

# Innovations

## Class Tardiness among Senior High School Students

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**Abstract:** *Punctuality is a key factor in academic success, yet class tardiness remains a common issue in many educational institutions. This study assesses class tardiness among senior high school students for the school year 2023 to 2024. It aims to arrive at a clearer understanding of this matter by looking into the contributory factors of class tardiness in the areas of emotional, class atmosphere, teacher-related, peer-group, and family factors. The study employed a qualitative method using phenomenology for in-depth understanding. The participants of the study were eleven (11) students from Grade 11 and Grade 12 who incurred frequent class tardiness during the first semester of the said school year. Results showed that there are indeed various factors contributing to student tardiness. For emotional factors, lack of enthusiasm, isolation and disconnection, and nervousness were identified. For classroom atmosphere, it was cold and uninspiring, chaotic, and tension. For teacher-related factors, these are tardy, absent, and lenient teachers. For peer-group factors, it is disruptive peers and toxic classmates. For family factors, these are family duty and obligation, and family conflict and issues. And, other factors mentioned, are gap-filled schedule, transportation inconvenience, and working night shift. Based on these findings, it can be concluded that class tardiness in the senior high school is influenced by multiple factors. By tackling the root causes of tardiness, educational institutions can create a more disciplined, productive, and engaging learning environment. Hence, understanding these contributing factors is essential in developing effective strategies to reduce tardiness and promote punctuality among students.*

**Keywords:** *Attendance, Tardiness, Classroom, Occurrence, Senior High School*

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### Introduction

In schools, attendance is important because it embodies the presence of the students and the discipline of being on time (Endaya et al., 2019). Being on time is

arriving early or on time which can highlight a student's trustworthiness and reliability. However, nowadays, one of the global problems in our society is tardiness, not only in school but also at work, as in America where nearly 30 percent are late to work each day. The National Education for Statistics even indicates that student tardiness occurs at a rate of 3.3% to 9.5% each day for all students in kindergarten through grade twelve (Tsegazab, 2022). The term tardiness implies a situation where an individual is late in happening or arriving (Oxford Advanced Learner's Dictionary, 2024). American Heritage Dictionary of the English Language (2016) further defines tardiness to mean not arriving, occurring, acting, or doing at a scheduled, expected, or usual time. The research focuses on "class tardiness", a usual occurrence in schools.

The term "class tardiness" has been defined as students coming late, not attending lectures on time, missing out on initial time from the first period, and primarily not being present in the time set (Malik et al., n.d.). This has become a common problem in schools, at all grade levels, public or private. In the Philippines, most of the schools in the country have problems with students who are consistently late (Endaya et al., 2019). In fact, the Department of Education (DepEd) listed class tardiness as a non-disciplinary case on the DepEd Guidelines in the Development of Learners' Discipline Manual. According to DepEd Order No. 88, s. 2018 section 157.1, habitual tardiness especially during the first period in the morning and in the afternoon shall not be allowed. Teachers concerned shall call for the parents of the student concerned or visit him at home (Lego, n.d.).

Understanding the underlying causes of class tardiness among students is significant in the formulation of effective solutions. In the study of Feng et al. (2013) at the Universiti Teknologi Petronas (UTP) among first-year chemical engineering students, sleeping late tops the reason for their tardiness. Cannot concentrate in class, have to attend events or programs, and have no interest in that particular subject follows respectively. It is worthy to note that participants also listed other reasons for their tardiness such as professionalism of the lecturer is low, and do not understand the lecture. Jett (2017) agrees with this study, stating that tardiness is a sign that students are not interested at all or not interested in completing the given tasks by the teacher. It is also regarded as a form of misconduct.

