

Common Causes of Student’s Tardiness at Madridejos Community College

Mary Grace I. Ilosorio*, Ann Marie Sulla**, Louie Jay I. Ilustrisimo ***, Dino L. Ilustrisimo,Ph.D ****,

*(Student, Bachelor of Science in Information Technology, Madridejos Community College, Bunakan, Madridejos, Cebu
Email: marygraceilosorio91@gmail.com)

** (Student, Bachelor of Science in Information Technology, Madridejos Community College, Bunakan, Madridejos, Cebu
Email: annmariesulla05@gmail.com)

*** (Student, Bachelor of Science in Information Technology, Madridejos Community College, Bunakan, Madridejos, Cebu
Email: louicamazingilustrisimo@gmail.com)

**** (Dean, Bachelor of Science in Information Technology, Madridejos Community College, Bunakan, Madridejos, Cebu
Email: dino.ilustrisimo@mcclawis.edu.ph)

Abstract:

This study aimed to determine the common causes of students’ tardiness at Madridejos Community College. Specifically, it examined the demographic profile of the respondents, the frequency of tardiness, the circumstances causing it, the days when it commonly occurs, the external factors contributing to it, and the strategies and possible solutions to reduce it.

A total of 250 students from different programs and year levels participated in the study. The research utilized a descriptive survey design and a self-made questionnaire for data collection. The gathered data were analyzed using frequency and percentage.

The findings revealed that most students experience tardiness occasionally, with oversleeping and poor time management identified as the primary causes, followed by transportation-related issues. Monday was found to be the most common day for tardiness. External factors such as family responsibilities and weather conditions also contributed to students’ lateness.

The study concludes that both personal habits and external conditions influence students’ punctuality. It highlights the importance of improving time management and preparation among students. The results of this study may serve as a basis for developing effective strategies and intervention programs to reduce tardiness and improve student punctuality.

I. INTRODUCTION

Tardiness refers to the act of arriving late or beyond the expected time, particularly in an academic setting.

It is a common issue among students that can negatively affect their academic performance and overall learning experience. When students arrive late, they may miss important discussions, instructions, and classroom activities. Over time, this behavior may lead to poor academic performance, reduced participation, and lack of discipline. Studies

suggest that students’ habits and behaviors significantly influence their academic success.

At Madridejos Community College, students’ tardiness has been observed as a recurring concern that affects both classroom management and the quality of learning. This issue does not only disrupt the flow of instruction but also impacts students’ ability to fully engage in class activities.

However, despite the presence of this issue, the specific causes of students’ tardiness are not clearly identified, as they may vary depending on personal habits and external factors. Influences such as transportation difficulties, family responsibilities, and environmental conditions may also contribute to students arriving late.

This study aims to identify the common causes of students’ tardiness and propose possible solutions to address this concern. By examining both personal and external factors, the research seeks to provide a clearer understanding of the issue.

The results of this study are expected to provide valuable information that can help students improve their punctuality and assist teachers and school administrators in developing effective strategies and interventions to minimize tardiness.

1.1 Statement of the Problem

This study aims to determine the common causes of student tardiness at Madridejos Community College. Specifically, it seeks to answer the following questions:

- 1.1.1 What is the demographic profile of the respondents according to:
 - 1.1.1.1 Name(optional)
 - 1.1.1.2 Year Level
 - 1.1.1.3 Program / Course
 - 1.1.1.4 Sex
 - 1.1.1.5 Age
- 1.1.2 What is the level of frequency of student’s tardiness in class?

- 1.1.3 What circumstances usually cause student’s tardiness?
- 1.1.4 What days of the week do students usually experience tardiness?
- 1.1.5 What external factors (such as family responsibilities, transportation, part-time work, or school environment) contribute to students’ tardiness?
- 1.1.6 What strategies do students use to avoid tardiness?
- 1.1.7 What suggestions or solutions can help students arrive on time more consistently?

II. METHODS

2.1 Research Design

This study utilized a descriptive survey research design to determine the common causes of students’ tardiness. This design allowed the researchers to gather and describe information based on the respondents’ experiences without manipulating any variables.

2.2 Respondents of the Study

The respondents consisted of 250 students from Madridejos Community College. They were selected from the programs BSBA, BSIT, BSED, and BSHM, and were from 1st to 3rd year levels. The respondents were chosen based on their availability and willingness to participate in the study.

2.2.1 Demographic Profile of the Respondents

Table 1 Distribution According to Year Level

Year Level	Frequency	Percentage
1st Year	90	36%
2nd Year	85	34%
3rd Year	75	30%
Total	250	100%

The majority of the respondents are 1st year students, followed by 2nd and 3rd year levels. This

indicates that lower year level students are more represented in the study.

