

Belatedness: Tardiness of Grade 11 Senior High School Students of La Consolacion College Baao, Inc. A/ Y 2022 – 2023 – 1st Semester

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ABSTRACT

Punctuality is a recognized indicator of student discipline and engagement, and its absence — tardiness — is one of the most persistent behavioral concerns reported by Philippine secondary schools (Serut et al., 2023). This descriptive-evaluative study examined the monthly tardiness rate of Grade 11 students at La Consolacion College Baao, Inc. across the five senior high school strands (Accountancy, Business and Management [ABM]; General Academic Strand [GAS]; Science, Technology, Engineering and Mathematics [STEM]-Veritas; STEM-Tagaste; and Humanities and Social Sciences [HUMSS]) for September to December of School Year 2022–2023, using School Form 2 (SF2) attendance records collated by the Coordinator of Student Formation (COSF) office.

Tardiness rates were computed as the number of tardy incidents divided by total recorded attendance for each strand-month, expressed as a percentage. Across the semester, HUMSS recorded the lowest average tardiness rate (1.54%), followed by ABM (3.13%), STEM-Veritas (4.00%), STEM-Tagaste (4.96%), and GAS (7.08–7.99%, pending verification of one flagged figure). Tardiness rose across all strands as the semester progressed, peaking in November–December. This pattern is consistent with findings from comparable Philippine studies linking late-semester tardiness spikes to holiday-season disruptions, fatigue, and household obligations (Moldero et al., 2024; Serut et al., 2023).

A material limitation of the original dataset is that the tardy-slip reason codes referenced in the study's methodology were not available for analysis; this edition makes that gap explicit rather than presenting causal conclusions the data cannot support. The study recommends that COSF complete the reason-code tabulation using the Adegunju (2019) framework before finalizing interventions, and proposes a revised school-based action plan, H.O.N.E.S.T.O. ag A.M.A.Y. sa LACO, that combines recognition-based motivation with cause-targeted interventions (transportation/scheduling, health referral, and academic-support tracks) and includes measurable, time-bound targets with a pre-/post-implementation evaluation design.

INTRODUCTION

Punctuality is the capacity to complete a required task or fulfill an obligation at or before a designated time, and it is required across nearly every domain of organized from submitting workplace reports to attending class (Nakpodia & Dafiaghor, 2011). Its behavioral opposite, tardiness, has been defined variously as arriving after a scheduled or usual time (Oxford Advanced Learner's Dictionary, 1995, as cited in Nakpodia & Dafiaghor, 2011), as a pattern of not showing up on time (Lauby, 2009), and as being late by any measurable interval past a stated start time for work or school (Weade, 2004). In most schools, a student is considered tardy when absent at the ringing of the bell or when the first subject teacher has already begun instruction (Breeze et al., 2010).

The problem is neither new nor confined to one setting. The U.S. National Center for Education Statistics estimates that tardiness occurs at a rate of 3% to 9% daily across all grade levels (as cited in Innovations 81 Research Group, 2024), and Philippine studies report comparable patterns: fewer than two-thirds of Filipino youth arrive at secondary school on time even though close to 90% attend at some point during the day (Philippine Demographic and Health Survey, 2013, as cited in Alitagtag et al., 2022).

Tardiness matters because it compounds — students who arrive late miss announcements, warm-up activities, and early instructional content, which in turn affects academic performance and classroom management (Serut et al., 2023). The purpose of this study is to examine the frequency of tardiness among senior high school students in attendance and to use that evidence, together with students' stated reasons for lateness, to design a targeted school-based action plan.

Statement of the Problem

This study sought to answer the following questions:

1. What was the monthly tardiness rate of Grade 11 students, by strand, for September to December of A.Y. 2022–2023?
2. How did the tardiness rate trend across the four months within and across strands?
3. What reasons did students cite for tardiness, as categorized under an established coding framework?
4. What school-based action plan can be designed to reduce tardiness based on the identified patterns and reasons?

REVIEW OF RELATED LITERATURE

Breeze et al. (2010) treat lateness and tardiness as synonymous, both denoting a failure to act or respond within the expected timeframe. Weade (2004) frames tardiness operationally as any measurable delay past a scheduled start time, which is the definition this study adopts for classifying SF2 entries.