In the article published by Manganti (2023) titled, "Tardiness: A Common But Alarming Problem Among Students", he cited the study by Smith and Johnson (2018) indicating that students' tardiness often results from a combination of factors, including poor time management, transportation issues, and oversleeping due to irregular sleep patterns. The study by Williams (2019) suggests that the snare of digital devices should not be disregarded. The study found that students frequently cited checking social media, responding to messages, and playing mobile games as

distractions that contributed to their lateness. This digital aspect highlights the evolving nature of the problem in the modern era.

Solving these issues of student tardiness requires collaboration between educational institutions, teachers, students, and parents. By implementing policies that prioritize punctuality and reinforcing these policies consistently, institutions can set the tone for a punctuality-conscious culture (Manganti, 2023). In the study by Smith and Johnson (cited by Manganti, 2023), it was emphasized that teachers play a pivotal role by being role models for punctuality. Demonstrating the importance of timeliness through their behavior can have a positive influence on students. Another study was conducted in a middle school in Pakistan where teachers implemented an intervention to decrease the frequency of tardiness of the participants by providing rewards and incentives. After a six-week intervention, the results revealed a significant change in the student's tardiness. It is suggested that operant conditioning should be devised to give rewards to those who are early comers and reinforce consistency throughout the school (Malik et al., 2013).

Moreover, Melissa Kelly (2019) in her article, "Dealing With Tardiness" suggested that dealing with tardiness can be done by implementing effective tardy policies that allow teachers to work with students to deal with the problems they face. She emphasized that the best solution to tardiness is the use of logical consequences. These are consequences of behavior that make sense because they solve the problem as directly as possible. They do not mirror a student's actions; they correct them. She also emphasized consistency. Tardy students will only get the message that tardiness is a problem if you are consistent with your discipline. If you are lenient one day and strict the next, regularly tardy students are likely to continue taking their chances of being late. The same goes for taking different actions with different students—repeat offenders all need to experience the same consequences for your policy to work.

### **Purpose of the Study**

For Baguio Central University Senior High School, the habitual tardiness of students is observed by the teachers and the guidance counselor of the department. The impact of learners' behavior towards punctuality in their classes is manifested in their declining performance and a lot of times causing them to fail their first subject in the morning. Due to this, the department envisions to address the matter through the conduct of this study. The study aims to arrive at a clearer understanding of this matter through the lens of the learners. And through this, the department aims to come up with efficient and effective interventions that will serve the different circumstances of the learners.

After all, schools are considered a hub for transformational learning and life skills where students are expected to acquire knowledge and understanding of the

world. However, learners are being robbed of the knowledge they miss to learn due to tardiness. As stated by Jett (2017), tardiness has a lot of effects on the students' everyday lives which could lead to skipping classes, arriving late, not attending school and classes, and even not caring about their grades. Espino et al. (2016) also emphasized that students who are frequently tardy have lower grades and scores, as well as graduation rates. It is, therefore, significant to unearth the underlying causes of the frequent tardiness of the learners to devise policies that can effectively address the problem.

### **Significance of the Study**

The result of this study will be used as a basis for an effective intervention strategy to decrease class tardiness among senior high school students. Moreover, this study is conducted to benefit various stakeholders involved in the educational ecosystem. This research supports the Senior High School Department of Baguio Central University: the students, parents, teachers, school administrators, community, and future researchers.

### **Statement of the Problem**

This study assesses class tardiness among senior high school students for the school year 2023 to 2024.

Specifically, it sought to answer the following question:

What are the contributory factors of class tardiness among senior high school students in the following are as:

- 1.1. Emotional Factors;
- 1.2. Classroom Atmosphere;
- 1.3. Teacher-Related Factors;
- 1.4. Peer-Group Factors; and
- 1.5. Family Factors?

