

Factors Affecting the Tardiness of the Selected Senior High School Students

Joren Bernales¹, Niña Booc², Gayle Moniño³, Ronel Tradio⁴, Lenjun Autida⁵, Rojean Arriesga⁶, Kent Cyril Felicano⁷, Eve Diaz⁸, John Walter Jumao-as⁹, Maxime Inso¹⁰, Shawn Michael Ybañez¹¹, Krisjane Dejito¹², Kahlil Lepiten¹³, Kenjorge Yurag¹⁴, John Carlo Rosales¹⁵, Meljoy Malamdag¹⁶, Rose Dejito¹⁷, Kenneth Diaz¹⁸, Johannes Rosatase¹⁹, Carl John Crisostomo²⁰, John Joshua Rafols²¹, Vicente Sumbilon²², Kate Jupit Canonigo²³, Crismar Rosagaran²⁴, Henry Peñero²⁵, Hence Cabasan²⁶, Richard Tampus²⁷, Regie Gader²⁸, Renelito Pilonos²⁹, Keth A. Villanueva³⁰

¹⁻³⁰Martin M. Salimbangon National High School- DepEd Cebu Province, Medellin, Cebu 6012

bernalesjoren25@gmail.com¹, boocniña27@gmail.com², gaylemnn08@gmail.com³, ronelsronel54@gmail.com⁴, lenjunautida1030@gmail.com⁵, rojeanariesga81@gmail.com⁶, kentcyrilfelicano@gmail.com⁷, etcubaneve@gmail.com⁸, johnwaltorjumaoas@gmail.com⁹, insomax2008@gmail.com¹⁰, shawnex08@gmail.com¹¹, krisjanedjito0@gmail.com¹², kahlillepiten4@gmail.com¹³, kenjorgeyurag@gmail.com¹⁴, carlorosales145@gmail.com¹⁵, meljoymalamdag@gmail.com¹⁶, rbooc6592@gmail.com¹⁷, kennethdiazjohn@gmail.com¹⁸, johannesgabrielrosatase@gmail.com¹⁹, carljohncrisostomo@gmail.com²⁰, Rafolsjoshua997@gmail.com²¹, sumbilonvicente@gmail.com²², canonigonoynay@gmail.com²³, crismarsogaran@gmail.com²⁴, henryjrpeniero@gmail.com²⁵, annacabasan1@gmail.com²⁶, rhrdtampus@gmail.com²⁷, regie8313@gmail.com²⁸, renelitopilonos71@gmail.com²⁹, kethvillanueva30@gmail.com³⁰

Abstract— Tardiness refers to arriving late to a scheduled activity such as school or work. In the school context, tardiness occurs when students fail to arrive at school or class on time, which may lead to missed instructional time and negatively affect academic performance, discipline, and overall learning outcomes. This study aimed to identify the factors affecting the tardiness of selected Senior High School students. The study employed a quantitative descriptive research design to examine the contributing factors to students' tardiness. Selected Senior High School students participated as respondents in the study. Data were gathered using a checklist and a Likert scale questionnaire designed to determine the extent to which different factors influence students' punctuality. The collected data were analyzed to identify the most common factors affecting tardiness among the respondents. The results of the study revealed that several factors contributed to students' tardiness, including personal factors, family-related factors, school-related factors, transportation issues, and environmental conditions. Findings showed that these factors had a moderate influence on the tardiness of students. Although the overall results indicated a neutral level of agreement, specific indicators such as parental reminders, family financial status, and heavy traffic conditions were identified as notable contributors to students arriving late to school. Based on the findings, the researchers recommend that parents and guardians actively support their children's punctuality by consistently reminding them to wake up early and prepare for school on time. Families with limited financial resources are also encouraged to plan transportation expenses carefully to ensure their children's timely arrival. Additionally, students are advised to allocate extra travel time to anticipate possible traffic delays and avoid being late for school.

Keywords- Family-related factors, School-related factors, Tardiness, Transportation and Environmental factors & Senior High School students

I. INTRODUCTION

Tardiness refers to arriving late to a scheduled event, such as school or work. Common reasons for tardiness included transportation issues, where students might have missed buses or faced delays, and family responsibilities, such as caring for siblings or completing household chores before school. According to Kgosi (2016), classroom tardiness among students has proven to be an important challenge. According to Gottfried and Kirksey (2020), tardiness was not merely a minor behavioral issue but a factor that could negatively influence students' academic achievement, classroom behavior, and overall engagement in school.

According to Bataineh (2014), there were 18 primary causes of tardiness. The first was poor organization. Bataineh noted that poor student organization often caused lateness. Poor organization is the inability to plan, arrange, or manage tasks, time, resources, or responsibilities effectively. The second cause was going to bed late. Bataineh pointed out that students often stayed up late watching films or home videos, which disrupted their sleep. This supports the saying, "early to bed, early to rise" (Nakpodia & Datiagor, 2011). Going to bed late means staying awake past a reasonable bedtime. This leads to insufficient rest, makes it difficult to wake up early, and causes students to be late for school.

A third cause was family background. Bataineh explained that a student's family background could influence tardiness, as lateness might be learned from family members. For example, if a student observed their father regularly arriving late to work, they might adopt the same habit and arrive late to

school. Family background refers to the social, cultural, economic, and educational characteristics of a person's family, including values, parenting styles, and household environment. Lastly, illness was another cause of tardiness. Bataineh noted that poor health could contribute to lateness, as students might have neglected their health due to school activities, leaving them vulnerable to mental health issues and leading to late arrivals or absenteeism.

According to Swart (2008), stress was a major cause of tardiness among students. Stress was any change that required a person to adjust to a new situation. The brain perceived this as a threat and triggered a stress response in the body. Stress affected tardiness by disrupting students' ability to manage their time, focus, and maintain consistency. Several examples showed how stress impacted students' punctuality. First, sleep problems disrupted sleep, leading to fatigue and oversleeping. Fatigue meant a lack of energy and motivation, making it hard for students to wake up on time. Second, procrastination could lead to tardiness. Students who delayed tasks, like preparing for school the night before, often rushed in the morning and arrived late. Lastly, prolonged stress-related health issues, such as headaches or stomachaches, could delay a student's preparation for school.

However, previous studies identified the causes of tardiness, especially in personal factors and family background; none examined school- or family-related factors, such as parental reminders and financial problems. Although Bataineh found that family background contributes to students' tardiness, the study specifically emphasized that children tend to learn habits from their families. This lack of data creates a gap in understanding tardiness patterns. Therefore, this study was conducted to provide data and insights that may help improve interventions and school policies.

II. STATEMENT OF THE PROBLEM

This study aimed to identify the factors that affected the tardiness of the selected senior high school students at Martin M. Salimbangon National High School

Specifically, this study centered on the following:

1. What was the demographic profile of the selected students at Martin M. Salimbangon National High School? In terms of;

- 1.1 Gender;
- 1.2 Address; and
- 1.3 Socio-economic status?