Recent studies in the Philippines converge on a similar set of contributing factors. Serut et al. (2023), studying first-year college students who had recently transitioned from senior high school, found that tardiness measurably affected academic performance through missed instructional time, incomplete homework, and lower examination readiness. Moldero et al. (2024) and Adegunju et al. (2019) identify geographic distance, unreliable transportation, and household obligations as recurring drivers of lateness in both Nigerian and Philippine basic-education settings. A related single-subject case study of Grade 11 STEM students at Pasig Catholic College (2023–2024) found that habitual lateness clustered among students already dealing with transportation limitations and household responsibilities — the same strand-level pattern this study observes for STEM sections during the December peak.

Locally reported school-logistics factors are also relevant: students changing rooms for specialization subjects or outdoor activities have been observed to fall behind schedule during the transition (internal COSF observation, this study). This is consistent with the broader finding that tardiness is often a scheduling and environmental problem as much as a personal-discipline one (Innovations 81 Research Group, 2024).

The action-plan literature distinguishes reward-only strategies from interventions that first diagnose the behavior's function. Maggin et al. (2011), in a systematic review of 17 single-case token-economy studies in school settings, found strong evidence that contingent reinforcement reduces problem behavior and increases engagement — but effect sizes were strongest when reinforcement was paired with clear task expectations, not delivered in isolation. A workplace-adjacent single-case study using the Performance Diagnostic Checklist–Human Services found that the most effective tardiness intervention combined task clarification, a problem-solving discussion, exchangeable tokens, and weekly graphic feedback — reinforcement alone was insufficient (Practitioner Development, ABA Clubhouse research summary, n.d.). Wahyuni et al. (2021) similarly found a token-economy strategy reduced student procrastination only when paired with a clear, measurable target and follow-up monitoring, not as a standalone reward.

These findings directly inform this study's recommendation of a recognition system such as Gawad A.M.A.Y. can motivate punctual behavior, but it should be implemented alongside interventions that address the specific, coded reasons students give for lateness.

Across the reviewed literature, three points recur: (1) tardiness has multiple, often overlapping causes — transportation, household duties, health, and school-logistics factors chief among them; (2) tardiness tends to worsen over an academic period without intervention, consistent with this study's own November–December findings; and (3) reward-based programs are most effective when they are one component of a cause-informed intervention rather than the sole strategy. The remainder of this study is structured to test these three points against the La Consolacion College Baao dataset.

METHODS AND PROCEDURES

Research Design

This study used an evaluative-descriptive research design to determine the percentage of tardiness among Grade 11 senior high school students of La Consolacion College Baao, Inc. across the five academic strands offered at the school.

Sources of Data

Data were drawn from the monthly School Form 2 (SF2) attendance reports collated by the Coordinator of Student Formation (COSF) office as part of its standard operating procedures. Reports covered September through December 2022; August 2022 was excluded because no tardiness or absences were recorded that month per COSF's own advisory.

Computation of the Tardiness Rate

For each strand and month, the tardiness rate was computed as:

$$\text{Tardiness Rate (\%)} = (\text{Number of Tardy Incidents} \div \text{Total Recorded Attendance}) \times 100$$

The numerator is the count of tardy incidents logged in SF2 for that strand-month. The denominator is the total number of attendance entries recorded for that strand-month, not the strand's headcount alone; this is why denominators fall from September to December as the semester's cumulative attendance base changes. All twenty strand-month percentages reported in the original manuscript were independently recomputed for this edition. Table 1 reports the recomputed figure with a footnote; the original figure should be reconciled against the source SF2 record before the finding is finalized, and the non-integer denominator (457.5), since attendance-day counts are ordinarily whole numbers but the SF2 used are checked in the morning and the afternoon.

Data Analysis

Monthly and average strand-level tardiness rates were tabulated and compared using descriptive statistics (percentages and simple trend comparison across months). Results are presented in tabular and graphical form by strand and month in Section 5.

Analysis Of Data and Findings

Note on August 2022

No tardiness or absences were recorded for August 2022, per instruction from the Office of Student Formation; the analysis therefore begins with September.

