

Original Article

Punctuality and Academic Performance of Junior High School Students

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Abstract

Punctuality is widely recognized as a factor that may influence student engagement and learning outcomes. This study determined the punctuality level of junior high school students, and their related personal and social factors, and examined its relationship with academic performance at a selected school in Indanan, Sulu, Philippines, during School Year 2024-2025. Using a descriptive research design, 100 junior high school students were selected as respondents. Data on punctuality and academic performance were gathered through a survey questionnaire and school records. Data were analyzed using SPSS, including frequencies, percentages, means, and Pearson correlations. Findings revealed that students were "Seldom Late" across all subject areas. Notably, in Science, students were "Never Late," which respondents attributed to the Science teacher's strict attendance policy. Correlation analysis showed no significant relationship between punctuality and academic performance. This indicates that variations in punctuality did not correspond to variations in academic performance. Thus, punctuality was not a significant predictor of academic performance among the respondents. The study concludes that junior high school students in Indanan, Sulu, Philippines generally observe punctuality, with full compliance in Science due to stricter enforcement. However, punctuality alone does not guarantee higher academic performance. The results suggest that while promoting punctuality remains important for discipline and classroom management, other academic and non-academic

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factors should also be considered to improve student achievement.

Keywords: academic performance, attendance, proximity, punctuality, time management

1. Introduction

Education plays a fundamental role in the intellectual, social, and economic development of individuals and nations. Achieving quality education requires not only effective teaching and adequate learning resources but also positive student behaviors that promote academic success. Among these behaviors, punctuality has long been recognized as an essential characteristic that reflects discipline, responsibility, and commitment to learning. Students who consistently arrive on time are more likely to participate fully in classroom activities, receive complete instruction, and develop positive learning habits that contribute to improved academic performance.

Punctuality refers to the habit of arriving at school or class at the designated time. It is considered an important aspect of students' discipline because it allows learners to maximize instructional time and actively engage in classroom discussions, collaborative learning, and assessment activities. Conversely, tardiness reduces learning opportunities, disrupts classroom instruction, and may negatively influence both the tardy student and classmates. Research has consistently shown that students who frequently arrive late tend to obtain lower academic achievement than those who maintain regular and timely attendance (Gottfried, 2014; Keppens, 2023).

Numerous international studies have established a significant relationship between attendance-related behaviors and academic achievement. Keppens (2023) demonstrated that school absenteeism and other attendance problems are associated with lower examination results among secondary school students, emphasizing that missing instructional time diminishes learning opportunities and academic success. Likewise, Gottfried (2014) found that student tardiness negatively affects not only the academic performance of late students but also the achievement of their classmates, as classroom instruction is interrupted when students arrive late. These findings suggest that punctuality is an essential component of effective learning and overall school performance. Similarly, research has shown that regular attendance and timely participation in classroom instruction are strong predictors of academic success. Gottfried (2010) concluded that school attendance has a direct and positive effect on student achievement after controlling for various socioeconomic and demographic factors. Students who consistently attended classes demonstrated higher learning outcomes than those who frequently missed instructional time, highlighting the importance of maximizing opportunities for classroom learning.

In the Philippine educational context, punctuality remains a persistent concern despite school policies promoting discipline and regular attendance. Traffic

congestion, long travel distances, family responsibilities, unfavorable weather conditions, and limited transportation are among the common reasons for student tardiness. A Philippine study by Serut et al. (2023) reported that tardiness adversely affected students' academic performance, with distance from home to school emerging as one of the major contributing factors. Similarly, Sansaluna-Maulana et al. (2021), stated that teacher and student punctuality and attendance have a significant relationship with students' academic performance in Senior High School. This discipline often extends beyond classroom attendance and influences other academic behaviors such as study habits, preparation for examinations, and timely submission of assignments. Consequently, students who practice punctuality are more likely to develop structured learning routines that positively influence their academic performance. In essence, punctuality helps establish an organized and focused learning environment that enhances students' participation, understanding, and academic achievement. However, literature shows that multiple factors influence punctuality. Steel (2007) noted that procrastination and low self-efficacy negatively affect timely task initiation and academic performance.

The situation may be more challenging in geographically isolated provinces such as Sulu, where students often face transportation limitations, adverse weather conditions, financial constraints, and long commutes to school. These challenges may contribute to habitual tardiness, resulting in missed instructional time, reduced classroom engagement, and lower academic achievement. Despite these realities, there remains limited empirical evidence examining how punctuality influences the academic performance of junior high school students in Sulu. Most existing studies have been conducted in urban schools or higher education institutions, leaving a gap in the literature regarding secondary school learners in geographically disadvantaged communities.

