



**ADDRESSING STUDENT TARDINESS IN ONLINE DISTANCE LEARNING USING
THREE DIFFERENT STRATEGIES: REFLECTION SHEET, BUDDY SYSTEM, AND
STRUCTURED ROUTINE IN SOCIAL STUDIES CLASSES**

ACTION RESEARCH PAPER

In partial fulfillment of the requirements in Action Research for Teaching Internship

Matchuca, Rasel
Mutia, Marigold
Sevilla, Anton Julius
Taripe, Paeon Dyree

**TEACHING INTERNSHIP PROGRAM
COLLEGE OF EDUCATION
SILLIMAN UNIVERSITY
PHILIPPINES
2022**

Abstract

The primary purpose of this study is to investigate the effectiveness of the three different strategies: Reflection Sheet, Buddy System, and Structured Class Routine to address the issue of tardiness in Social Studies classes in an online distance learning set-up. This study aims to find answers to two specific questions: (1) How does tardiness affect students' performance in Online Distance Learning? and (2) How do the three proposed intervention strategies address the problem of student tardiness in an ODL class? The method used in this study is a probability sampling method where the Junior High School students taking up Social Studies classes in Silliman University are the main respondents. Furthermore, this study used qualitative and quantitative analysis to interpret the data gathered. The results of the study are categorized into three main parts. First, in terms of students' performance, the researchers have found out that most of the students said that their tardiness does not negatively affect their performance. Second, in terms of preventive measures, it is evident that the majority of the students perceived the three proposed teaching interventions as effective. Third, in terms of factors that affect students' delay, the data clearly showed that technical difficulties are the primary reason why students come to class late. The research findings confirmed that differentiated preventive strategies such as reflection sheets, buddy systems, and well-structured routines are effective ways to help address the issue of delinquency in online classes.

Acknowledgement

This study was made possible through the effort of the following people: Rasel F. Matchuca, Marigold S. Mutia, Anton Julius C. Sevilla, and Paeon Dyree M. Taripe. The researchers would like to extend their sincere gratitude to those who have contributed and supported in the fulfillment of this study.

To **Dr. Gina F. Bonior**, dean of Silliman University College of Education for her patience and time in checking this paper, for sharing her suggestions and constructive criticisms, which meant so much for the completion of this study;

To **Asst. Prof. Aidelyn P. Balingit**, principal of Silliman University Junior High School, for allowing us to conduct this study in the said institution;

To the **students of the Silliman University Junior High School**, who served as respondents of this study, for spending their time in answering the survey questionnaire and;

Above all, the researchers are very much grateful to the ALMIGHTY GOD, for without his grace and blessing, this study would not have been possible.

Table of Contents

Title Page.....	i
Abstract.....	ii
Acknowledgments.....	iii
Table of Contents.....	iv
I. Context and Rationale.....	5
II. Review of Related Literature.....	7
III. Action Research Questions.....	10
IV. Innovation, Intervention, and Strategy.....	11
V. Action Research Methods.....	13
A. Participants and/or Other Sources of Data.....	13
B. Data Gathering Methods.....	13
C. Data Analysis Plan.....	14
VI. Discussion of Results and Reflection.....	16
VII. Conclusion and Action Plan.....	22
References.....	24
Appendices.....	26

I. Context and Rationale

Schools stress the need for students to get to school and class on time and with good reason. However, tardiness is really unavoidable. In this study, tardiness is defined as the habit of being late or delaying arrival. As schools adopt online distance learning, many teachers have observed that the majority of the students are not time conscious. In turn, this affects their academic performance such as lower Grade Point Averages (GPAs) and lower scores on standardized assessments such as summative tests. Research shows that tardiness has a negative effect on academic achievement (Caldarella et al., 2011; Gottfried, 2009; Gottfried, 2014). “First, students with greater tardiness perform worse on both standardized reading and math tests. Second, students’ frequent tardiness also has lower test scores.” Caldarella, et al. (2011) added that tardy students may miss important opening announcements or academic activities. Student tardiness also negatively impacts the teachers and their classmates because teachers will have to restructure their lessons or re-teach. This further leads to missed topics while distracting the attention of their classmates leading to more behavioral problems which may affect the overall classroom environment.

Tardiness is a serious problem but it is also important to point out some factors that contribute to students' tardy behavior. Some of these factors are because of economic influences such as students who live in poverty, single-parent homes, or have high mobility rates. As a result of these elements, other factors can arise, including fatigue, emotional challenges, lack of routine, and illness. It can also be associated with a student’s personal characteristics, such as being poorly organized, going to bed late, or maturity level. Additionally, the factors revolved around the student’s perception of school. These factors are the student’s expectations about the instructors, absence of consequence for being late, the instructor being late, challenges with the

instructor's authority, or the student's valuing perception of the first class. Lastly, it was determined that family and cultural backgrounds can be factors causing tardiness (Bataineh, 2014). While there are lots of considerable researches that talks about tardiness, there is still no study that shows how to address students' tardiness in an online distance learning context using the three following strategies: Reflection Sheet, Buddy System, and Structured Routine in Social Studies classes.

