, when they lose interest in attending, and when they have a hard time waking up early. While some depend on people like family members, van drivers, and other people who don't encourage students to be on time, others are not tied to the students (Stufflebeam, 2022). However, because tardiness causes learners to miss a portion of their lesson, Bandura (n.d.) views it as a sort of absence. According to the Tacay (2013), tardiness is defined as "coming, existing, or remaining after the proper, normal, or expected time; delayed."

Lifestyle. It defines how a person or individual lives, the way of their lives (Dewing, 2018). According to Brian Tan (2016) " the tardiness usually committed by students were regarded as Filipino Time, which simply further perpetuate the crippling network effects of the habit and its negative brand. Often times, Filipino Time is being used an excuse for some deliberately late circumstances. More so, With the transition of the learning platform from modular to face to face learning, students are slowing pacing up with the demands of face-to-face learning. For some students stayed up late at night playing mobile games, surfing across social medias and watching late night shows even k-dramas. These are the lifestyle that contribute to the tardiness of the students.

Motivation. According to Dowden (2021) The reasons for being late in class and other factors affecting the punctuality if a student varies. There

had been some theories that pointed out that tardiness is caused by the motivation and personality of a person. Downey et al (2021) stated that psychological theorists considered some “personality traits, including low motivation leading to anxiety” as triggering factors of tardiness. Also, while some theorists considered tardiness as an “inborn quality” since our being early or late is “partially biologically determined”, which she also agreed, other experts also believed that some people are “chronically tardy” for the reason that they consciously and unconsciously get good things from it. Further, it defines why an individual frequently losing things or difficulty remembering where things are. Inability to make decisions, inability to perform complicated tasks and physical or mental energy to concentrate (Desimone, 2020).

Self- esteem. According to Evans (2021), it defines that an individual may occur whenever a person with low self- esteem does or says something that he afterwards deems to have been inappropriate, stupid, rude, obnoxious, off target, or inaccurate.

Sex. Thomas (2004) says that research has demonstrated that there are far more similarities than differences in the punctuality behaviors of women and men, and that they are equally effective. Still, women are less likely to be punctual, and the same punctuality behavior is often evaluated more positively when attributed to a male than to a female. Ellis (1999) found that when males were in the majority, they emerged as less punctual of the time. When females were in the majority, females did emerge as punctual but not beyond the expectations one would have on the basis of chance. In contrast, Fetler (2001) observed that the likelihood that a female would emerge as least punctual did increase as the number of women in the group increased. Fullan (2008) argued that women were slightly more likely than men to be perceived as punctual by group members when the percentage of women per group was controlled statistically.

Therefore, student’s lateness behavior considered an educational problem and like the pandemic spread and infects other students, and leads to delayed follow-up curriculum and become chronic among students. As we know there are a number of possible reasons causes arrive students to come to class late. Thus, this study comes to determine the roots of the problem and understand the causes, which helps officials, administrators and faculty members to develop appropriate strategies to deal with such behavior seriously and not condoned access, to establish controlled and organized learning environment.

Nevertheless, it provides flexibility for teachers in planning instruction to meet the needs of the students, suggest experiences specifically in handling students’ tardiness and as well as communicating with parents to work hand in hand to eradicate these problems that is affecting the students’ performance in school.

DISCUSSIONS

Addressing Student Tardiness in Educational Settings

The issue of student tardiness in educational settings is multifaceted, encompassing various factors such as individual responsibility, parental influence, institutional policies, and societal expectations. As highlighted in the literature review, tardiness not only disrupts classroom dynamics but also has long-term implications for academic success and personal development. This discussion aims to delve deeper into the underlying causes of student tardiness and propose strategies for addressing this pervasive issue.

Firstly, it is essential to acknowledge the societal norms and values surrounding punctuality. The adage "time is gold" underscores the importance of utilizing time wisely and respecting schedules. In educational settings, punctuality is not merely a matter of etiquette but is intricately linked to effective learning outcomes. Tardiness disrupts the flow of instruction, compromises instructional time, and hampers the learning experiences of both tardy students and their peers. Moreover, habitual tardiness can cultivate negative habits and attitudes that impede academic progress and personal development.