2. What were the factors that affected Senior High School students' tardiness at Martin M. Salimbangon National High School?

3. Based on the findings, what relevant course of action could have been implemented?

I. Significance of the Study

The results of this study were of great benefit to school administrators, as they identified how these factors affected students' tardiness. By understanding these factors, school administrators were able to enhance their support systems, improve resource allocation, and create a more conducive learning environment. The outcome also benefited the

students, as they were able to overcome these punctuality-related factors. This study was beneficial for future researchers, as it served as a basis for further research on related topics. The findings of this study were advantageous to the school, as they used the results to revise policies on punctuality for both students and teachers, based on experience. Lastly, these insights led to better decision-making, positively influencing both student outcomes and the overall educational experience at the school.

III. REVIEW OF RELATED LITERATURE

This chapter discussed the relevant literature and studies that the researchers evaluated while determining the significance of the present study.

Tardiness

Lateness typically referred to a situation in which a person traveled through time and space after the designated time. It was a person's inability to attend a location at a predetermined time. According to Serut et al. (2023), tardiness was defined as the inability to arrive at the scheduled or anticipated time; it was commonly used to describe students who arrived late, missed the start of class, or failed to arrive for lectures on time. According to Sorzano (2023), tardiness was a persistent issue in schools that manifested in two main ways: arriving late for class or school, and it had a systematic effect on teaching and learning. According to Escandallo et al. (2024), tardiness was defined as the failure to arrive at the scheduled time, which negatively affected students' academic performance and engagement.

Personal Factors Affecting Students' Tardiness

Personal factors were individual characteristics or conditions that influenced how a person thought, felt, behaved, and made decisions. These factors came from within the individual rather than from the environment or other people. Specifically, Mohamed Farais et al. (2025) examined the relationship between student lateness and academic performance, focusing on the role of behavioral and personal factors influencing punctuality. The study found that personal factors, such as poor time management, late sleep habits, and a lack of motivation, were significant contributors to student tardiness. Results further revealed that frequent lateness negatively affected students' academic performance by reducing classroom engagement and disrupting learning routines. The authors concluded that student tardiness was strongly associated with individual behaviors and lifestyle choices, emphasizing the need for interventions that addressed students' personal habits and self-discipline to improve punctuality and learning outcomes. Similarly, Moldero et al. (2024) examined factors affecting student tardiness and absenteeism in the Philippine context, focusing on both personal and external influences. The study found that personal behaviors, including students' motivation, classroom engagement, and attitudes toward school, significantly contributed to tardiness.

Other factors, such as family background and school environment, were also considered, but the findings emphasized that students' personal interests and behavioral

patterns played a critical role in determining punctuality. The researchers concluded that addressing student tardiness required interventions that targeted not only external conditions but also students' personal habits and attitudes to promote consistent school attendance and improve academic outcomes. Furthermore, according to Caballero et al. (2019), a quantitative study was conducted on the reasons for tardiness among senior high school students at St. Mary's College, Quezon City. The study found that personal behaviors, particularly oversleeping, were the primary contributors to student tardiness, while external factors such as traffic also played a role. The researchers emphasized that improving students' time management skills and daily routines was essential in addressing tardiness. This study highlighted the significant impact of personal habits on punctuality, underscoring the need for interventions that fostered greater self-discipline and personal responsibility among students.

Family-Related Factors Affecting Students' Tardiness

Previous studies showed that family and home-related factors significantly influenced students' tardiness. An international qualitative study by Warne et al. (2020) examined the perspectives of Swedish students, parents, and teachers and found that family routines, parental supervision, and the social context at home played important roles in students' punctuality and school attendance. Similarly, Adegunju, Ola-Alani, and Agubosi (2019) found that students' lateness to school was often associated with poor parental monitoring, family background, and socioeconomic conditions, indicating that inadequate guidance at home contributed to habitual tardiness. Supporting this, Fornander and Kearney (2019) emphasized that family environment variables, such as communication patterns, parental involvement, and family cohesion, were significant predictors of school attendance problems, which might have extended to tardiness among students. In the Philippine context, Moldero et al. (2024) identified several factors affecting tardiness and absences among students, including family expectations, family-related problems, and socioeconomic challenges, suggesting that conditions at home could indirectly influence students' punctuality. Local studies further supported these findings. Dumayas (2019) reported that financial difficulties and behavioral issues linked to family socioeconomic status contributed to students' tardiness in class attendance.

School-Related Factors Affecting Students' Tardiness

Recent studies showed that school-related factors significantly contributed to students' tardiness. According to Gottfried (2017), school structures such as class schedules, instructional practices, and classroom organization influenced students' punctuality, as inconsistent routines and disengaging classroom environments might have led to repeated tardy behavior. Similarly, Ansari and Pianta (2019) found that classroom quality and overall school climate played an important role in shaping students' attendance behaviors, including punctuality, with positive teacher-student interactions and well-managed classrooms encouraging students to arrive on time.

Supporting these findings, Kearney (2016) highlighted that school policies, administrative systems, and teacher practices were key contributors to attendance problems such as tardiness, emphasizing the need for consistent rules and supportive school environments. In the Philippine context, Moldero et al. (2024) identified school-related factors such as classroom environment, school location, and institutional practices as significant contributors to students' tardiness and absences. At the local level, Dumayas (2019) reported that ineffective school monitoring, distance from school, and weak enforcement of school rules contributed to students' late arrival. Likewise, Manuel, Ignas, and Cas-oy (2025) found that classroom atmosphere, teacher management, and school discipline practices influenced tardiness frequency among senior high school students. Overall, these studies indicated that school-related factors—including school climate, teacher practices, classroom management, and institutional policies—played a vital role in students' punctuality and had to be addressed to reduce student tardiness.

Transportation and Environmental Factors Affecting Students' Tardiness

Transportation and environmental factors were significant contributors to students' tardiness, as they directly affected students' ability to arrive at school on time. International studies showed that long commuting distances, traffic congestion, and unreliable transportation systems increased the likelihood that students would arrive late to school. Rellon (2024) found that traffic congestion and transportation delays negatively affected students' class attendance, resulting in more tardiness. Similarly, recent international research highlighted that longer travel distances and unfavorable environmental conditions, such as congested routes and limited transport access, posed barriers to students' punctuality and regular school attendance.

In the Philippine context, national studies confirmed these findings. Moldero et al. (2024) identified geographical location and distance from home to school as significant factors affecting students' tardiness and absences, emphasizing the role of transportation accessibility in punctuality. Likewise, Serut et al. (2023) reported that students who traveled long distances or experienced transportation difficulties were more likely to arrive late, which in turn affected their academic performance. At the local level, Dumayas (2019) revealed that distance to school and transportation challenges were among the primary causes of tardiness among students. Supporting this, Endaya et al. (2019) found that lack of available transportation, heavy traffic, and environmental conditions contributed significantly to late arrival among senior high school students. Overall, these studies suggested that transportation and environmental factors—such as distance, traffic congestion, and access to reliable transport—played a crucial role in students' punctuality and should have been considered when addressing student tardiness.