The findings of the study will significantly benefit the teachers as to how they will address the issue of tardiness in an online mode of learning. Moreover, school administrators will also benefit in their assessment of the current implemented school policies, mitigating the frequency of the issue. Furthermore, this action research paper is significant because it aims to discuss how to address the tardiness of students in a forty-eight-minute synchronous class and to determine which of the three proposed strategies best address the problem. The study is limited to Junior High School students taking up Social Studies class in Silliman University.

II. Review of Related Literature

Five particular studies regarding students' tardiness were chosen and analyzed. After the researchers have reviewed the related studies that were used, it revealed few causes of students' tardiness and how it affects their academic performance. It has also revealed some strategies in dealing with the issue of tardiness among students.

According to Caldarella, et al. (2011), the increasing tardiness among students is a widespread problem faced by school principals and teachers because students may miss some important announcements or academic activities. It was also emphasized that a child who comes to class late by 15-30 minutes may also miss out on activities designed to build connections to other children and transition into the classroom environment (Chang & Wiener, 2010). Accordingly, missing such activities could not only affect the students' academic performance but their social relationships as well, and ultimately, their success in school. The consequences of problematic attendance have immediate and long term effects, as the behavior problem often continues all throughout life (Lounsbury, Steel, Loveland, & Gibson, 2004). However, it was also pointed out that some factors are responsible for students' lateness such as poor preparation for school, going late to bed, distance of school from home, high level of poverty, and peer pressure (Adegunju, et al., 2019).

The latter study recommended some important strategies to address the issue of tardiness. Firstly, the counselors should encourage students to prepare properly for school right from the previous day. Secondly, the counselors should encourage students to sleep on time as early to bed is early to rise. Thirdly, the counselors should counsel students on the need to go to school early, so they know the implications of getting to school late. Lastly, counseling programs on lateness

to school should be organized on a continuous basis to serve as reminder and caution to all students.

Moreover, a study by Mike in 2005 also suggested a needs-based approach to address the issue such as identifying chronic offenders, assessing them individually, and referring them to appropriate services; working with parents to find solutions; instituting free breakfast programs; working with teachers to improve the quality of the instructional program; switching to Block scheduling; interdisciplinary & integrated curriculum; and providing opportunities for students to express their opinions and contribute to the operation of the school. Needs-based approaches had the added benefit of not only improving punctuality but often academic achievement and attitude toward school as well. Attendance is more than a housekeeping task that teachers are responsible for completing each day.

Furthermore, another study conducted by Kelly in 2019 emphasized that dealing with students' tardiness should implement policies that allow teachers and students to work together. Four strategies were suggested in the study:

a. Find out What's Going On. Teachers will never know the cause why a student was late unless he/she asks. Teachers should help the learners solve the issue together rather than blaming them.

b. Make the beginning of class important. Some students intend to come to class late simply because they lack respect for class start times, therefore, it is important to add some pressure by making the start of class extra important. Assign warm-ups and quizzes within the first few minutes of class to make the students realize that tardiness is not an option.

c. Implement Logical Consequences. Examples of logical consequences for tardiness include: (1) Take away a student's responsibility to choose their own seat if they are not showing enough responsibility to arrive to class on time; (2) Require students to apologize to the class when their tardiness is disruptive.

d. Be consistent. Being consistent in implementing the rules and disciplines related to tardiness would also help reinforce tardy students to come to class on time.

Cited studies in the reviewed literature are similar to this research because everything is focused on the causes, factors and interventions of students' tardiness. The related studies provide enough information on tardiness and in dealing such issues. However, the researchers found out that the related studies are lacking and are vague in scope. It does not provide specific interventions to address students tardiness in an online distance learning among social studies classes using the three different strategies: Reflection Sheet, Buddy System and Structured class routine.

III. Action Research Questions

The research questions of the study are as follows:

1. How does tardiness affect students' performance in Online Distance Learning?
2. How do the three proposed intervention strategies address the problem of student tardiness in an ODL class?

IV. Proposed Innovation, Intervention and Strategies

Tardiness has been a persistent problem for teachers among the classes they handle for a long time. Seeking feasible and practical ways to address it are just as important as delivering the goods to the students. With the following plans of action below, such proven measures should improve the classroom tardiness circumstance.