### **Methodology**

#### **Research Design**

This study used a descriptive research design using the qualitative method. According to Sirisilla (2023), a descriptive research design is a powerful tool used by researchers to gather information about a particular group or phenomenon. Moreover, the qualitative method allows for in-depth and further probing and questioning of participants based on their responses. It also tries to understand the motivation and feelings of the participants of the study (QuestionPro, n.d.). Phenomenological design was used in this study to explore the attitudes and perceptions of senior high school students. Phenomenology is a type of qualitative research that requires an in-depth understanding of the audience's thoughts and

perceptions of a certain phenomenon (Good, 2023). With the phenomenological approach, the researchers attempt to capture the voice of the students, to understand how they feel and think, and to provide a clear description that comes from their unique points of view. And the type of qualitative research method to be used is one-on-one interviews. As stated by QuestionPro (n.d.), it is a personal interview that is carried out with one respondent at a time which is purely a conversational method.

### **Locale and Population of the Study**

The participants of this study were senior high school students at Baguio Central University for the school year 2023 to 2024. This study focuses on the factors that contribute to students being late or delayed in their classes, hence, the data collection was conducted on Grade 11 and Grade 12 students who have incurred frequent class tardiness during the first semester of the said school year. A total of 11 students were identified as frequent latecomers.

In addition, purposive sampling, also known as judgment sampling, was used since certain criteria are needed for the study participants, who can provide information relevant to the research questions. This sampling is often used in qualitative research where the researcher wants to gain detailed knowledge about a specific phenomenon rather than make statistical inferences (McCombes, 2019). The participants of the study must be enrolled in the senior high school department for the first semester of the school year 2023 to 2024 and have incurred three (3) or more class tardiness every month. The researchers identified students who have committed tardiness in each strand and grade level, namely: Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering, and Mathematics (STEM), and from the Technology under Technology Vocational Livelihood (TVL) track. Learners who participated in the study were selected based on the school attendance record provided to the researchers by the school and these students were a frequent latecomer.

### **Data Gathering Tools**

The researchers used a self-made interview guide to avoid missing out on any vital information needed in the study during the interview. The areas for the interview questions were constructed based on various readings of literature and similar studies on the tardiness of students. The researchers made use of semi-structured interviews which use questions that are pre-planned before the interview, but the interviewer gives the interviewee the chance to elaborate and explain issues through the use of open-ended questions (Consalvo, 2023). Hence, there would only be one part of the interview guide in this study which is the contributory factors of class tardiness among senior high school students.

### **Data Gathering Procedures**

Upon the approval of the research, the researchers sought permission to conduct the study from the President of Baguio Central University and the Vice President for Academic Affairs. Then, they sought permission from the university's Senior High School principal. A copy of the informed consent were given personally to confirm their willingness to participate in the study. When they agreed and signed the informed consent form, they were asked about their preferred day and time for the one-on-one interview. Before the start of the interview, the participants were oriented on the class tardiness, and then the interviewer went over the terms and conditions indicated in the informed consent. Afterward, the interviewer asked the participant for permission to record the interview for transcription and documentation purposes. The interview lasted approximately 20 to 30 minutes. After the interview, the interviewer again reiterated the participant's rights and guaranteed that the participant's identity would be kept anonymous. Then, the data gathered were saved in a protected folder and then analyzed by the researchers. And, throughout the process, the researchers observed confidentiality and honesty.

### **Treatment of Data**

The data gathered through one-on-one interview were analyzed using the thematic analysis specifically the deductive thematic approach. According to Braun & Clarke (2006); Liebenberg et al. (2020); Xu & Zammit (2020), as mentioned by Naeem et al (2023), it is a method to analyze qualitative data that involves the identification and reporting of patterns in a data set, which are then interpreted for their inherent meaning. These patterns can be found based on understanding the meaning of keywords used by participants.

### **Ethical Considerations**

The ethical foundation of this research prioritized the well-being, autonomy, and dignity of all participants involved. To ensure ethical standards, a consent form was given. Moreover, this study emphasizes the voluntary nature of participation, ensuring that individuals have the right to withdraw from the study at any point without facing any negative consequences. The participants made their decisions freely and without external pressures. Also, privacy and confidentiality were maintained strictly considering anonymizing data whenever possible to protect the privacy of participants.