IV. RESEARCH METHODOLOGY

This chapter discussed the research design, research environment, research respondents, research instrument, data-gathering procedure, data analysis, and ethical considerations in studying the factors that affected the tardiness of Selected Senior High School Students at Martin M. Salimbangon National High School.

Research Design

This study was a quantitative research method that followed a descriptive research design. Descriptive research design referred to studies that aimed to describe the characteristics of a particular individual or a group of individuals (Kothari and Orag, 2019). The researchers used a descriptive research design to identify and describe the factors that affected Senior High School students' tardiness.

Research Environment

This study was conducted at Martin M. Salimbangon National High School, formerly known as Curva National High School, in Medellin, Cebu. Curva was one of the barangays in the municipality of Medellin, in the province of Cebu. It was called Curva because the name might have been given to the road due to its distinctive curve. Curva was famous for its basketball league, having won the last two years in both the junior and midjet divisions. The head of the school at the time was Mrs. Cirila M. Monleon. Mrs. Monleon's school, Martin M. Salimbangon National High School, offered only two strands: HUMSS and TVL. The Junior High School population consisted of students in Grades 7-10, with a total enrollment of 566 students. The Senior High School population comprised students in Grades 11-12 with a total enrollment of 345 students. Martin M. Salimbangon National High School was chosen as the research locale because, based on the study's title, which was about tardiness, it was the only school known to the researchers where many students were tardy. The study was conducted at Martin M. Salimbangon National High School Senior High to help those students overcome tardiness.

Research Respondents

The respondents for this study were selected Senior High School Students at Martin M. Salimbangon National High School, using the Purposive Sampling Method. In this method, the researchers intentionally selected students who met specific criteria relevant to the study. These criteria include; students who were consistently late and those students who arrived at the school beyond 8:10 AM. These students were chosen because their experiences and behaviors aligned directly with the study's focus, making the data more meaningful and accurate.

Data Analysis

This study utilized Quantitative Data. The data on students' tardiness were analyzed using frequency and percentage distributions. The data on the difficulties and challenges associated with student tardiness were analyzed using the weighted mean.

1. Frequency and Percentage distribution were used to determine the frequencies of the respondents' responses using the formula:
2. Weighted Mean was used to interpret the results for problem number 2.

Ethical Considerations

Ethical Considerations were principles that guided the researcher's research design and practices and that adhered to a specific code of conduct in collecting data from respondents. This study allowed the researchers to ensure the respondents' protection and privacy. The study was conducted only after receiving approval from Martin M. Salimbangon National High School. To ensure respondents' privacy, the four ethical principles were followed: respect for persons and autonomy. The researchers ensured that respondents' participation in the study was voluntary and that they had the right to withdraw, as well as their autonomy, rights, and dignity as human beings. This also allowed the researchers to provide consent letters to the respondents before conducting the study to get approval from the respondents on whether they would participate or withdraw from the study, and to send approval letters to the school principal to allow the researchers to conduct the study and to use the Selected Senior High School Students to participate in the study.

Beneficence and Non-Beneficence

The research focused on the factors affecting tardiness among the selected Senior High School students; the researchers ensured the participants' welfare. The researchers found that students were not stressed or overworked by the research. In addition, the researchers obtained informed consent and created a comfortable environment in which participants felt free to share their personal data. The researchers aimed to collect meaningful data while being sensitive to the respondents' health and well-being.

Confidentiality

The researchers ensured the confidentiality of each participating respondent's data and safeguarded it. The researchers provided the consent and transmittal letters beforehand, and Martin M. Salimbangon National High School reviewed the ethical guidelines for conducting the study. The researchers recommended that validation experts check the instrument's validity and reliability, as presented. The researchers were strictly prohibited from presenting the respondents' personal data to the public. All key respondents' information was handled with the strictest confidentiality, in accordance with R. A 10173, or the Data Privacy Act, as it is known in the Philippines.

V. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented, analyzed, and interpreted the data on the tardiness of selected Senior High School students. The gathered data specifically addressed the research questions and revealed the factors that contributed to students' tardiness.

The data analysis was organized as follows: 1. Analysis on the demographic profile of the selected Senior High School

students at Martin M. Salimbangon National High School was presented, including information on gender, address, and socio-economic status. 2. Analysis on the factors that affected students' tardiness was presented and discussed based on the responses from the participants. Finally, relevant courses of action to address tardiness were proposed based on the study's findings.

The Demographic Profile (Gender) of the Selected Senior High School Students.

This part presented the evaluation of the Demographic Profile (Gender) of the Selected Senior High School Students.

TABLE 2.1 *Demographic Profile (Gender) of the Selected Senior High School Students.*

Gender	Frequency	Percentage
Male	30	75%
Female	10	25%
Total	40	100%

Table 1.1 shows the gender distribution of the 40 respondents. Out of 40 respondents, 30 were male, and 10 were female. This indicated that the majority of respondents in the study were male (75%), while females made up a smaller proportion (25%). The dominance of male respondents implied that males were more likely to have experienced tardiness than females. Male students were particularly prone to tardiness due to low interest in school activities, poor time management, and low motivation. Therefore, gender played an important role in understanding tardiness, and gender-specific strategies were considered essential in designing interventions to reduce tardiness and improve effectiveness.

According to Olowoyo et al. (2024), the study examined gender differences in students' tardiness. The study further revealed that males were more frequently late to school than females. The study also found that males were strongly associated with tardiness due to their negative attitude toward punctuality and peer pressure.

The Demographic Profile (Address) of the Selected Senior High School Students.

This part presented the evaluation of the Demographic Profile (Address) of the Selected Senior High School Students.

TABLE 2.2 *Demographic Profile (Address) of the Selected Senior High School Students.*

Address	Frequency	Percentage
Curva, Medellin, Cebu	12	30%
Panugnawan, Medellin, Cebu	6	15%
Tindog, Medellin, Cebu	15	37.5%
Canhabagat, Medellin, Cebu	2	5%
Caputatan Norte, Medellin, Cebu	3	7.5%
Caputatan Sur, Medellin, Cebu	2	5%
Dayhagon, Medellin, Cebu	0	0
Don Virgillo Gonzales, Medellin, Cebu	0	0
Total	40	100%

The table presented the respondents' demographic profile by address. It showed the distribution using numerical frequency and percentage. A total of 40 respondents participated in the survey, representing 100%. The addresses included in the table were Curva, Panganawan, Tindog, Canhabagat, Caputatan Norte, Caputatan Sur, Dayhagon, and Don Virgillo Gonzales, all located in Medellin, Cebu. The table helped the researchers identify the residential distribution of the respondents and understand their geographical backgrounds.