Reflection Sheet

Everyone learns from reflecting on experiences, be it good or bad. A reflection sheet is an effective tool to use when a student is displaying unacceptable or acceptable behaviors and can be used in conjunction with the class rules. In this case, the one to address is the tardiness among the learners. Reflection sheets can be used to help correct undesired behaviors or, alternatively, to reinforce those students following the rules and exhibiting expected and desired behaviors.

Buddy System

The purpose of implementing a buddy system is to increase social interaction and appropriate play among the students in the classroom. A peer buddy can help the child who has difficulty with transitions, difficulty remembering the rules and procedures of routines, or who seems to need a lot of peer attention. On the other hand, it addresses tardiness indirectly by instilling the essence of a good teamwork atmosphere in class. This system should give the learners a sense of an assurance that the class ought to leave no one behind. It is also a nice way to give the students an experience in learning how to work together, how to compromise, and ways to teach others how to work in a specific circumstance.

Structured Routine

Teaching students what to do during daily routines will help them be successful and can minimize disruptions in the classroom. The beginning of class, in between lessons, and the end of the school day are all critical times when having clear routines can help maximize instruction time. Teaching classroom routines as early in the school year as possible will allow students to learn expectations and the flow of the classroom. Once routines are learned, students should be able to transition throughout the day with minimal lost time.

When teachers establish classroom routines, they are creating a consistent, predictable sequence of events to help students understand what to expect and what is expected of them during class. Aside from that, they also equally have the opportunity for transparency in their grades or attendance through regular checks. In both elementary and secondary classrooms, routines are critical to the creation of a classroom environment that maximizes instruction, minimizes disruptive behaviors, and addresses tardiness.

V. Action Research Methods

a. Participants and/or other Sources of Data and Information

The participants in this study were Junior High School students taking up Social Studies classes in Silliman University.

A probability sampling method was used for this study. In random sampling, each respondent is chosen entirely by chance and each member of the population has a probability of being selected. The researchers asked the respondents as to how tardiness affects their academic performance and whether the strategies presented are effective in addressing the problem.

b. Data Gathering Methods

Similar to other qualitative research, the researchers formulated questions for the respondents. Open-ended interview questions was used. Secondary follow-up questions was also used to prove further information about the participants, their attitudes, beliefs, opinions and experiences regarding the different strategies used and presented to address student tardiness in online distance learning.

Participants' attitude and practice in this study were identified through the use of open-ended interview protocol. From this open-ended interview design, common themes emerged which were then identified, analyzed and discussed.

Ethical Consideration

In compliance to Research Ethics Protocol, the researchers obtained an Informed Consent from the survey respondents specifying their awareness to the purposes of the

study, their agreement to participate as survey respondents, their agreement to record the interview proceeding, their freedom to disclose or not to disclose information, their freedom to stop their participation anytime if they do not feel comfortable, their right to be informed of the results of the study, and their right to confidentiality of information and anonymity of their identity. In the course of the interview, no pictures showing their faces were taken nor identifying their names unless allowed by the respondents.

c. Data Analysis Plan

Permission to conduct the study was sought from the office of the Principal of Silliman University Junior High School. Upon approval, the researchers administered the questionnaire to the respondents. The researchers then collected the survey questionnaires.

When this was done, the collected data from the interviews will be analyzed for presentation. The common themes that have emerged will be identified, analyzed, and discussed.

Ideas in the topic will be identified and reorganized into information to form a cluster of meaning. The convergence of these clusters will make a general description of the phenomenon and extract themes common to each number. Finally, an “overall description of the meaning and the essence of the experience” will be constructed.

VI. Discussion of Results and Reflection

This chapter deals with the presentation of results and discussion of the data gathered based on the research questions posited for this study. The presentation of data is in order, arranged according to the statements of the problem.

The first question that this study sought to answer is, How does tardiness affect students' performance in Online Distance Learning?