### **Results and Discussion**

#### **Contributory Factors of Class Tardiness among Senior High School Students**

The primary objective of this problem was to determine what are the different factors that contribute to the class tardiness among senior high school students.

Several themes transpired in the study from the responses of the participants which are shown below:

### **Emotional Factors**

The analysis of the codes suggests that the emotional factors of class tardiness among senior high school students are lack of enthusiasm, isolation and disconnection, and nervous.

### **Lack of Enthusiasm**

Students' emotions in the morning play a crucial role in their punctuality, as their initial mood and mental state can significantly impact their motivation to attend class on time. As one of the participants stated, "I feel sad or like just discouraged, I just you know, lay down in bed for- for some time" and another ahred, "Ma'am mamingsan, hindi po ako ganadong pumasok sa school. (Ma'am sometimes, I don't have energy to go to school)". These statements suggest that lack of drive in the morning can lead to lack of enthusiasm, making it difficult for the students to start their day and attend class on time. This finding is consistent with the study of Iryas, et al. 2024, that the cause of tardiness is their tendency to be lazy, lack of adherence to school rules, and low motivation and understanding of the purpose of attending school. When students experience lack of enthusiasm, their academic participation declines, resulting in increased tardiness.

### **Isolation and Disconnection**

A sense of belongingness is essential to students to remain engaged in school. However, some students reported feeling of loneliness and emotional disconnection, making it harder for them to attend school regularly. As one participant expressed, "Um, sometimes I feel empty kasi ma'am. So, this actually affects my ano, my punctuality in our schools. Parang yon ma'am. When you feel empty talaga, like parang walang-wala ka na, talagang naa-apektuhan. Parang, it discourages you na pumasok. (Um, sometimes I feel empty ma'am. So, this actually affects my punctuality in our schools. Just like that ma'am. When you feel really empty, like you have nothing left. It is like, it discourages you to enter)." Feelings of isolation can negatively affect student's motivation to arrive on time, as they may struggle to see the importance of punctuality when they feel emotionally detached from their school environment. This finding aligns with the study of Croft et al., (2010), that lack of interaction and support, students may feel unsupported, alone, and demotivated, ultimately affecting engagement that leads to tardiness.

## **Nervous**

Students may experience feeling of nervousness in class, often stemming from situational anxiety. This negative experiences in class were reported as a reason for tardiness. Some students feel uneasy about entering a classroom late due to the reactions they might receive from teachers and classmates. One student stated that, “Yung sabi ko lang kanina na kabado pag tuwing papasok ng school. Kasi po ma’am, yon-yon nga rin yung sabi ko sa ibang – ay sagot ko sa ibang ano ket [background noise] kasi hindi ko alam kung ano ang sasabihin saakin’ ng teacher ko. Mapapahiya ba ko sa harapan? Ganon. (As I have told earlier that I get nervous every time I enter the class. Because ma’am, that-that’s what I told the others- my answer to the others is because I don’t know if what will my teacher tell me. Will I be embarrassed in front? Like that.)” Adolescents spends a large portion of their day at school requiring frequent social interaction and for socially anxious students, the school environment presents different potentially stressful situations. These situations can lead to feelings of embarrassment, fear of negative evaluation, and exclusion, which may result in adolescents avoiding certain classes or even refusing to attend school altogether (Blöte et al., 2015). As a result, students develop avoidance, such as arriving late to escape potential embarrassment.

## **Classroom Atmosphere**

The analysis of the codes suggests that the classroom atmosphere factors of class tardiness among senior high school students are cold and uninspiring and chaotic.