Based on the table, the largest portion of the data came from Barangay Tindog, Medellin, Cebu, with a frequency of 15 (37.5%). This meant that most of the respondents had come from this area. This was followed by Barangay Curva, Medellin, Cebu, which had received a frequency of twelve (12), equivalent to 30%, showing a significant portion of respondents resided in this barangay. Meanwhile, Barangay Panugnawan, Medellin, Cebu had received a frequency of six (6), indicating a moderate number of respondents from this location. In addition, Barangay Caputatan Norte, Medellin, Cebu, had received three (3) respondents, or 7.5%, while both Barangay Canhabagat and Barangay Caputatan Sur had received two (2) respondents each, for a total of 5% per area. Lastly, Barangay Dayhagon, Medellin, Cebu, and Don Virgillo Gonzales, Medellin, Cebu, had zero respondents, resulting in 0%, indicating that no participants from these areas were included in the survey.

Overall, the results indicated that the majority of respondents were concentrated in only two barangays in Medellin, Cebu, namely Barangay Tindog and Barangay Curva. This distribution suggested that the respondents' residential backgrounds were localized, which might have affected their access to community resources, public services, and free opportunities. The lack of respondents from several barangays also reflected unequal participation across areas, potentially limiting the generalizability of the study's findings. Therefore, future studies should have included respondents from a broader range of barangays to ensure more balanced representation across the municipality.

According to Heath and Cowley (2023), the crucial roles of representativeness and generalizability in social research were emphasized. They pointed out that for findings to be meaningfully applicable beyond the sample, the sample must have accurately reflected the target population. The authors noted that samples that were uneven or geographically concentrated could have limited the broad applicability of results, as certain groups or regions might have been overrepresented, while others were underrepresented or excluded. They also stressed the importance of researchers openly acknowledging sampling limitations, particularly when data were gathered from limited locations, as this could have affected the interpretation and validity of the results. The study highlighted the importance of ensuring balanced participant distribution across various geographic areas to enhance the generalizability of research findings.

The Demographic Profile (Socio-Economic Status) of the Selected Senior High School Students.

This part showed the computation and interpretation of the demographic profile (Socio-Economic Status) of the Selected Senior High School Students.

The table represented the socioeconomic status of the respondents based on their family’s estimated monthly income. It showed the distribution of responses using numerical frequencies and percentages. Forty respondents participated in the survey, representing 100%. The income ranges used included: below ₱2,500, ₱2,501–₱10,000, ₱10,001–₱50,000, ₱50,001–₱80,000, ₱80,001–₱100,000, and above ₱100,000. The table helped the researchers identify respondents' financial backgrounds and understand how their income levels had influenced their access to basic needs, resources, and opportunities.

TABLE 2.3 Demographic Profile (Socio-Economic Status) of the Selected Senior High School Students.

Socio-Economic Status	Frequency	Percentage
Below 2,500	19	47.5%
2,501-10,000	15	37.5%
10,001-50,000	5	12.5%
50,001-80,000	1	2.5%
80,001-100,000 Above	0	0
Total	40	100%

Based on the table, the income category below ₱2,500 received the highest number of responses, with 19 respondents (47.5%). This meant that nearly half of the respondents in the survey had limited family income. This was followed by the ₱2,501–₱10,000 income bracket, which attracted 15 respondents (37.5%). This indicated that a significant proportion of respondents still belonged to the low-income sector. The ₱10,001–₱50,000 income bracket received 5 responses, corresponding to 12.5%, indicating that only a minority belonged to the moderate-income sector. Meanwhile, the ₱50,001–₱80,000 income category had one respondent, or 2.5%. Lastly, no respondents were recorded in the ₱80,001–₱100,000 and above income categories, indicating that no participants from higher-income families had been included in the survey.

These results indicated that many respondents had come from families with limited financial resources. Due to the high number of respondents from lower-income groups, they might have experienced challenges in meeting basic needs, accessing resources, healthcare, education, and other essential services.

The findings implied that the respondents’ socioeconomic background was mainly characterized by low-income conditions. This situation may have affected their access to resources, opportunities, and services that could have influenced their academic performance. In addition, the absence of respondents from high-income families mainly showed that the study reflected the situation of students who struggled financially rather than those from higher-income environments. Students from low-income families should have been given additional financial assistance, such as scholarships, allowances, and school supplies, to help support and reduce their educational expenses.

According to Menon (2025), the study investigated how socioeconomic V status affected students’ cognitive and academic outcomes. The research showed that family income

greatly impacted access to educational resources and learning opportunities. Students from lower socioeconomic backgrounds faced restrictions in learning materials, school facilities, and academic participation, which could have hindered their cognitive development and overall academic success.

Analyzing the Personal Factors Affecting Tardiness among Senior High School Students.

This part presented the computation and interpretation of Factors Affecting the Students’ Tardiness in terms of Personal Factors.

TABLE 3.1 Analyzing the Personal Factors Affecting Tardiness among Senior High School Students

A. Personal Factors	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Weighted Mean	Verbal Description
1.I have difficulty waking up early in the morning.	7	8	11	11	3	3.13	Neutral
2.I sleep late, which affects my ability to wake up early.	7	9	6	14	4	3.03	Neutral
3.I feel unmotivated to go to school early.	9	14	6	5	6	3.38	Neutral
4.I lack time management skill.	6	6	15	10	3	3.05	Neutral
5.I prioritize other activities (e.g. gaming, social media) over preparing for school.	5	10	8	8	9	2.85	Neutral
Overall Weighted Mean						3.09	Neutral

Description: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree)

The table presented the individual factors that influenced senior high school students’ tardiness. It used a five-point Likert scale, ranging from (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree, to display the respondents’ degree of agreement. The responses were analyzed using the Weighted Mean (WM) to determine the level of agreement for each statement and its verbal interpretation. This table helped identify how personal factors had contributed to students’ tardiness.

Based on the computed weighted means, difficulty waking up early in the morning obtained a weighted mean of 3.13, which was verbally interpreted as Neutral, indicating that students neither strongly agreed nor disagreed that this factor caused their tardiness. Sleeping late, which affected the ability to wake up early, had a weighted mean of 3.03, interpreted as Neutral, indicating that this factor was not a strong reason for tardiness among most respondents. Feeling unmotivated to arrive at school early obtained a weighted mean of 3.38, which was close to Agree but was verbally interpreted as Neutral, indicating that some students, though not all, experienced this problem. Students did not strongly believe that poor time management was a major reason for their tardiness, as evidenced by a weighted mean of 3.05, interpreted as Neutral. Prioritizing other activities, such as social media and gaming, yielded a weighted mean of 2.85, which was verbally

interpreted as Neutral, suggesting minimal impact on students' tardiness. Personal factors had a moderate impact on students' tardiness, as indicated by a weighted mean of 3.09, which was verbally interpreted as Neutral. Overall, personal factors had a weighted mean of 3.09, suggesting a moderate, unclear influence on students' tardiness.