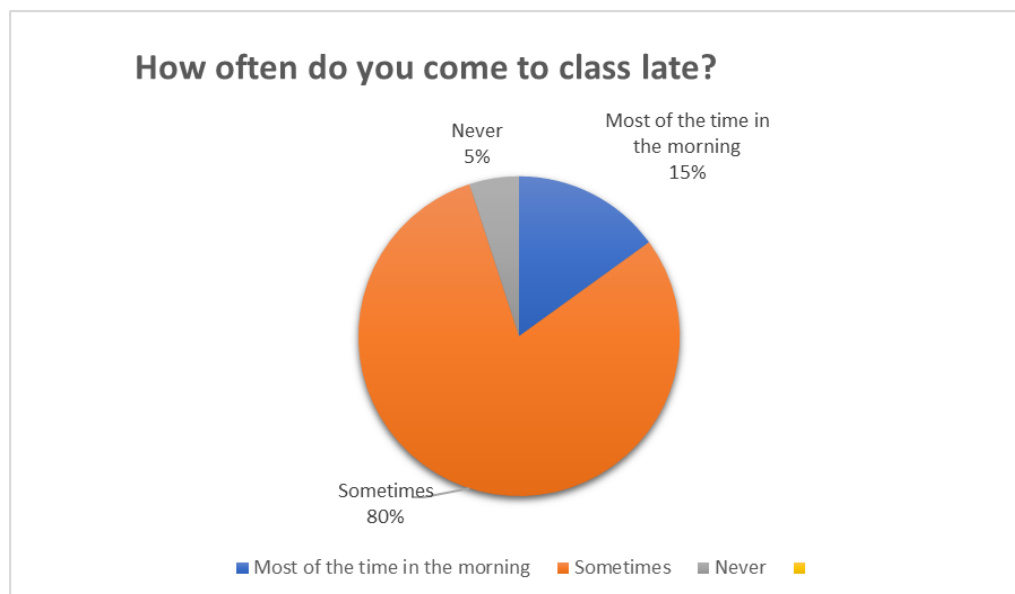


Figure 1. How often do students come to class late?

Figure 1 shows how often the students come to class late. The data reveals that 5% of the students never come to class late, 15% said that they will be late most of the time in the morning and majority of the students which comprise 80% of the respondents said they sometimes come to class late for any reason. The result of the data gathered shows to us that there are still students who tried their best to avoid tardiness even without considering the preventive measures mentioned above. However, it is also evident that tardiness usually happens in the morning and is

unavoidable. In fact, a large number of the respondents said that they sometimes come to class late for some reason which can be found in the succeeding figure.

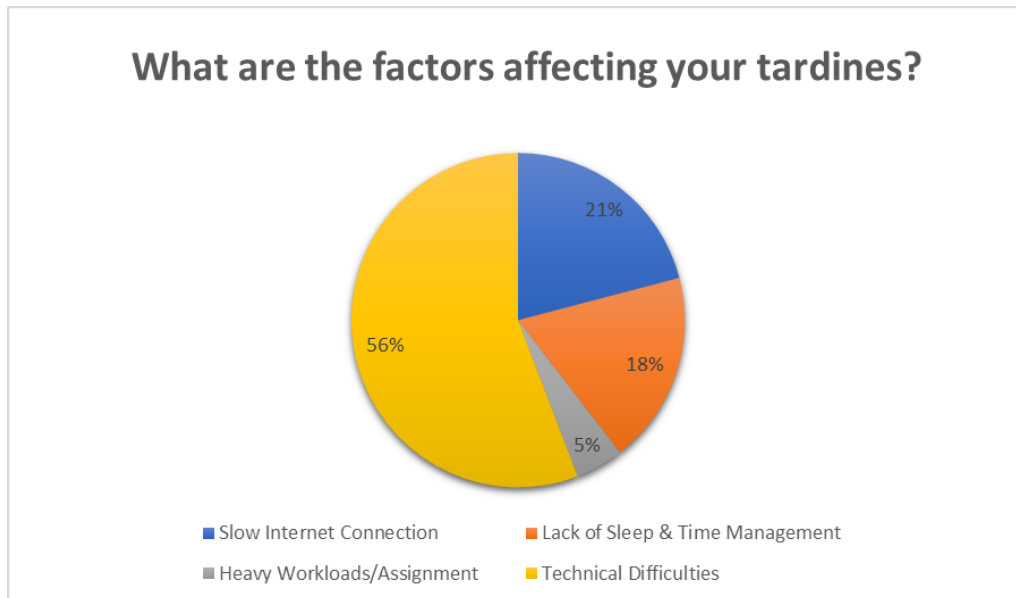


Figure 2. Factors affecting students' tardiness.

Figure 2 shows the factors affecting students' tardiness. Based on the data, 5% of the respondents said that it was due to heavy workloads such as assignments; 18% claimed that it was due to lack of sleep and time management; 21% said that slow internet connection affects their tardiness; while 56% of the respondents claimed that technical difficulties is the main reason why they come to class late. The data clearly shows that encountering technical problems primarily affects students' tardiness.

The Summary of Results is categorized into three main parts: performance of students, preventive strategies, and the factors that affect student tardiness.