Monthly Tardiness Rate by Strand

Table 1. Monthly Tardiness Rate (%) by Strand, September–December 2022

Strand	September	October	November	December	4-Month Average
ABM	11/648 = 1.69%	6/593 = 1.01%	14/548 = 2.55%	28/386 = 7.25%	3.13%
GAS	24/539 = 4.45%	37/489 = 7.57%	37/457.5 = 8.09%*	27/329 = 8.21%	7.08%*

STEM Veritas	–	19/824 = 2.31%	19/754 = 2.51%	21/717 = 2.93%	41/499 = 8.22%	4.00%
STEM Thagaste	–	36/836 = 4.31%	30/773 = 3.88%	29/727 = 3.99%	39/510 = 7.65%	4.96%
HUMSS		2/433 = 0.46%	3/396 = 0.76%	14/368 = 3.80%	3/263 = 1.14%	1.54%

**The November GAS figure is the independently recomputed value ($37 \div 457.5 = 8.09\%$); the original manuscript reported 7.21% for this cell. The discrepancy did not change the overall strand ranking (Section 6) but should be reconciled against the source SF2 record. The GAS 4-month average above uses the recomputed value.*

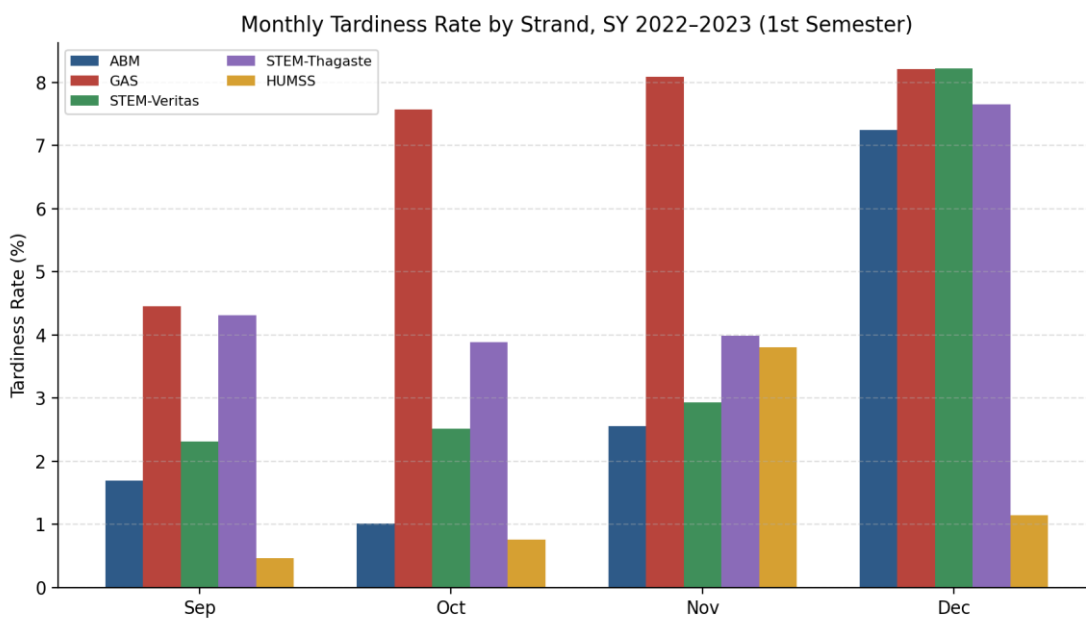


Figure 1. Grouped comparison of monthly tardiness rate by strand

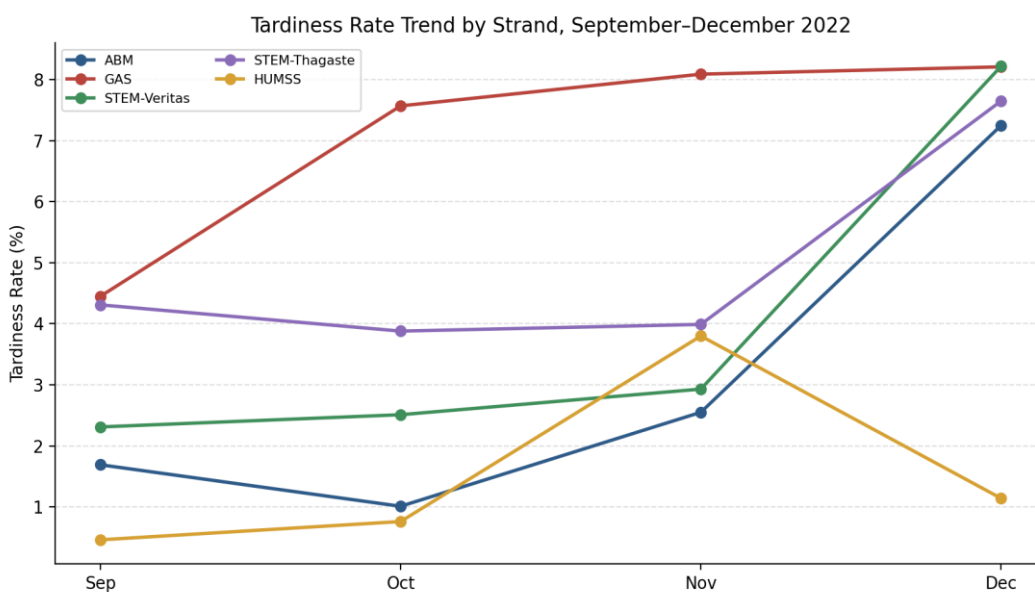


Figure 2. Trend of tardiness rate by strand, September–December 2022

Two patterns are visible across both the table and the figures. First, every strand's tardiness rate rose from September to December, with the steepest increases occurring between November and December. Second, GAS

carried the highest rate in three of the four months, while HUMSS carried the lowest in three of the four months with a pattern consistent enough to support the strand ranking.

Reasons for Tardiness

The original manuscript's abstract and methodology both state that students' reasons for tardiness, as recorded on tardy slips, would be categorized using the Adegunju (2019) framework and used to shape the action plan. That reason-coded dataset was not present in the materials reviewed for this study, so no reason-level findings can be reported here without fabricating data the study does not have.

To close this gap, COSF should retrieve the tardy slips for September–December 2022 and code each stated reason into the categories below, adapted from Adegunju (2019) and consistent with the factors most frequently reported in comparable Philippine studies (Moldero et al., 2024; Serut et al., 2023):

- Transportation-related (distance from residence, lack of available transport, traffic)
- Household/family-related (chores, sibling care, family emergencies)