The findings implied that personal factors were not the primary cause of students' tardiness. Although some students experienced difficulties related to sleep habits, motivation, and time management, these factors did not significantly affect the majority of respondents. This suggested that other factors, such as family-related problems, school-related factors, or external circumstances, might have had a greater impact on students' punctuality. Nonetheless, promoting self-discipline and effective time management could still have helped reduce tardiness.

The results showed a neutral level of influence, indicating that personal factors were present but were not strongly perceived by students as major contributors to their tardiness, resulting in an uncertain overall impact. On the other hand, individual habits and daily routines might still have affected punctuality, suggesting that personal factors might have influenced students' tardiness to some extent.

Analyzing the Family-Related Factors Affecting Tardiness among Senior High School Students.

This part presented the computation and interpretation of Factors Affecting the Students' Tardiness in terms of Family-Related Factors.

TABLE 3.2 *Analyzing the Family-Related Factors Affecting Tardiness among Senior High School Students*

B. Family-Related Factors	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Weighted Mean	Verbal Description	
1. My parents or guardians do not remind me to wake up early.	11	11	8	7	3	3.50	Agree	
2. My family does not encourage me to arrive at school early.	8	17	4	5	6	3.4	Neutral	
3. Household chores affect my preparation time in the morning.	3	10	13	8	6	2.9	Neutral	
4. My family is financially unstable for me to arrive at school.	9	13	10	6	2	3.53	Agree	
5. My family's morning routine delays my departure at school.	6	15	11	5	3	3.4	Neutral	
Overall Weighted Mean							3.35	Neutral

Description: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree)

The table presented family-related factors that affected students' arrival times. It showed the frequency of respondents' responses on a five-point Likert scale: 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and

1 for Strongly Disagree. The respondents answered each statement, and the findings were summarized using the Weighted Mean (WM) formula. The verbal description of the weighted mean followed this scale: 1.00–1.80 for Strongly Disagree, 1.81–2.60 for Disagree, 2.61–3.40 for Neutral, 3.41–4.20 for Agree, and 4.21–5.00 for Strongly Agree. This table helped the researchers determine whether family-related factors had contributed to students' arrival times.

Based on the data, Statement 1 (Parental Reminders) received a weighted mean of 3.5, which was verbally interpreted as Agree. This meant that respondents generally agreed that parental reminders had affected arrival time. Statement 2 (Lack of Encouragement for Early Arrival) received a weighted mean of 3.4, which was verbally interpreted as Neutral. This indicated that the indicator had a moderate impact on students' tardiness. Statement 3 (Household Chores) obtained a weighted mean of 2.90, which was verbally interpreted as Neutral. This showed that the effect of household chores on arriving on time was undecided. Statement 4 (Family Financial Status) received a weighted mean of 3.53, which was verbally interpreted as Agree. This meant that respondents slightly agreed that financial status had contributed to arrival time. Statement 5 (Morning Routine Delays) received a weighted mean of 3.4, which was verbally interpreted as Neutral. This indicated that respondents were undecided on whether routine delays had affected punctuality.

The results indicated that Parental Reminders and Family Financial Status had contributed to students' arrival time, with respondents generally agreeing that these factors had affected punctuality. Family Financial Status stood out most among the statements interpreted as Agree, with a weighted mean of 3.53, indicating that financial situations had a slight influence on arrival time. Parental Reminders, with a weighted mean of 3.50, also showed agreement that they had affected arrival time. Neutral responses regarding other factors were also considered, as these factors had affected some students. Therefore, the researchers suggested that interventions focusing on financial support for families and on reinforcing parental communication might have improved students' punctuality—parental reminders were defined as parents or guardians prompting students about their schedule or departure time. Family Financial Status referred to the economic condition of the student's household, which could have indirectly affected factors such as transportation availability and school preparedness.

The results of this study strongly aligned with existing research emphasizing the importance of family-related factors in students' punctuality. The respondents' agreement on Parental Reminders (WM = 3.5) aligned with Warne et al. (2020), who found that parental supervision, communication, and established home routines significantly influenced students' arrival times and attendance. Likewise, Fornander and Kearney (2019) highlighted that parental involvement and family communication were key predictors of attendance behaviors, with consistent reminders helping students manage their time and arrive on time.

Furthermore, the finding that Family Financial Status (WM = 3.53) affected students' arrival times aligned with

Adegunju, Ola-Alani, and Agubosi (2019), indicating that students from economically challenged backgrounds were more likely to be tardy due to limited resources, transportation issues, and inadequate school readiness. This supported the idea that financial constraints could have indirectly affected punctuality by shaping daily routines and access to basic needs. In the Philippine context, Moldero et al. (2024) similarly concluded that socioeconomic challenges and family issues had influenced students’ punctuality and attendance, underscoring the role of financial circumstances.

The results of this study aligned with previous research emphasizing the importance of family-related factors in students’ punctuality. The respondents’ agreement on Parental Reminders (WM = 3.50) supported the findings of Fornander and Kearney (2019), who explained that parental involvement, supervision, and communication played an important role in shaping students’ attendance behaviors. When parents regularly reminded their children about school schedules and encouraged punctuality, students were more likely to arrive at school on time. Similarly, the result showing that Family Financial Status (WM = 3.53) influenced students’ arrival time was consistent with the study of Gottfried (2014), which highlighted that students from economically disadvantaged families often faced challenges such as transportation difficulties, lack of resources, and unstable daily routines that could affect school attendance and punctuality. Financial constraints could therefore indirectly contribute to tardiness by affecting students’ preparedness for school.

Analyzing the School-Related Factors Affecting Tardiness among Senior High School Students.

This part presented the computation and interpretation of Factors Affecting the Students’ Tardiness in terms of School-Related Factors.

TABLE 3.3 *Analyzing the School-Related Factors Affecting Tardiness among Senior High School Students*

C.School-Related Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Mean	Verbal Description
	5	4	3	2	1		
1. I have no interest in school subjects and punctuality.	7	16	7	3	7	3.33	Neutral
2. The strictness of school policies on tardiness affect my arrival time.	5	12	8	11	4	3.08	Neutral
3. The first-period class schedule affects my motivation to come early.	5	13	8	8	6	3.08	Neutral
4. My peers’ influence contributes to my tardiness.	7	10	14	6	3	3.3	Neutral
5. The workload from my classes affects my punctuality.	4	10	15	5	6	3.03	Neutral
Overall Weighted Mean						3.16	Neutral

Description: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree)

The table presented the school-related factors that affected the students’ tardiness. It showed the frequency of respondents’ responses on a five-point Likert scale: 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. The respondents answered each statement, and the findings were summarized using the weighted mean (WM) formula. The verbal description of the weighted mean followed this scale: 1.00–1.80 for Strongly Disagree, 1.81–2.60 for Disagree, 2.61–3.40 for Neutral, 3.41–4.20 for Agree, and 4.21–5.00 for Strongly Agree. This table helped the researchers identify which school-related factors had contributed to students’ tardiness.

