



Republic of the Philippines
POLYTECHNIC UNIVERSITY OF THE PHILIPPINES
Sta. Mesa, Manila

Factors Affecting Punctuality of College Students

A Case Study on
Principles of Guidance and Values Education
Is presented to
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MEM 504 PRINCIPLES OF GUIDANCE

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FACTORS AFFECTING THE PUNCTUALITY OF COLLEGE STUDENTS

1. DEMOGRAPHIC DESCRIPTION OF THE PARTICIPANTS

The point of focus in this study is the third year students of the College of Engineering of the Polytechnic University of the Philippines, Sta. Mesa Manila. Out of the total population, 200 students were surveyed as the sample. The sample includes both male and female Engineering students aged 18-20 years old and are enrolled in the current semester.

2. THE PROBLEM

Punctuality is the state of being prompt. Being punctual is one of the key personal characteristics that is taught to everyone since childhood. The “Most Punctual” recognition in nursery or kindergarten classes proves this. Being punctual is a concern that is common to all levels of schooling—primary, secondary and tertiary--but becomes more serious and critical for tertiary students.

In elementary and high school, the time of reporting to school is fixed and students are expected to conform to this. There is a strict observance in adhering to appointed school time. Students are on the horizon of avoiding discipline reports and report card records. In college, however, coming to classes on time becomes a recurring and serious concern aligned with attending classes and obtaining passing grades.

Being always present in class and getting to school on time are two of the crucial determining factors of a student. One factor that dictates the quality of performance of a student is his punctuality. That is either getting to school on time or being tardy. The problem of tardiness among college students had accumulated from tolerable to habitual state. Thus, this may have a significant impact on their performances.

3. SURVEY EFFECT AND BEHAVIOR

There had been some theories that pointed out that tardiness is caused by the personality of a person. Psychological theorists considered some personality traits, including low self-esteem and anxiety, as triggering factors of tardiness. Also mentioned that while some theorists considered tardiness as an inborn quality since our being early or late is partially biologically determined. Other experts also believed that some people are chronically tardy for the reason that

they consciously and unconsciously get good things from it. Also, other factors of punctuality are affected by lifestyle and environment.

In this study, 200 students of the College of Engineering of PUP Manila who are enrolled in the current semester were surveyed. The survey was random and did not favor gender preference, age and class standing.

Resulting from the survey, the following is the breakdown of factors that affect a student's punctuality. These are to be considered in developing an action plan to address unpunctuality.

- a. Distance of home to school
- b. Waking up late
- c. Playing around before school
- d. Checking on social networking sites
- e. No interest on the subject
- f. Others: Traffic, Delayed arrival of train, Bathroom users

4. HISTORY

Even in prehistoric days when human beings were still into hunting for a living, a member of the tribe was probably late at some point. The concept of time was not exactly what it is today, but punctuality is not exactly a modern phenomenon. This makes tardiness a very old and recurrent problem.

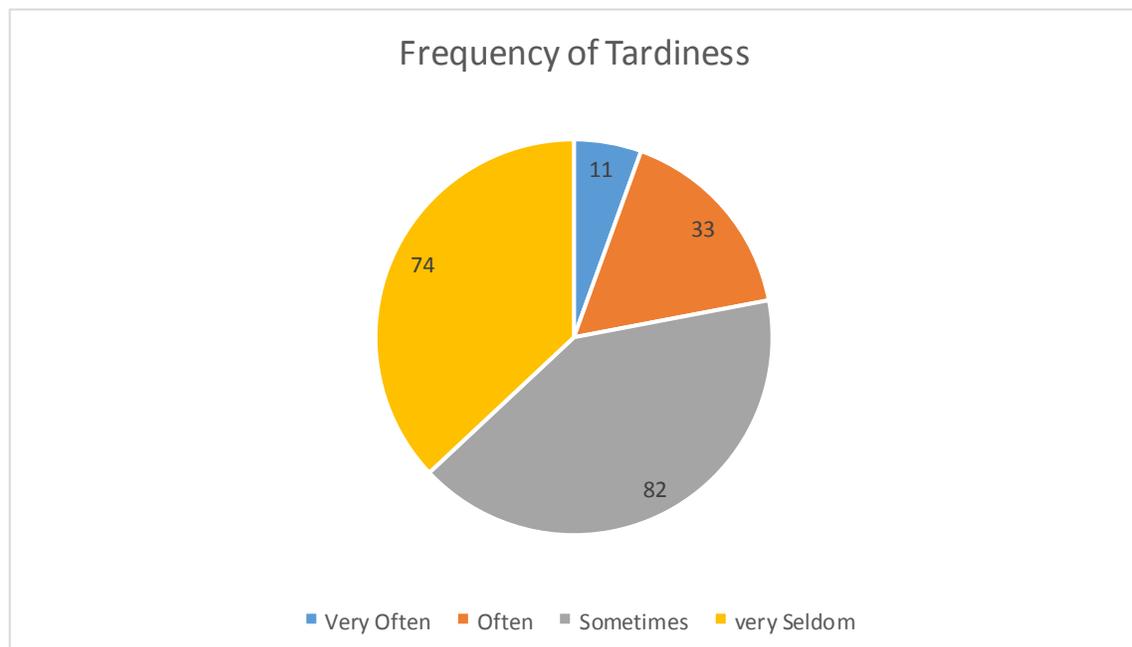
Teachers have policies on student tardiness that vary just as much as teaching methods do, with some caring mightily about punctuality. If a teacher enters the class early, this will prevent trouble some students from carrying out their disturbances. This is good because the teacher will immediately go ahead with the day's lesson without the need to focus on maintaining order and discipline. Furthermore, it is to the teacher's advantage because the feelings of relaxation before the commencement of the lesson will eventually enhanced productivity.