- Health-related (illness, fatigue, sleep-related lateness)
- School-logistics-related (room transfers for specialization subjects, activity scheduling, as observed by COSF)
- Personal/behavioral (oversleeping, procrastination, peer influence)

Once tallied, the strand with the dominant reason category should receive the matching intervention track described in Section 7.2, rather than a uniform, reward-only response.

CONCLUSION AND RECOMMENDATIONS

Based on the verified findings, the following conclusions are drawn:

1. HUMSS recorded the lowest average tardiness rate among the Grade 11 strands (1.54%), followed by ABM (3.13%), STEM-Veritas (4.00%), STEM-Thagaste (4.96%), and GAS (7.08–7.99%, pending verification).
2. Tardiness increased across all strands as the semester progressed, with the sharpest rises occurring in November and December — a pattern consistent with holiday-season disruption and cumulative fatigue reported in comparable studies.
3. One reported figure (GAS, November) could not be reconciled with its stated numerator and denominator and requires verification against the original SF2 record before it is treated as final.
4. The reason-level analysis promised in the original study's scope could not be completed because the underlying tardy-slip data was not available; this is a data-completeness gap rather than a finding, and it should be closed before cause-specific interventions are finalized.

Recommendations

1. COSF should verify and, if necessary, correct the GAS November attendance denominator and tardy count before the figure is published or used to guide the action plan.
2. COSF should complete the reason-code tabulation described in Section 5.2 for all five strands before finalizing which intervention track (transportation, household, health, logistics, or behavioral) to prioritize per strand.

3. The Senior High School Department should adopt the revised action plan in Section 7, which pairs recognition-based motivation with cause-targeted interventions and measurable, time-bound targets.
4. Given that school-logistics factors (e.g., room transfers for specialization subjects) were observed anecdotally as a contributor to lateness, the department should review the passing-time allowance between such transitions independently of the broader action plan.