## **Cold and Uninspiring**

A classroom atmosphere that feels uninspiring can contribute to student tardiness, as unwelcoming environment may reduce the motivation to arrive on time and actively participate in class. One participant stated, “You get bored, bored in class and less and less you will come to school.” Similarly, another student shared, “Kasi ngayon ket parang mafe-feel ko na parang empty na yong classroom, and kasi parang lahat po kami may kanya-kanyang reason na din kaya hindi na masyadong pumapasok. (Because now, like you can feel like the classroom is empty, and because it seems that all of us have our own reason that is why we do not come to class as much.)” Another student added, “I mean hindi naman po sa ano pero may part po na, as a student, hindi mo po dama na parang excited kang pumasok kasi hindi mo feel yong classroom tas yong mga tao din po don’ sa classroom. (I mean, it is not about anything, but there is a part that as a student, you do not feel like you are excited to go to school because you don’t feel the classroom and the people in the classroom either.)” As a result, unwelcoming and uninspiring classroom environment can diminish motivation, potentially leading to tardiness (Yang & Xiao, 2022).

### **Chaotic**

A chaotic classroom environment, characterized by noise, mess and disorder can contribute to student tardiness by making learning space feel uninviting and difficult to engage with. One participant stated, “Uhm, yung noise sa room. And yung, ang kalat kasi. Ang kalat ng room. (Uhm, the noise in the room. And the, the mess. The room is messy.)”. Another student shared, “Uhm, pag hindi po kasi maganda yung environment sa classrooms, may tendency na ayaw pumasok nung student agad. Kasi ganon yung dinadatnan niya. (Uhm, if the environment in the classrooms is not good, there is a tendency for students to not want to go in right away. Because that is what they come across with.)”. Therefore, a disorganized and noisy classroom can discourage students from arriving on time, as the lack of structure and order may make them feel uncomfortable and unmotivated to participate in class.

### **Tension**

A classroom atmosphere filled with tension, whether unresolved conflicts or unresolved issues among students can contribute to tardiness by creating an environment where students feel reluctant to attend class. A participant stated, “Nu kwa gamin, ada gay time nga nagka issue idgay iskwelelan ket adu ngay ti kwan, adu ti madi da nga sumrek ta madali ti issue nga diyay.” (If ‘kwa gamin’, there is a time where there was an issue at school and there were ‘kwan’, many of them refused to enter because they do not like the issue.)”. Students being teased by their classmates is one of the concerns that contributes to the tension in the classroom. This tense atmosphere creates discomforts among students, making them less willing to attend class and further reinforcing the cycle of tardiness.

### **Teacher-Related Factors**

The analysis of the codes suggests that the teacher-related factors of class tardiness among senior high school students are tardy, absent, and lenient teachers.

### **Tardy and Absent Teachers**

Teachers have tremendous power to influence student attendance (Chang, 2024). They play a crucial role in influencing student attendance through their actions, attitudes, and classroom management strategies. As stated by one of the participants of the study, “Pag nala-late yung mga teachers, parang feeling mo, okay lang din na late kang darating, kasi late naman sila. (if teachers are getting late, we feel like it’s okay to be late, since they are also late)”. Hence, when teachers are frequently late or absent, the participants feel less obligated to arrive on time since there is no authority enforcing punctuality. This could make students develop a habit of arriving late, believing that class will not start on time. This confirms the study of

Veenstra (2015) stating that the cost of a teacher's tardiness in a university has many negative implications.

### **Lenient Teachers**

Lenient teachers can contribute to student tardiness primarily by reducing the sense of urgency and accountability among students. If a teacher does not enforce rules regarding punctuality, students may not feel the need to arrive on time. In addition, when students see that lateness is tolerated, they may develop a habit of arriving late, assuming it has no impact. As stated by one of the participants of the study, "Kasi most of the teachers po here is very, hindi sila strict pagdating sa ano, pag punish ng students. More like walang parang, walang consequences. (Because most of the teachers here is very, they are not strict when it comes to reprimanding students. More like there is no, there are no consequences)". So, without penalties for being late, the students took advantage of the relaxed environment. Iryas et al. (2024) concluded from their study that indeed one of the main factors contributing to student tardiness is the weak enforcement of school rules. Moreover, having measures such as warnings and admissions slips are deemed ineffective.