The literature review highlights various factors contributing to student tardiness, ranging from personal habits to systemic issues within the educational system. For instance, students may struggle with time management, prioritize competing responsibilities, or face obstacles such as household chores or internet distractions. Additionally, the transition from remote or blended learning modalities to traditional face-to-face instruction post-pandemic may exacerbate challenges related to punctuality and attendance.

Parental involvement and support play a crucial role in shaping students' attitudes towards punctuality and attendance. Research suggests that family dynamics, parental engagement, and socio-economic factors significantly influence students' attendance patterns. Parents who prioritize education, establish routines, and communicate the importance of punctuality foster a conducive learning environment at home. Conversely, households where education is undervalued or parental involvement is limited may inadvertently perpetuate patterns of absenteeism and tardiness.

Institutional policies and practices also impact student tardiness. Clear expectations, consistent enforcement, and proactive interventions are essential components of an effective attendance management strategy. Schools can implement measures such as attendance tracking systems, early intervention protocols, and targeted support services to address underlying causes of tardiness and promote a culture of punctuality. Furthermore, collaboration between educators, parents, and stakeholders is crucial for developing holistic approaches that address the diverse needs of students and families.

Moving forward, it is imperative to adopt a comprehensive approach to addressing student tardiness that addresses individual, familial, and systemic factors. Educators can implement proactive measures such as establishing clear expectations, fostering positive relationships, and providing targeted support to students at risk of chronic tardiness. Likewise, parents can play an active role in reinforcing punctuality norms, promoting a supportive home environment, and collaborating with schools to address attendance issues. By working together, stakeholders can cultivate a culture of punctuality that enhances educational outcomes and prepares students for success in school and beyond.

The literature review delves into the intricacies of student tardiness in educational settings amidst the new normal, employing a behavioral lens to understand its underlying causes and consequences. Drawing from behaviorism, tardiness is depicted as a learned response to external stimuli, influenced by factors such as sleep patterns, motivation levels, and perceptions of the classroom environment. This perspective sheds light on the complex interplay of behavioral factors contributing to tardiness, emphasizing the need for targeted interventions to address underlying issues and promote punctuality among students.

Furthermore, the review underscores the significant impact of tardiness on academic performance, highlighting its correlation with absenteeism and the deprivation of valuable learning

opportunities. Chronic tardiness serves as a warning sign for potential dropout or academic failure, underscoring the importance of addressing this issue proactively. The multifaceted nature of tardiness, influenced by individual, familial, and environmental factors, necessitates a holistic approach involving collaboration between educators, families, and communities. By fostering a supportive learning environment that reinforces punctuality norms and expectations, educational institutions can mitigate the detrimental effects of tardiness and enhance student academic success in the new normal.

CONCLUSIONS

In conclusion, the issue of student tardiness in educational settings is a complex and multifaceted problem with far-reaching implications for academic success and personal development. As highlighted in the literature review, tardiness disrupts classroom dynamics, compromises instructional time, and hampers the learning experiences of both tardy students and their peers. Moreover, chronic tardiness can lead to negative habits and attitudes that impede academic progress and contribute to long-term issues such as dropout rates and academic failure.

Addressing student tardiness requires a comprehensive and collaborative approach that involves educators, parents, and stakeholders. Clear expectations, consistent enforcement of policies, and proactive interventions are essential components of an effective attendance management strategy. Additionally, fostering positive relationships, promoting parental involvement, and addressing underlying factors such as time management skills and household dynamics are crucial for addressing tardiness effectively.

Moving forward, educational institutions must prioritize the development of strategies and interventions aimed at promoting punctuality and attendance among students. By creating a supportive learning environment that values punctuality and reinforces positive behaviors, schools can enhance student engagement, improve academic outcomes, and prepare students for success in school and beyond. Ultimately, addressing student tardiness requires a concerted effort from all stakeholders to create a culture of punctuality and academic excellence in educational settings.

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