POSITIVE ATTENDANCE AND PUNCTUALITY AMONG STUDENTS

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Attendance and punctuality are important for so many reasons. It is important for all students to regularly attend school on time irrespective of gender, religion, cultural background and ability, to ensure they make the best of their talents and skills. Good attendance makes school a more meaningful experience for every student. It not only improves performance in academic subjects but also helps in other areas of school life: sports, social interaction and the development of self-esteem. The student gains intellectually, psychologically and emotionally from consistent attendance. Good attendance will help students obtain secure employment and will allow others to perceive them as mature, reliable and responsible citizens. Considering that when they finish education, they are expected to be skilled and ready for work. Considering also that employers and other reference seekers value attendance and punctuality as indicators of reliability. Absenteeism, on the other hand, leads to underachievement. Moreover, there is a clear link between non-attendance and social exclusion which can lead to involvement in a crime.

Punctuality helps lessons begin on time without interruptions, which helps everyone to learn. Accepting lateness encourages disrespect for others. Hence, students should be able to take full advantage of their educational opportunities, including regular attendance, completion of assigned work and attainment of their full potential.

Good attendance and punctuality is a shared responsibility between parents and school. Students, when asked what would motivate them to attend classes regularly, say they want school discipline policies that do not only discipline students but also allow them
to begin catching up with their school work; make school a place where students feel safe and respected; adopt a character education program that is planned and implemented by students; develop social areas and facilities for pupils, and provide a range of planned games, leisure and play facilities during breaks. Moreover, they want a safe school where students do not fear bullying, and pupils who are late or have been absent are positively welcomed into the class on their return, ensuring absent pupils will have work adapted to help them to catch up and to minimize problems on return to school and offering extended day, extra tutorial and homework provisions so that pupils can catch up and have more individual or small group attention from teachers.

References:

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