Based on the table, the statement “I had no interest in school subjects and punctuality” received a weighted mean of 3.32, which was verbally interpreted as Neutral. This meant that respondents neither strongly agreed nor strongly disagreed that a lack of interest in school subjects had affected their punctuality. Second, Statement 2, “The strictness of school policies on tardiness affected my arrival time,” received a weighted mean of 3.08 and was verbally interpreted as Neutral. This indicated that respondents showed an undecided perception regarding the impact of strict school policies on their punctuality. Moreover, Statement 3, “The first-period class schedule affected my motivation to come early,” obtained a weighted mean of 3.08 and was verbally interpreted as Neutral. This meant that the first-period schedule did not strongly affect students’ punctuality or arrival time.

Furthermore, Statement 4, “My peers’ influence contributed to my tardiness,” received a weighted mean of 3.00 and was verbally interpreted as Neutral. This indicated that respondents were unsure whether peer influence had contributed to their tardiness. In addition, Statement 5, “The workload from my classes affected my punctuality,” received a weighted mean of 3.03 and was verbally interpreted as Neutral. This meant that respondents neither clearly agreed nor disagreed that academic workload had affected their punctuality. Overall, all school-related factors were interpreted as Neutral, indicating that these factors either did not significantly affect or had an unclear impact on students’ tardiness.

The findings implied that school-related factors had a common or unclear influence on students’ tardiness. Since all statements were interpreted verbally as Neutral, the results suggested that these school-related factors might have affected some students, but not strongly enough to be considered significant causes of tardiness. The findings also suggested that students might have experienced tardiness due to factors such as peer influence or a lack of interest in school subjects; however, these factors were not strong enough to be identified as major contributors based on the study’s results.

The current study found that all school-related factors were perceived as Neutral, suggesting a moderate or unclear effect on students’ tardiness. This finding was consistent with previous research suggesting that school-related influences on punctuality vary among students and are not always strong predictors of tardiness. According to Gottfried (2014), student attendance and punctuality are influenced by several school-related factors such as classroom environment, teacher

support, and engagement in school activities. However, the study emphasized that these influences differ across students, meaning that not all learners perceive school-related conditions as major reasons for tardiness.

Analyzing the Transportation and Environmental Factors Affecting Tardiness among Senior High School Students.

This part presented the computation and interpretation of Factors Affecting the Students’ Tardiness in terms of Transportation and Environmental Factors.

TABLE 3.4 *Analyzing the Transportation and Environmental Factors Affecting Tardiness among Senior High School Students.*

D. Transportation and Environmental Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Mean	Verbal Description
	5	4	3	2	1		
1. The distance between home and school does not contribute to my tardiness.	6	5	14	12	3	2.98	Neutral
2. Heavy traffics causes me to arrive late.	8	14	9	5	4	3.43	Agree
3. Limited availability of transportation affect my punctuality.	6	10	13	6	5	3.15	Neutral
4. Unpredictable weather (e.g. rain, floods) affects my ability to arrive on time.	4	7	12	11	6	2.8	Neutral
5. The high transportation cost, makes it difficult for me to arrive early.	6	11	14	8	1	3.33	Neutral
Overall Weighted Mean						3.14	Neutral

Description: 1.00-1.80 (Strongly Disagree), 1.81-2.60 (Disagree), 2.61-3.40 (Neutral), 3.41-4.20 (Agree), 4.21-5.00 (Strongly Agree)

This table presents the respondents’ responses regarding the transportation and environmental factors that affected students’ tardiness. The table included five factors, and responses were measured on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The first statement in the table, “The distance between home and school does not contribute to my tardiness,” obtained a weighted mean of 2.98 and was verbally interpreted as Neutral. This indicated that the distance between home and school was one of the factors contributing to students’ tardiness. The second statement, “Heavy traffic causes me to arrive late,” obtained a weighted mean of 3.43 and was verbally interpreted as Agree, indicating that heavy traffic was a common cause of tardiness among the respondents. The third statement, “Limited availability of transportation affects my punctuality,” yielded a weighted mean of 3.15 and was verbally interpreted as Neutral, suggesting that some students had sufficient access to transportation while others did not. The fourth statement, “Unpredictable weather conditions (e.g., rain, floods) affect my ability to arrive on time,” obtained a weighted mean of 2.80 and was verbally interpreted as Neutral, indicating that weather conditions affected tardiness but were not consistently experienced by all respondents. Lastly, the statement “High transportation costs make it difficult to arrive early” yielded a weighted mean of 3.14 and was verbally interpreted as Neutral, implying that transportation costs were moderate but not an overwhelming cause of tardiness.

Overall, the students’ responses yielded an overall weighted mean of 3.14, which was verbally interpreted as Neutral, suggesting that transportation and environmental factors had a moderate influence on students’ tardiness, with

distance from school and heavy traffic being the most influential factors.

The results implied that transportation and environmental factors contributed to students’ tardiness, although their overall impact was moderate. The distance between the school and students’ homes was a significant factor in tardiness, indicating that students needed reliable transportation to arrive on time. Heavy traffic also stood out as a major contributor, suggesting that students needed effective time management strategies to address it. Neutral responses regarding other factors were also considered, as these factors affected some students. Therefore, the researchers suggested that school policies should have been more flexible regarding arrival and attendance regulations.

The current study showed that transportation and environmental factors moderately influenced students’ tardiness. In particular, heavy traffic (WM = 3.43) was interpreted as Agree, indicating that it was a common cause of late arrival among the respondents. This finding supported previous studies emphasizing the role of commuting conditions in students’ punctuality. According to Gottfried (2014), external factors such as distance from school and transportation difficulties can affect students’ attendance and punctuality, particularly when travel time becomes unpredictable.

Based on the findings, the researchers created a solution named "Family–School Time Partnership Program (FSTPP)". The Family–School Time Partnership Program (FSTPP) was a collaborative initiative designed to improve students’ punctuality by engaging schools and families in an active partnership. This program addressed home-based factors that contributed to tardiness, including late sleep habits, excessive household responsibilities, insufficient supervision, and ineffective morning routines. Under the program, parents and students entered into a Family Time Agreement that outlined a fixed bedtime schedule, a designated morning wake-up time, and the completion of household tasks after school hours rather than in the morning, thereby fostering shared responsibility. To strengthen parental support, teachers or advisers provided regular reminders via SMS, messaging apps, or printed notes, emphasizing the importance of punctuality and offering practical tips for school preparation.