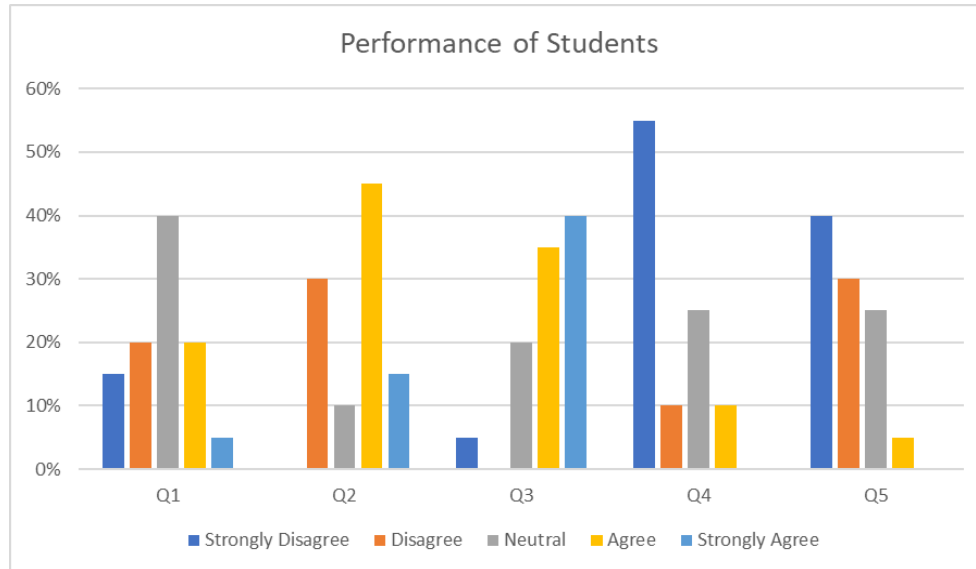


Figure 3. Performance of Students

Figure 3 consists of five questions. The first question (Q1) is about the difficulty of students to orally participate in the virtual class when they come in late. The data reveals that 15% of the respondents strongly disagree, 20% disagree, 40% neutral, 20% agree and 5% strongly agree. The finding implies that most of the students' oral participation in the virtual classroom is not that affected whenever they come in late in the virtual class.

The second question (Q2) focuses on the anxiety or nervousness of students when they come in the class late. As a result, 30% of the students disagree, 30% remain neutral, 45% agree and 15% of the students strongly agree. This implies that most of the students are having an anxiety or feeling nervous when they come in the virtual class late.

The third question (Q3) asked the students if they feel ashamed when the teacher calls out their name for being late. The result shows that 40% of the students strongly agree, 5% strongly disagree, 20% neutral, and 35% disagree. This shows that most of the students feel ashamed whenever the teacher calls out their name for being late in the class.

The fourth question (Q4) asked students if it makes them feel like it is better not to join the virtual class when they are late and the result shows that 55% of the respondents disagree, 10% agree, 25% are neutral, and 10% of the students agree. To simply put, majority of the students' willingness to join the class is not affected when they are late.

The fifth question (Q5) talks about their unwillingness to participate in the in-class activities when they come in the virtual class late. The data shows that 40% strongly disagree, 30% disagree, 25% neutral and 5% of the students agree. This implies that most students are still willing to participate in the in-class activities even though they come in the virtual class late.