### **Peer-Group Factors**

The analysis of the codes suggests that the peer-group factors of class tardiness among senior high school students are disruptive peers and toxic classmates.

### **Disruptive Peers**

Peers can have a significant impact on students' attendance, it could be in positive or negative ways. For disruptive peers, it can negatively impact students' attendance because they encourage others to engage in truancy or other non-academic activities. As stated by one of the participants of the study, "So, meron din po – sa friends din po, kapay magka yayaan na, 'Oy papasok ka ba, papasok ka ba? Ay hind isa second subject nag anito ganyan, sa ten nalang ganon. (So there is – on friends- when there's invitation. 'Oy will you enter the class? Not anymore, just on the second subject, or at ten.)". They have also stated that they go with the flow of the decisions of their peers like when one of them is too lazy to go to school, all of them will be affected and tend to be lazy as well. They are not afraid to be late or absent if they have company. Hence, distraction from peers dominates the beneficial effect of peer attendance (Chen & Lin, 2015).

### **Toxic Classmates**

Toxic classmates can seriously impact students' attendance by creating a negative school environment. Students who experience bullying, and feeling left out

or isolated due to toxic peer groups can lead to anxiety and school avoidance. As one of the participants stated, “Which is yung crab mentality. Yung parang gusto nila, umm yung hinihila nila yung isang tao pababa. Tapos parang medyo competitive sila masyado, like wala silang sportsmanship. (Which is crab mentality. What they want is, umm to pull one person down. And they are too competitive, like they don’t have sportsmanship.)”. Some of the participants of the study also stated that there are students who bully them which makes them late or absent. Certainly, bullying is one of the leading causes of school avoidance which has a negative impact on students’ behavior (Sobba, 2018; Hameurlaine & Gasmi, 2023).

### **Family Factors**

The analysis of the codes suggests that the family factors of class tardiness among senior high school students are family duty and obligation, and family conflict and issues.

### **Family Duty and Obligation**

Balancing academic commitments and household responsibilities can be challenging to students often leading to tardiness. One participant shared, “Una po gan yong parang, first is kailangan mo pong asikasuhin yong kapatid mo po. (First there is like, first is you need to take care of your sibling.)”. Another student shared, “So yon po, responsibilities sa bahay tapos yong sa uhh paglinis-linis pero di’ na din po kasi sinabi na sa kapatid nalang din po mag focus ganon. So yon nalang din po and isa kong iniisip, pero dati po kasi is parang lahat po talaga. So isa din po yong nagko-cause ng late po. ( So that is it, responsibilities at home and uhh cleaning, but its is not like that anymore because I was informed to focus on my brother. So that is it and one thing I think about, but before, it was like everything. So, that is also one of the things that causes me to be late.)”.

Additionally, some of the students shared that they also need to do the dishes and there is a need to take care of their family members before going to their class which causes them to be tardy. This confirms the study of Olowoyo, et al. (2021) that late coming of students are influenced of household chores and responsibilities.

### **Family Conflict and Issues**

Conflicts and unresolved issued within the family can create emotional stress for students, making it difficult for them to focus on their morning routing and arrive at school on time. As one participant shared, “Parang uhm, if ever na nagkaroon ng problem sa bahay, parang hindi na-parang ano na ma’am, mala-late na rin ako kasi kailangan ko rin na, na maki- malaman kung ano yung reason may, may mga naga-away. (It seems like uhm, if there’s ever a problem at home at home, it is not like- like ma’am, I will be late because I need to, that ‘maki’- know what reasons is, there are

fighting.)” The study of Ndayambaje et al, (2020) revealed that there is a close relationship between family conflicts and children’s education. These conflicts negatively impacts students’ learning processes, contributing to tardiness due to the instability and stress within the home environment.