Nakpodia and Dafiaghor attribute lateness or tardiness to a lot of factors or causes. Going late to bed and waking up late next morning are the most common. The authors added film-watching late at night as a cause for tardiness. The student may forget that he/she needs to be in school the next day. The distance between the student's home and school or solely the school's location is also considered by Nakpodia and Dafiaghor as a possible cause for tardiness. Not just because it

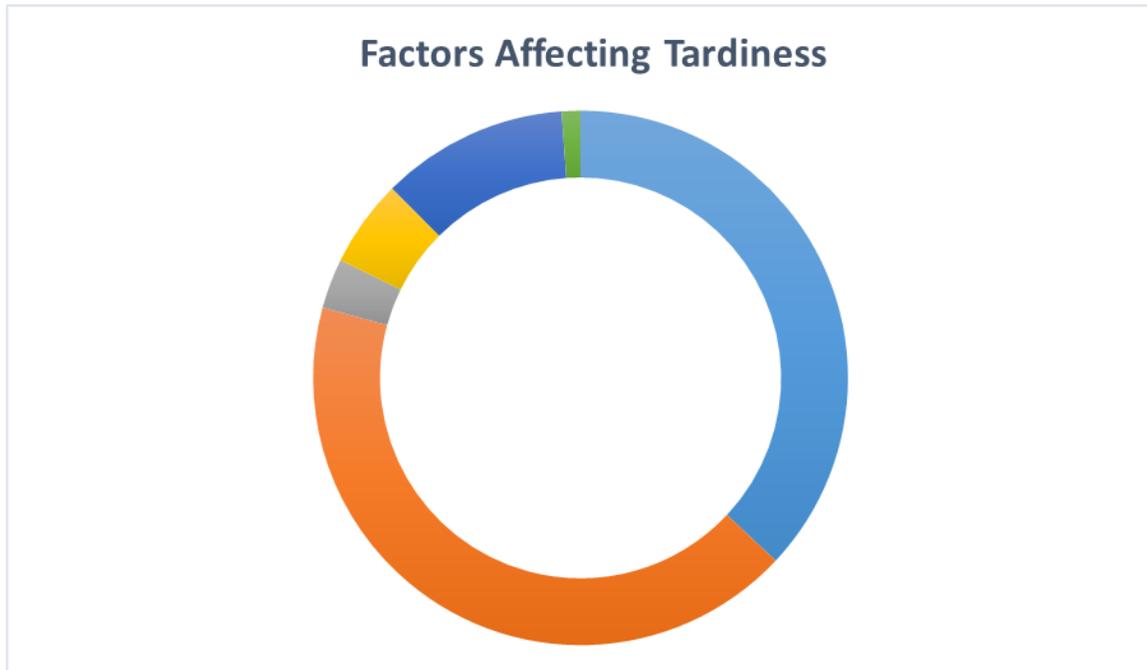
takes more time to get to school, but according to the authors, the student is susceptible to more distractions and hindrances along the way. Parent's untimely tasks and commands are also reasons that students come late to school. Habitual tardiness can also be learned from other members of the family, especially from the older ones. Lack of a firm and consistent policy on punctuality also encourages students to come late at school since there are no consequences attached to lateness or tardiness. These causes of tardiness will lead to serious effects.

5. ASSESSMENT

Of the 200 sample students, 128 students or 64% come to class late. Only the remaining 36% do are said to be punctual. In this regard, the frequency of students coming to school late is shown as follows:



To specify the most common reasons of tardiness based on the result of the survey, the following is presented:



Distance	98
Waking up late	112
Playing around before school	8
Checking on social networking sites	14
No interest on subject	30
Others: Traffic, Delayed train arrival, Bathroom users	3

In addition to personal factors, the performance of teachers also showed an effect on tardiness of students. Of the 200 students, 47% said that their teachers are also tardy. Thus, the performance of teachers affect how students' punctuality behave. 68% believe that their teacher's performance may encourage students to come to school on time. On the other hand, reprimands given by instructors also affect students' punctuality.

6. RECOMMENDATION

There are three areas to be considered in addressing tardiness: students, teachers and school. According to the theory of Behaviorism, any human act or behavior can be explained without having to study internal and mental processes and consciousness. All human behavior, furthermore, is caused by external stimuli. Likewise, the problem regarding punctuality of students can be traced and addressed through certain factors.

There is a clear link between poor punctuality behavior at school and lower academic achievement. One of the most important aspects of school is that it is organized and scheduled. Students must depend on the structure of the day and they must know where they have to be and when. Routines must be in place precisely to help them focus on learning. Tardiness, however, disrupts the routine that a student must be used to.

Colleges and universities impose rules on tardiness. For instance, occurrence of two tardiness is equivalent to one absence, and three absences is equivalent to a failing grade. If observed, tardiness has various effects on a student's performance.

Reasons for being late in class differ especially for the punctually challenged students depending on their personalities. The present focus is addressing the issue on punctuality by identifying the factors that affect punctuality of students and developing a firm action plan.

Due to the fact that tardiness has been giving negative effects on students, an essential thing to do is to identify the factors or causes of punctuality problems and develop a firm, consistent and functional framework that addresses tardiness.