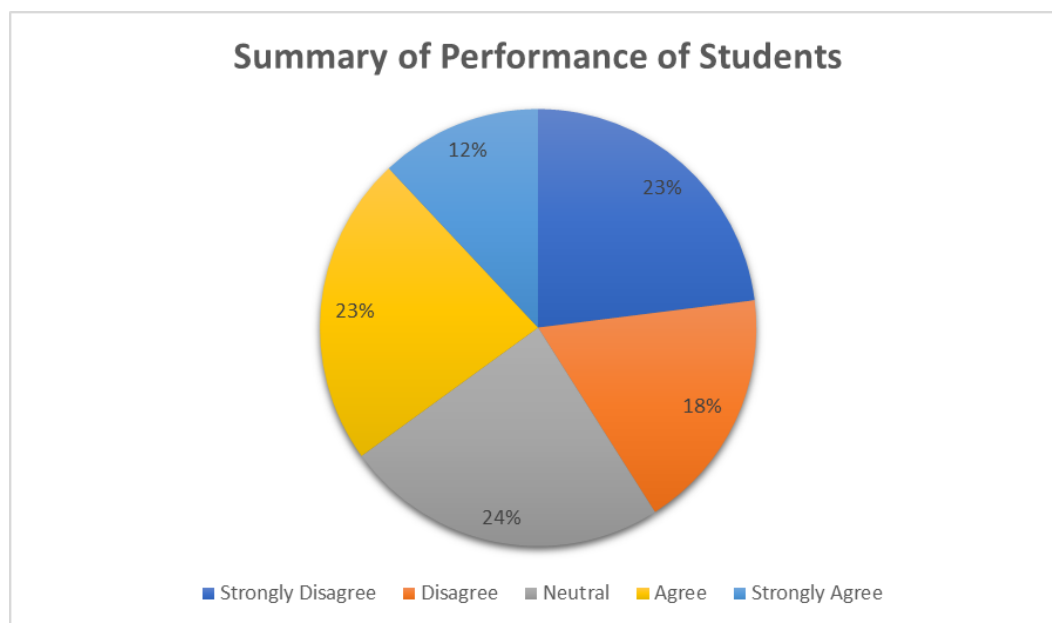


Figure 4. Summary of Student Performance

The researchers have found out that when the five performance-related questions in the survey are consolidated, the majority of the students implied that their tardiness does not affect their performance. Although this is supposed to be leaning towards the resilient side of their performance, it is evident that an alarming number of students are still negatively affected. A

total of forty-one percent of the students comprised the ones who agreed while thirty-five percent of them disagreed.

In relation to Research Question 1, tardiness affects the performance of the students in some ways and aspects. It has been revealed based on the results of the survey that majority of the respondents' oral participation in the class, their willingness to join, and their participation in the virtual classroom activities are not really affected when they come in the class late. However, the survey also revealed that the respondents feel anxious and/or nervous and are negatively affected whenever the teachers call them out for being late in the class.

The second question that this study sought to answer is, How do the three strategies effectively address the problem of student tardiness?

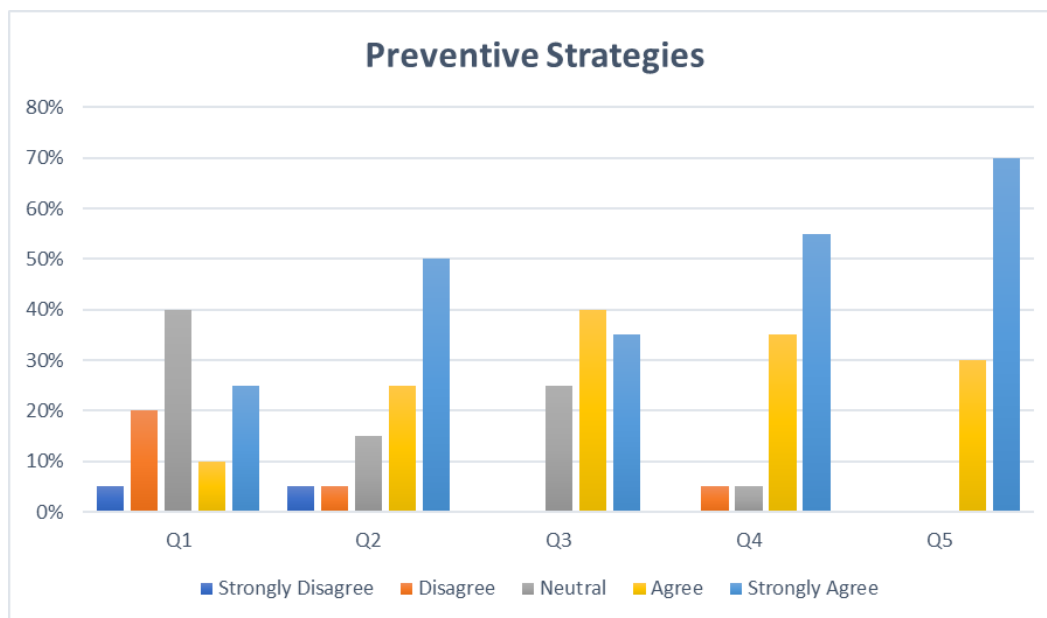


Figure 5. Preventive Strategies proposed to Mitigate Student Tardiness

Figure 5 illustrates the preventive measures and strategies that were well-reflected in the second part questions of the survey.

The first question (Q1) asked the students if they can refrain from being late if they are tasked to make a reflection sheet for every consecutive tardiness. Based on the data gathered, the researchers found that 5% of the students strongly disagreed, 20% disagreed, 40% were neutral, 10% agreed, and 25% of the respondents strongly agreed. It shows that the majority of the students remain neutral in the first preventive strategy. In terms of effectiveness, the first preventive measure which is the reflection paper is somewhat effective to address student's tardiness.

The second question (Q2) asked the students if having a buddy in class whom they can work with is a great help in reminding them of their class responsibilities such as attendance and activity submissions. The data gathered shows that 5% of the students strongly disagreed, 5% disagreed, 15% remained neutral, 25% agreed, while half of the respondents (50%) said that they strongly agreed that having a buddy is a great help for them to address their tardiness issue. This implies that a buddy system is an effective strategy to address the problem of tardiness among students of the Silliman University Junior High School.