Additionally, families were given a Home-Based Morning Routine Checklist to promote consistency and discipline, with parental guidance for younger learners and self-monitoring for older students. The program also recognized families whose children demonstrated improved punctuality during PTA meetings or school announcements. Overall, the FSTPP strengthened parental involvement, enhanced students’ time management skills, reduced morning stress, and promoted a supportive, non-punitive approach to addressing student tardiness by targeting its root causes in the home environment.

VI. SUMMARY OF FINDINGS, CONCLUSION & RECOMMENDATION

Findings

Based on the collected and interpreted data, the study revealed the following insights:

1. The study had revealed that, out of the 40 respondents who had participated in the study, 30 were males (75%) and 10 were females (25%). The higher number of male respondents had suggested that males were more prone to tardiness, possibly due to lower interest in school activities, poor time management, and low motivation.

2. The study had shown the demographic profile of the 40 respondents by address, including areas such as Curva, Panugnawan, Tindog, and other barangays in Medellin, Cebu. The largest number of respondents came from Barangay Tindog (37.5%), followed by Barangay Curva (30%), Barangay Panugnawan (6%), Barangay Caputatan Norte (7.5%), and Barangay Canhabagat and Barangay Caputatan Sur (5%). No respondents had been recorded from Dayhagon and Don Virgillo Gonzales (0%). These results indicated that most respondents were from Tindog and Curva, highlighting localized backgrounds that may have influenced access to resources and services. The uneven distribution suggested that future studies should include more barangays to achieve broader representation.

3. The study showed the respondents' socioeconomic status based on estimated family income, showing the distribution of responses in terms of frequency and percentage. Among the 40 participants, 47.5% had reported a family income below ₱2,500, indicating limited financial means. The ₱2,501–₱10,000 income bracket accounted for 37.5% of respondents, with fewer responses in the higher income categories. No respondents had come from families earning above ₱100,000. These findings highlighted that most respondents had come from low-income backgrounds, which had likely affected their access to basic needs, resources, and opportunities, potentially influencing academic performance. The study primarily focused on students facing financial difficulties, emphasizing the need for additional support, such as scholarships, allowances, or employment opportunities, to help low-income students.

4. The study had shown the factors that influenced senior high school students' tardiness, which had been rated using a five-point Likert scale ranging from Strongly Disagree to Agree Strongly. The responses were analyzed using the Weighted Mean (WM), and the results indicated that personal factors had a moderate impact, with an overall WM of 3.09, interpreted as Neutral. Specific factors such as difficulty waking up early (WM = 3.13), sleeping late (WM = 3.03), feeling unmotivated (WM = 3.38), poor time management (WM = 3.05), and prioritizing other activities (WM = 2.85) had also fallen under the Neutral category, suggesting minimal influence. While some students had experienced challenges with sleep, motivation, and time management, these factors had not significantly affected the majority of respondents, suggesting that other factors, such as family, school, or external circumstances, were more influential. The findings suggested that promoting self-discipline and time management skills could still have helped reduce tardiness. Overall, the neutral level of influence indicated that personal factors were present but were not the primary contributors to students' tardiness. However, habits and daily routines might still have affected punctuality.

5. The study had revealed the factors that affected students' arrival time, with responses having been rated using a five-point Likert scale. The data had been summarized using the Weighted Mean (WM), with the following interpretations: 1.00–1.80 for Strongly Disagree, 1.81–2.60 for Disagree, 2.61–3.40 for Neutral, 3.41–4.20 for Agree, and 4.21–5.00 for Strongly Agree. The findings indicated that parental reminders (WM = 3.50) and family financial status (WM = 3.53) contributed to students' punctuality, while other factors, such as lack of encouragement, household chores, and routine delays, yielded inconclusive results. The results suggested that parental communication and financial support played an important role in improving students' punctuality, as these factors had the greatest influence among the family-related variables.

6. The table presented responses on school-related factors that affected students' tardiness, using a five-point Likert scale from 5 (Strongly Agree) to 1 (Strongly Disagree). Responses had been summarized with weighted means: 1.00–1.80 (Strongly Disagree), 1.81–2.60 (Disagree), 2.61–3.40 (Neutral), 3.41–4.20 (Agree), 4.21–5.00 (Strongly Agree). The table had identified factors that contributed to tardiness. The statement "I had no interest in school subjects and punctuality" scored 3.32, which was Neutral, indicating that students neither agreed nor disagreed. Similarly, "The strictness of school policies on tardiness" and "The first-period class schedule" had scored 3.08, also Neutral, showing no strong perception of impact. "My peers' influence" had scored 3.00, and "The workload from my classes" had scored 3.03; both were Neutral, suggesting uncertain effects. Overall, all factors had been Neutral, indicating no significant impact on tardiness. The findings suggested that these factors might have influenced some students, but were not major causes; possible influences included peers or disinterest, but not strongly enough to be conclusive.

7. This study showed the respondents' answers regarding transportation and environmental factors that affected student tardiness, which had been measured using a five-point Likert scale. The statement, "The distance between home and school does not contribute to my tardiness," had obtained a weighted mean of 2.98, indicating that distance had been a contributing factor. Similarly, the statement "Heavy traffic causes me to arrive late," with a weighted mean of 3.43, also indicated a common cause of tardiness. The statement regarding transportation availability yielded a weighted mean of 3.15, interpreted as Neutral, suggesting varied experiences among respondents. Weather conditions (weighted mean 2.80) and transportation costs (weighted mean 3.14) had likewise been interpreted as Neutral, implying moderate effects. Overall, the average weighted mean was 3.14, interpreted as Neutral, with distance from school and traffic as the most influential factors. The results had suggested that transportation and environmental factors had moderately affected student tardiness, particularly distance and traffic. The study further recommended considering more flexible school policies on arrival and attendance, given their impact on students' punctuality.

8. The researchers had developed the "Family–School Time Partnership Program (FSTPP)," a collaborative effort aimed at boosting students' punctuality through active cooperation between schools and families. The program had addressed home-related factors that contributed to tardiness, such as late bedtimes, heavy household chores, lack of supervision, and inefficient morning routines. It had involved a Family Time Agreement in which parents and students set a fixed bedtime, a specific wake-up time, and shifted household tasks to after school rather than in the morning, promoting shared responsibility. To support parents, teachers, or advisors, regular reminders were sent via SMS, messaging apps, or printed notes, stressing the importance of punctuality and offering practical prep tips. Moreover, families had received a Home-Based Morning Routine Checklist to foster consistency, with parental guidance for younger children and self-monitoring for older students. The program had also highlighted families whose children showed improved punctuality during PTA meetings or school announcements. Overall, FSTPP enhanced parental involvement, improved students' time management, reduced morning stress, and encouraged a supportive, non-punitive approach by addressing home factors contributing to tardiness.