### **Other Factors**

The analysis of the codes suggests that the other factors of class tardiness among senior high school students are gap-filled schedule, transportation inconvenience, and work night shift.

### **Gap-Filled Schedule**

Students with gaps between their classes may affect their class attendance. As stated by one of the participants of the study, “So parang, uhm sa first subject di na rin nila pinapasukan, kasi walang second subject. (So like, uhm, even our first subject, we also don’t attend, because we don’t have a second subject.)”. As a result, if their first subject has no succeeding subject, they are more likely to be absent or late because they are lazy from the extended break.

### **Transportation Inconvenience**

Transportation challenges like traffic, long queue, and unavailability of jeepneys were some of the stated factors why students are late. One of the participants of the study stated that, “Ma’am mahirap sumakay. Sa ano namin ma’am, pag nag aantay kasi ng jeep ma’am, unahan po yung sakayan. (Ma’am it’s difficult to commute. In our area, when waiting for a jeep, it is first come first serve basis.)”.

### **Working Night Shift**

In the senior high, there are some students who take on night shift jobs to support themselves or their families, but this significantly affects their school attendance. Late-night work can make it difficult for students to wake up early, leading to frequent tardiness. One of the participants of the study stated that, “Yung pag wowok ko ng gabi. Kaya lagi akong na la-late ng umaga. Part-time job ng gabi. (Working at night. That’s why I am always late in the morning. I have part time at night.)”. This confirms the study of Hanretty (2023) showing that employment likely has a negative effect on attendance.

### **Conclusions and Recommendations**

Tardiness presents significant challenges among grade 11 and grade 12 learners of Baguio Central University. This study explored the various factors contributing to student tardiness. Lack of enthusiasm, isolation and disconnection, and nervousness are the emotional factors that’s causing students to incur tardiness.

The classroom atmosphere factors is described as cold and uninspiring, chaotic, and tension filled makes students less willing to attend school on time. Teacher related factors such as tardy, absent and lenient teacher also contributes on student tardiness. Peer group factors are disruptive peers and toxic classmates. Family related factors highlights family duty and obligation as well as family conflict and issues. Additional factors affecting the students' tardiness include the gap- filled schedule, transportation inconvenience, and student who are working.

While the university may not be able to address all the factors leading to the tardiness. Proactive measures can be taken to mitigate its impact and help student manage the challenges contributing to their lateness. Introduction of guidance services by the school guidance counselor may be needed to help students for the concerns presented under the emotional factor that causes tardiness and to counsel them on the need to respect the school time schedules. Effective intervention of the guidance counselor can provide students with the necessary support to cope with emotional challenges that affect their attendance. Teachers play a huge role in addressing the cold and uninspiring, chaotic and tension filled classroom atmosphere. Class advisers need to implement classroom management techniques, use of varied teaching and learning activities and inclusion and encouragement of all student's in creating a sense of community inside the classroom. For teacher's tardiness, the school should implement a punctuality conscious culture and should come up with a functional policy where corrective measures are given to teachers when there is an observe pattern of tardiness. Sanctions can be based on the Teacher's Manual. Teachers also needs to implement the admission policy as stipulated on the Student's Handbook. Student's need to get an admission slip when they are over 15 minutes late in their classes. With regards to peer group factors, reports on bullying or any other disruptive behavior of students towards their classmates should be addressed early by the class adviser and the guidance counselor. Early interventions for disruptive behavior can mitigate damaging impact to students that can lead to tardiness and even absenteeism. Collaboration between parents, teachers, and school administration is essential in addressing student tardiness. Engaging parent in discussion about their child's punctuality allows them to recognize their role in shaping their child's school habit. When parent take responsibilities for their part, they gain a better understanding of how the home environment can influence their child's behavior and attendance at school. The school also needs to reorganize class schedules that to prevent huge gaps in between classes. Furthermore, future research should explore the effectiveness of existing tardiness policies and sanction to determine their impact on improving student punctuality.

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