The third question (Q3) asked the students if having a well-structured class routine will make them well prepared and eager to join the class. The result of the data shows that 25% of the students are neutral, 40% have agreed, and 35% of the respondents strongly agreed. It means that if we add the respondents who agreed, it is evident that the majority are in favor of having a well-structured class routine as an effective tool to prevent students' tardiness.

The fourth question (Q4) talks about a structured routine in a class that should comprise and cover announcements, intended learning outcomes, and all the way to the summary. The data

shows that 5% disagreed, 35% agreed, while the majority of the respondents (55%) strongly agreed. The implication is that this strategy is also effective to address tardiness issues.

The fifth and last question (Q5) talks about daily announcements by the teacher if this could be of help for the students to remember their class activities and schedules. The data gathered reveals that 30% agreed while 70% of the respondents strongly agreed. It means that this preventive measure is much more effective.

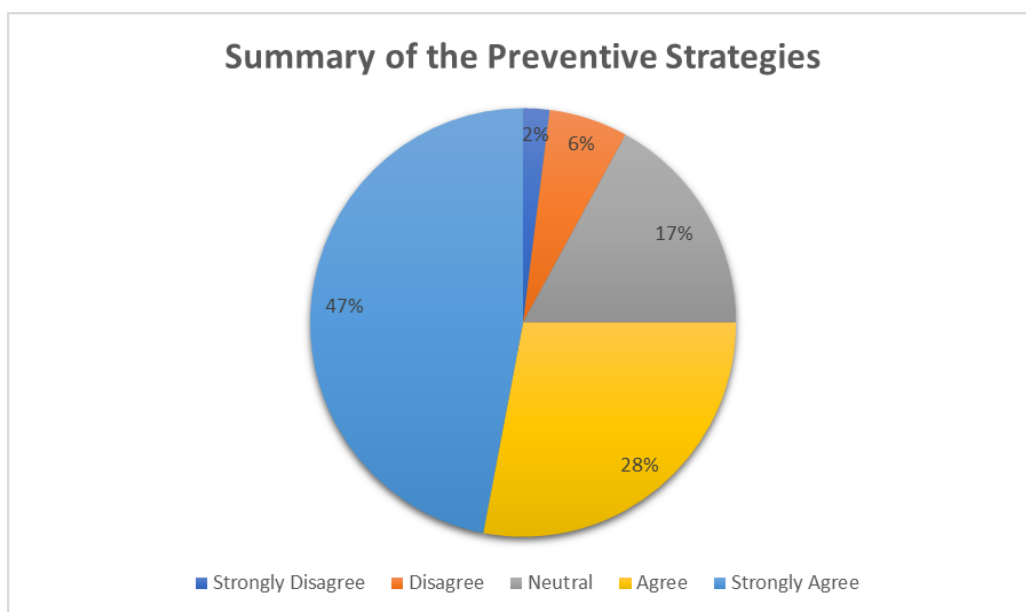


Figure 6. Summary of the Preventive Strategies

When the five preventive strategy-related questions in the survey are merged, the researchers have found out that the majority of the students perceived the three proposed teaching interventions as effective. The majority consists of a three-quarter percentage while only eight percent out of the rest have disagreed.

In relation to Research Question 2, the first preventive strategy to address tardiness among Junior High School students which is reflection paper is somewhat effective in a way that it is used as a tool to help correct undesired behavior such as being late or absent in the class.

Moreover, this strategy is being reinforced to those who follow the rules and exhibit expected and desired behaviors.

In terms of the buddy system as a preventive strategy to address tardiness, it is highly effective because it increases the social interactions among the students. Furthermore, a peer buddy can help the child who has difficulty with transitions, difficulty remembering the rules and procedures of routines, or who seems to need a lot of peer attention. This strategy exhibits teamwork and camaraderie as no one is being left behind in their school works and activities. In addition, learners also learn how to collaborate, compromise, and teach one another.

Finally, the well-structured class routine is also highly effective in addressing tardiness among students because it helps students what to do during class routines and it will minimize disruptions in the classroom. Also, clear class routines can help maximize instruction time and will allow students to learn expectations and the flow of the classroom.

V. Conclusion and Action Plan

The objectives of this study are to find out how tardiness affects students' performance in Online Distance Learning and how the three different strategies, namely: Reflection Sheet, Buddy System, and Structured Routine in social studies classes effectively address the problem of student tardiness.