Action Plan Proposal

Field	Details
Title	H.O.N.E.S.T.O. ag A.M.A.Y. sa LACO
Theme	Honoring Outstanding Noble Expression of Service Towards Others and Awarding the Most Abled Youth
Proponents	Senior High School Department, in coordination with the SSC of La Consolacion College Baao, Inc.
Participants	All students and teachers in the Senior High School Department

Rationale

DepEd Order Nos. 160 and 387, series of 2008, launched Project W.A.T.C.H. ("We Advocate Time Consciousness and Honesty") to strengthen punctuality and honesty nationwide. In that spirit, and in response to the tardiness patterns documented in Sections 4–5 of this study, the Senior High School Department proposes H.O.N.E.S.T.O. ag A.M.A.Y. sa LACO — pairing Filipino honesto (honesty, truthfulness) with the vernacular amay (being early or punctual) — as a combined recognition-and-intervention program rather than a recognition program alone.

SMART Objectives and Targets

Table 2. Baseline-to-Target Matrix

Objective	Baseline (1st Sem., A.Y. 2022–2023)	Target	Timeframe	Data Source
Reduce the school-wide average monthly tardiness rate	≈4.1% (5-strand average, Sept–Dec 2022)	≤ 2.5%	By end of 2nd Semester, A.Y. 2023–2024	SF2 / COSF monthly reports
Reduce GAS tardiness rate specifically (highest-rate strand)	7.08–7.99% average (pending verification)	≤ 4%	By end of 2nd Semester, A.Y. 2023–2024	SF2 / COSF monthly reports
Flatten the November–December seasonal spike	+3 to +5 percentage points, Nov–Dec vs. Sept baseline	≤ +1.5 percentage points	December 2023 vs. September 2023	SF2 / COSF monthly reports
Complete reason-code tabulation for all strands	0% coded (not yet done)	100% of tardy slips coded (Sept–Dec 2022 backlog, then ongoing)	Within 1 grading period of adoption	Tardy slips / COSF logbook

Program Components

I. Gawad A.M.A.Y.

1. A logbook is placed at the school gate, with attendance numbers 1 to 10 for every strand and year level.
2. The first ten students to arrive each day record their names on the sheet, which stays open until all ten slots are filled.
3. After each grading period, two rotating teachers tally attendance frequency per student.
4. Students with the highest tallies receive Gawad A.M.A.Y. and a certificate at the next recognition day.

II. Gawad H.O.N.E.S.T.O.

1. A logbook is entrusted to the COSF office to record students, teachers, and staff who return lost items, money, or similar property.
2. The Senior High School Department, SSC, and COSF jointly record these acts.
3. Recorded individuals are honored at quarterly recognition events with a certificate of appreciation.

III. Cause-Targeted Intervention Tracks (new component)

Once the reason-code tabulation is complete, COSF assigns each chronically tardy student (three or more tardy incidents per grading period) to the track matching their dominant coded reason:

- Transportation track: coordination with barangay/tricycle operators on early-morning routes; provisional flexible entry within a 10-minute window for verified long-distance residents.
- Household/family track: parent-teacher conference and, where indicated, referral to the guidance office.
- Health track: referral to the school clinic; medical-certificate-supported adjustment where applicable.
- School-logistics track: review of passing time between specialization-subject rooms and outdoor activities, in coordination with the class adviser.
- Personal/behavioral track: goal-setting conference with the adviser, paired with eligibility for Gawad A.M.A.Y. as a motivational incentive.

Monitoring and Evaluation Design

The plan uses a pre-/post-implementation comparison against the same SF2 data source already in use, so no new data-collection instrument is required:

Table 3. Evaluation Indicators

Indicator	Pre-Implementation (Baseline)	Post-Implementation Check	Frequency
School-wide average tardiness rate	Sept–Dec 2022 SF2 data	Same-period comparison, following school year	Per grading period
Per-strand tardiness rate	Table 1, this study	Recomputed per strand each period	Per grading period

Number of chronically tardy students (≥ 3 incidents/period) enrolled in an intervention track	0 (not yet implemented)	Count of students actively tracked, by track	Per grading period
Reason-code distribution	Not yet available	Updated distribution after each period's tardy slips are coded	Per grading period
Gawad A.M.A.Y. / H.O.N.E.S.T.O. participation and awardee count	0 (new program)	Number of students logged and recognized	Per grading period / quarterly

A grading-period-over-grading-period comparison (e.g., a paired comparison of each strand's tardiness rate before and after the intervention track assignment) should be used to assess whether the observed change exceeds normal month-to-month variation, rather than relying on a single before/after snapshot.

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