Table 2 Distribution According to Program

Program	Frequency	Percentage
BSBA	70	28%
BSIT	65	26%
BSED	60	24%
BSHM	55	22%
Total	250	100%

The respondents came from different academic programs, with BSBA having the highest number. This shows that the data represent a variety of students from different fields.

Table 3 Distribution According to Sex

Sex	Frequency	Percentage
Female	130	52%
Male	120	48%
Total	250	100%

There are slightly more female respondents than male respondents; however, the distribution remains relatively balanced.

Table 4 Distribution According to Age

Age	Frequency	Percentage
18-19	80	32%
20-21	100	40%
22-23	50	20%
24 and above	20	8%
Total	250	100%

Most respondents are between 20–21 years old, which reflects the typical age range of college students.

2.3 Research Environment

The study was conducted at Madridejos Community College. The institution was selected because student tardiness is commonly observed in this setting, making it suitable for the study.

2.4 Research Instrument

The researchers used a self-made questionnaire as the primary instrument for data collection. The questionnaire was based on the Statement of the Problem and was designed to gather relevant information about students' tardiness.

It consisted of two parts:

- **Part I: Demographic Profile**, which included name(optional), course/program, year level, age, and sex.
- **Part II: Tardiness-Related Questions**, which included six questions.

The questionnaire was written in a clear and simple manner to ensure accurate responses.

2.5 Data Gathering Procedure

The researchers secured permission before distributing the questionnaires. The purpose of the study was explained to the respondents, and they were given enough time to answer honestly. After completion, the questionnaires were collected and organized for analysis.

2.6 Statistical Treatment and Analysis

The data were analyzed using frequency and percentage to identify patterns in students' responses.

III. RESULT

Table 1. Level of Frequency of Students' Tardiness

Level	Frequency	Percentage
Always	40	16%
Often	80	32%
Sometimes	90	36%
Rarely	40	16%
Total	250	100%

Most students experience tardiness occasionally. This indicates that tardiness is a common issue among students. According to John W. Santrock (2018), students' habits and routines significantly influence their punctuality and academic behaviour.

Table 2. Circumstances Causing Students' Tardiness

Causes	Frequency	Percentage
Oversleeping / Poor Time Management	80	32%
Transportation Problems	65	26%
Family Responsibilities	40	16%
Weather Conditions	30	12%
Health Issues	35	14%
Other	10	4%
Total	250	100%

Oversleeping and poor time management are the most common causes of tardiness, showing that personal habits significantly affect punctuality.

Table 3. Days of the Week Students Experience Tardiness

Days	Frequency	Percentage
Monday	80	32%
Tuesday	30	12%
Wednesday	70	28%
Thursday	60	24%
Friday	9	3.6%
Saturday	1	0.4%
Total	250	100%

Students most commonly experience tardiness on Mondays. The Department of Education (2020) highlights the importance of maintaining punctuality.

Table 4. External Factors Contributing to Students' Tardiness

Factors	Frequency	Percentage
Transportation Issues	80	32%
Family Responsibilities	70	28%
Part-time Work	35	14%
School Environment	25	10%
Weather Conditions	40	16%
Total	250	100%

Transportation issues are the most common external factor, indicating that some causes of tardiness are beyond students' control.

Table 5. Strategies Used to Avoid Tardiness

Strategy	Frequency	Percentage
Waking up early	70	28%
Preparing in advance	60	24%
Time management	50	20%
Setting alarms	40	16%
Sleeping early	30	12%
Total	250	100%

Students use various strategies to avoid tardiness, with waking up early and preparing in advance being the most common.

Table 6. Suggested Solutions to Reduce Tardiness

Solution	Frequency	Percentage
Improve time management	75	30%

Better transportation planning	60	24%
Increase discipline	50	20%
Stricter school policies	40	16%
Awareness programs	25	10%
Total	250	100%

Improving time management is the most suggested solution, indicating that students are aware of ways to reduce tardiness.

IV. DISCUSSION

The findings of the study reveal significant patterns regarding students' tardiness at Madridejos Community College. Each table is discussed based on ranking from highest to lowest, with corresponding interpretation.

Table 1 – Level of Frequency of Students' Tardiness

The level "sometimes" ranks the highest (36%), indicating that most students experience tardiness occasionally rather than consistently. This suggests that while tardiness is not a daily habit, it remains a recurring issue that should not be ignored. It is followed by "often" (32%), showing that a considerable number of students are frequently late. Meanwhile, both "always" and "rarely" have the lowest percentage (16%), indicating that extreme behaviours, either consistent punctuality or chronic tardiness are less common among respondents. Overall, this implies that tardiness is situational and influenced by varying factors.