Research findings of this study are categorized into three main parts. First, in terms of students' performance, the researchers have found out that most of the students said that their tardiness does not negatively affect their performance in school. Second, in terms of preventive measures, it is evident that the majority of the students perceive the three proposed teaching interventions as effective. Third, in terms of factors that affect students' delay, the data clearly shows that technical difficulties being experienced by the students is the primary reason why students come to class late. In general, the data that the researchers have gathered is beneficial in

addressing tardiness in social studies classes and finding out how this affects the learners' performance in class.

The conduct of this study is to provide valid data to help improve the teaching approach of social studies teachers in dealing with the research issue. The result of this study has identified four primary factors affecting the students' tardiness: slow internet connection, heavy workloads/assignments, lack of sleep and time management, and technical difficulties. Therefore, it is recommended that SUJHS Social Studies faculty and administration use and implement the three differentiated preventive strategies: reflection sheets, buddy systems, and well-structured routines as these are effective ways to help address the issue of delinquency in online classes.

References

- Bailly, B. (2021, August 21). *Daily Reflection sheet for students*. kidsworksheetfun. Retrieved December 2021, from <https://kidsworksheetfun.com/daily-reflection-sheet-for-students/>
- BSCI 1510L literature and STATS GUIDE: 3.2 components of a scientific paper*. Research Guides. (n.d.). Retrieved January 13, 2022, from [https://researchguides.library.vanderbilt.edu/c.php?g=69346&p=831743#:~:text=Nearly%20all%20journal%20articles%20are,the%20abstract\)%20is%20not%20labeled.](https://researchguides.library.vanderbilt.edu/c.php?g=69346&p=831743#:~:text=Nearly%20all%20journal%20articles%20are,the%20abstract)%20is%20not%20labeled.)
- Establishing a buddy system in the Classroom*. KDH Research and Communication. (n.d.). Retrieved November 2021, from <https://www.best-schools.info/buddy-system-in-school/>
- FireFox Schools. (2n.d.). *Reflection Sheet*. Reflection sheet. Retrieved December 11, 2021, from <https://www.foxfireschools.com/Reflectionsheet.aspx>
- Goodwin, D. J. (2020). *A Comparative Analysis of Tardiness Policies of Elementary Schools*. Retrieved December 13, 2021, from <https://dune.une.edu/cgi/viewcontent.cgi?article=1350&context=theses>
- Master of science in education-special education ... - odu.edu*. (n.d.). Retrieved December 13, 2021, from <https://www.odu.edu/content/dam/odu/col-dept/cdse/docs/ac-k-12-checklist.pdf>
- Methods for dealing with chronic tardiness at school. Retrieved, May 29, 2022, from <https://www.thoughtco.com/methods-to-deal-with-tardy-students-7740#:~:text=For%20st%20udents%20whose%20tardiness%20is,tardiness%20is%20not%20an%20option.>
- Reinke, W. M. (n.d.). *Teaching classroom Routines*. The Classroom Check-up. Retrieved December 13, 2022, from <https://www.classroomcheckup.org/teaching-classroom-routines/>
- Strategies effectively addressing tardiness. Retrieved May 29, 2022, from https://ies.ed.gov/ncee/rel/regions/pacific/pdf/FAQ_strategies-effectively-addressing-tardiness_508.pdf
- Strategies for dealing with tardiness. Retrieved, May 29, 2022, from <https://eric.ed.gov/?id=ED538646>
- Tardiness: Its effects to the academic performance of the students. Retrieved, May 29, 2022, from <https://www.scribd.com/document/455932769/tardiness-its-effects-to-the-academic-performance-of-the-grade-10-students-of-SJSFI-enrolled-in-S-Y-2019-2020>
- The Addictions Foundation of Manitoba. (n.d.). *Classroom Behavioural Strategies and*

Interventions. Tough Kids and Substance Abuse . Retrieved December 14, 2022, from <https://www.edu.gov.mb.ca/k12/specedu/fas/pdf/5.pdf>

Wikimedia Foundation. (2021, December 20). *Tardiness*. Wikipedia. Retrieved December 27, 2021, from <https://en.wikipedia.org/wiki/Tardiness>

Wikipedia contributors. (2021, December 12). *Buddy system*. Wikipedia. https://en.wikipedia.org/wiki/Buddy_system

APPENDIX

A. Research Map

Research Topic:

**Addressing Student Tardiness in Online Distance Learning using three different strategies:
Reflection Sheet, Buddy System, and Structured Routine in Social Studies Classes**

Research Question	Participants/ Respondents	Data-gathering technique	Instruments	Type of Data to be generated	Method of Analysis
1. How does tardiness affect students' performance in Online Distance Learning? 2. How do the three strategies effectively address the problem of student tardiness?	Grade 7-10 Social Studies Students in Silliman University	• Open-ended Interview Questions • Random Sampling	• Interview • Questionnaire • Survey	Qualitative	Descriptive