Conclusion

Based on the findings, it can be concluded that all factors affecting students' tardiness had a moderate influence on their punctuality. The personal factors that affected students' tardiness had an overall weighted mean of 3.09, which was verbally interpreted as Neutral. This was followed by family-related factors, which had an overall weighted mean of 3.35 and were also verbally interpreted as Neutral. School-related factors had likewise obtained an overall weighted mean of 3.16, interpreted as Neutral. Lastly, transportation and environmental factors had an overall weighted mean of 3.14, which was similarly interpreted as Neutral. These results indicated that all identified factors had a moderate effect on students' tardiness, suggesting that no single factor was a dominant contributor; rather, tardiness resulted from the combined influence of multiple factors.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

1. Since male students had been found to be more prone to tardiness due to factors such as lack of motivation and poor time management, school administrators could have implemented programs that enhanced students' interest in school and improved their time-management skills. These programs could have included motivational activities, guidance sessions, and workshops focused on self-discipline and responsibility.
2. Since most of the respondents had resided in two barangays, the researchers had recommended that school administrators implement school-based interventions, such as adjusting school schedules, providing transportation assistance, or coordinating with barangay officials to improve students' access to transportation. Additionally, parents were

encouraged to monitor their children's daily travel routines to help reduce instances of tardiness.

3. Since many respondents had been identified as financially unstable, school administrators could have considered providing financial assistance programs and school-based support for students from low-income families. Parents were also encouraged to prioritize transportation expenses to ensure their children's consistent punctuality in attending school.

4. Although personal factors had been verbally interpreted as Neutral, the researchers had suggested that schools could still have implemented time-management, self-discipline, and student motivation programs to address these personal factors and further reduce students' tardiness.

5. While family-related factors had generally been verbally interpreted as Neutral, parental reminders and financial instability had been rated as Agree, indicating their significant influence on students' arrival time. In this regard, parents and guardians were encouraged to actively remind and supervise students in the morning to help them wake up and prepare early. Schools could also have strengthened parent–school partnerships by conducting parent orientations to address these concerns.

6. Since school-related factors had been verbally interpreted as Neutral, teachers were encouraged to use more engaging, enjoyable, and hands-on teaching methods to increase students' interest and motivation in learning. Teachers could also have reviewed class schedules and academic workload to determine whether these were manageable and appropriate for students.

7. Although transportation and environmental factors had been verbally interpreted as Neutral, heavy traffic had received a verbal description of Agree, indicating its contribution to students' tardiness. Students were encouraged to leave home earlier to allow additional travel time. Moreover, school administrators could have considered adjusting class start times or providing accommodations for students who lived farther from the school.

8. Future researchers were encouraged to conduct similar studies using a larger, more diverse sample to improve the generalizability of the findings.

REFERENCES

- [1]. Adegunju, K. A., Ola-Alani, E. K., & Agubosi, L. A. (2019, August). Factors responsible for students' lateness to school, as expressed by the Nigerian teachers in elementary schools. *Elementary School Forum (Mimbar Sekolah Dasar)*, 6(2), 185–197.
- [2]. Ansari, A., & Pianta, R. C. (2019). School attendance in early childhood: The role of classroom quality and school climate. *Journal of Applied Developmental Psychology*, 63, 101072.
- [3]. Bataineh, M. Z. (2014). A review of factors associated with students' lateness behavior and dealing strategies. *Journal of Education and Practice*, 5(2).
- [4]. Caballero, M. L. C., Méndez, K. B. A., Militante, K. D. G., Palarca, M. J. C., & San administrators in Delta State, Nigeria. *Academic Leadership: The Online Journal* (2003-2012), 9(2), 23.
- [5]. Dumayas, B. (2019). Factors that caused tardiness in class attendance of students. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2).
- [6]. Endaya, A. J., Tolentino, K. F., Mercado, I. P., Pineda, K. G., Tinio, L. A., & Lampano, P. V. R. (2019). Factors that affect the tardiness of the senior high school students of Holy Family Academy. Unpublished student research, Holy Family Academy.

- [7]. Escandallo, J., Alindao, C., Laguit, A. M., Lobo, M. E., Semilla, C., Espinosa, D., Cerna, C., Muegna, K. J., & Generalao, R. (2024). From chaos to control: Integrating time management, increased engagement, and technology solutions to improve students' punctuality. *Psychology and Education: A Multidisciplinary Journal*, 25(5), 705–714.
- [8]. Fornander, M. J., & Kearney, C. A. (2019). Family environment variables as predictors of school absenteeism severity at multiple levels. *Frontiers in Psychology*, 10, 2381.
- [9]. Gottfried, M. A. (2017). Chronic absenteeism and its effects on students' Academic and socioemotional outcomes. *Journal of Education for Students Placed at Risk*, 22(2), 72–89.
- [10]. Kearney, C. A. (2016). Managing school absenteeism and tardiness: A global perspective. *Child and Adolescent Psychiatric Clinics of North America*, 25(3), 539–553.
- [11]. Kgosi, K. K. (2016). Students' tardiness and its effect on teaching and learning at Botho University, Botswana (Unpublished master's thesis). University of Botswana.
- [12]. Menon, A. (2025). Pre-Schooling and Academic Performance of Lower Primary School Pupils in Rural Zambia. *African Research Review*.
- [13]. Mohamed Farais, S. A. N., Jasman, S. M., Othman, S. A., Abdullah, S. N., & Zakaria, S. K. (2025). Student lateness and academic performance: Unraveling the behavioral impact on learning. *International Journal of Academic Research in Progressive Education and Development*, 14(4), 1374–1381.
- [14]. Moldero, R. M. S., Acosta, R. A., Zuniega, L. C., Dulnuan, H. B., Lobo, B. B., Olowoyo, M. M., Ramaila, S., & Mavuru, L. (2021). Differences in factors responsible for lateness at school by male and female learners in the selected schools in Soshanguve township, South Africa. *International Journal of Learning, Teaching and Educational Research*, 20(7), 291–307.
- [15]. Rellon, L. R. S., Asur, A. B., Figura, J. L., & Pilongo, L. A. (n.d.). Relationship of Traffic congestion and class attendance motivation among college students in Davao City, Philippines. *Research Studies*, 4(3), 216–223.
- [16]. Serut, J., Rojas Jr., R., Colvera, I., Majestrado, M. J., Alea, I., & Lim, J. (2023). The effects of tardiness on the academic performance of first-year college students. *Franciscan College of the Immaculate Conception Insights*, 1(01), 5468.
- [17]. Sorzano, J. (2023). Reducing students' tardiness through SSIP (Students Success Intervention Program). *Psychology and Education: A Multidisciplinary Journal*, 15(2), 149–154.
- [18]. Swart, A. J. (2008). The impact of stress on student tardiness and subsequent throughput rate of engineering students. *International Journal of Engineering Education*, 24(4), 794.
- [19]. Warne, M., Svensson, Å., Tirén, L., & Wall, E. (2020). On time: A qualitative study of Swedish students', parents', and teachers' views on school attendance, with a focus on tardiness. *International Journal of Environmental Research and Public Health*, 17(4), 1430.