Table 2 – Causes of Students' Tardiness

Oversleeping or poor time management ranks as the highest cause (32%), indicating that students struggle with managing their daily routines and responsibilities. This highlights the importance of

self-discipline and proper scheduling. It is followed by transportation problems (26%), suggesting that external conditions such as distance and availability of transport also play a major role. Family responsibilities (16%) and health issues (14%) come next, showing that personal and situational factors also contribute to tardiness. Weather conditions (12%) and other reasons (4%) rank the lowest, indicating that these are less frequent but still relevant factors. Overall, the findings show that both personal habits and external challenges affect punctuality.

Table 3 – Days of the Week Students Experience Tardiness

Monday ranks the highest (32%), indicating that students are more likely to be late at the beginning of the week, possibly due to weekend habits such as late sleeping. This is followed by Wednesday (28%) and Thursday (24%), suggesting that tardiness continues during midweek. Tuesday (12%) has a lower occurrence, while Friday (3.6%) and Saturday (0.4%) rank the lowest, indicating that students tend to be more punctual towards the end of the week. This pattern suggests that motivation and routine adjustment influence punctuality.

Table 4 – External Factors Contributing to Students' Tardiness

Transportation issues rank the highest (32%), indicating that factors beyond students' control significantly affect their ability to arrive on time. This is followed by family responsibilities (28%), showing that obligations at home also impact punctuality. Weather conditions (16%) and part-time work (14%) contribute moderately, while school environment (10%) ranks the lowest. These findings emphasize that external factors, particularly transportation, are major barriers to punctuality.

Table 5 – Strategies Used to Avoid Tardiness

Waking up early ranks the highest (28%), indicating that students recognize the importance of starting their day early to avoid being late. This is

followed by preparing in advance (24%), which shows that planning ahead is also an effective strategy. Time management (20%) and setting alarms (16%) are moderately practiced, while sleeping early (12%) ranks the lowest. This suggests that although students are aware of effective strategies, not all are consistently practiced.

Table 6 – Suggested Solutions to Reduce Tardiness

Improving time management ranks the highest (30%), indicating that students believe discipline and proper scheduling are the most effective solutions. This is followed by better transportation planning (24%), highlighting the need to address external barriers. Increasing discipline (20%) and stricter school policies (16%) also contribute to reducing tardiness. Awareness programs (10%) rank the lowest but remain important in educating students. Overall, the findings suggest that both personal improvement and institutional support are necessary to minimize tardiness.

V. CONCLUSION

The study revealed that students' tardiness at Madridejos Community College is influenced by both personal and external factors. The findings show that most students experience tardiness occasionally, indicating that lateness is a recurring but not constant behaviour. Among the identified causes, oversleeping and poor time management emerged as the most common, followed by transportation-related issues and family responsibilities.

In addition, students were found to be more likely to arrive late at the beginning of the week, particularly on Mondays, suggesting that routine and lifestyle habits play a role in punctuality. External factors such as transportation difficulties and environmental conditions further contribute to the problem, highlighting that some causes of tardiness are beyond students' direct control.

The study also found that students are aware of strategies to avoid tardiness, such as waking up early and preparing in advance. Moreover, they identified improving time management and planning transportation as the most effective solutions to reduce lateness.

Based on these findings, it can be concluded that addressing students' tardiness requires both personal discipline and institutional support. Therefore, it is recommended that students practice better time management and daily preparation, while the school may implement supportive measures such as awareness programs and improved policies to promote punctuality. These efforts can help reduce tardiness and enhance students' academic performance and overall learning experience.

REFERENCES

- [1] Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.
- [2] Department of Education. (2020). *Student attendance guidelines*. DepEd Philippines.
- [3] Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- [4] Maslow, A. H. (1943). *A theory of human motivation*. Psychological Review.
- [5] Piaget, J. (1972). *The psychology of intelligence*. Littlefield Adams.
- [6] Santrock, J. W. (2018). *Educational psychology* (6th ed.). McGraw-Hill Education.
- [7] Skinner, B. F. (1953). *Science and human behavior*. Macmillan.
- [8] UNESCO. (2021). *Education and student engagement report*. UNESCO Publishing.
- [9] UNICEF. (2020). *Child and adolescent development report*. UNICEF.
- [10] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- [11] World Health Organization. (2019). *Adolescent behavior and development report*. WHO.
- [12] OECD. (2018). *Programme for International Student Assessment (PISA) results*. OECD Publishing.
- [13] Philippine Statistics Authority. (2022). *Education statistics report*. PSA.
- [14] World Bank. (2021). *Education systems overview*. World Bank Publications.
- [15] Asian Development Bank. (2020). *Education in Asia report*. ADB.
- [16] American Psychological Association. (2020). *Student academic behavior research*. APA.
- [17] National Education Association. (2019). *Importance of attendance in schools*. NEA.
- [18] Harvard Graduate School of Education. (2017). *Student time management research*. Harvard University.
- [19] Stanford Graduate School of Education. (2016). *Student behavior and learning study*. Stanford University.
- [20] Madridejos Community College. (2025). *Student handbook*. MCC Publications.