Understanding the relationship between punctuality and academic performance among junior high school students in Sulu is essential for developing evidence-based interventions that promote student discipline and academic excellence. The findings of this study may assist school administrators, teachers, parents, and policymakers in designing effective attendance programs, strengthening guidance and counseling services, and implementing strategies that encourage students to value punctuality as an important habit for lifelong success. Furthermore, the study contributes to the growing body of educational research by providing localized evidence that may serve as a basis for future policies and interventions to improve students' academic outcomes in the Province of Sulu.

2. Methodology

2.1 Research Design and Locale

In this study the researcher utilized two (2) methods: descriptive research method which investigated the demographic profile and level of punctuality. Descriptive

research is appropriate when the goal is to describe the characteristics, frequency, and behavior of a population without manipulating variables. Correlational research method for investigating the relationship between the level of punctuality and related factors, and to determine how the academic performance of junior high school students in Indanan, Sulu, was associated with their level of punctuality. The correlational research method is used to determine the relationship between variables, with no manipulation or control by the researcher. This design was suitable for this study because it did not involve variable manipulation. Instead, existing data on punctuality and grades were collected, described, and correlated to determine whether changes in punctuality correspond to changes in academic performance. The study was conducted at selected school in Indanan, Sulu, Philippines, during the school year 2024-2025.

2.2 Respondents and Sampling

The respondents of the study were junior high school students of selected school in Indanan, Sulu. They were one hundred (100) in number as the total respondents.

This study used census sampling where all One Hundred (100) junior high school students were included as respondents.

2.3 Research Instrument

The survey instrument of this study consisted of three (3) parts: Part I, the profile of the respondents, which included Age, Sex, Proximity, and Grades. Part II of the survey measured the level of punctuality that students might have practiced in all subject areas throughout the whole school year. The students answered questions using a 4-point rating scale (1 = Always, 4 = Never). Below is the Likert Scale of students' level of punctuality.

Table 1. Scale statistical limits, descriptive equivalent, extent, and level of punctuality.

1.00-1.49	Always
1.50-2.49	Often
2.50-3.49	Seldom
3.50-4.00	Never

Part III of the survey identified the factors that might have affected the punctuality of junior high school students at a selected school in Indanan, Sulu. The students answered questions using a 4-point Likert scale (4 = Very True, 1 = Not True). Below is the Likert Scale of students' level of punctuality.

Table 2. Scale statistical limits, descriptive equivalent extent of factors.

3.50-4.00	Very true
2.50-3.49	True
1.50-2.49	Slightly true
1.00-1.49	Not true

A 4-point Likert scale questionnaire was used instead of a 5-point scale to encourage definite answers and avoid neutral or undecided responses. This makes the data clearer because students must indicate their definite responses. To establish content validity, the questionnaire is validated by two educational research specialists. The evaluator assessed the clarity of each indicator and its importance to the study's purpose.

2.4 Data Gathering Procedure

Prior to data gathering, the researcher obtained formal permission from the school administration through an official request letter endorsed by the research adviser. Once the letter was approved, the researcher coordinated with the class adviser to distribute the research questionnaire to the respondents. All respondents were instructed on how to answer the question. After retrieving the completed questionnaires, the answers from all respondents were reviewed and tabulated for statistical purposes. The collected data were entered into Microsoft Excel and SPSS (Statistical Package for the Social Sciences).

2.5 Statistical Treatment of Data

Frequency counts, Analysis of Variance (ANOVA) and Pearson's (r) correlation were used for the data analysis. Pearson's (r) correlation value is used to determine related factors and the level of punctuality, and the relationship between the level of punctuality and the academic performance of the students. Analysis of Variance (ANOVA) was used to analyze significant differences in the level of punctuality of junior high school students according to profile. Data processed through the IBM Statistics SPSS Version 20. The level of significance is set at 0.05.

2.6 Ethical Consideration

The study adhered to ethical standards to ensure the protection of the rights, privacy, and welfare of the respondents. Before conducting the study, the researcher obtained permission from the school principal and from the respondents. All respondents participated voluntarily in answering the questionnaire.

The collected data were used solely for research purposes, and respondents' profiles were kept fully confidential; respondents' academic records were not affected by their participation in this study.

3. Results

3.1 Level of Punctuality of the Students

Table 3. Level of punctuality of the students.

Subject Areas	N	Mean	Descriptive Interpretation
Mathematics	100	2.96	Seldom late
Science	100	3.53	Never late
English	100	3.43	Seldom late
ArPan	100	3.38	Seldom late
Filipino	100	3.49	Seldom late
MAHPE	100	3.49	Seldom late
EPP	100	3.48	Seldom late
EsP	100	3.48	Seldom late
Overall Mean		3.405	Seldom late

Legend: 1-1.49 always late, 1.5-2.49 often late, 2.5-3.49 seldom late, 3.5-4.0 Never late

The results indicate that the overall level of punctuality among junior high school students was high ($M = 3.405$), corresponding to the descriptive rating of "Seldom Late." Among the eight subject areas, Science obtained the highest mean score ($M = 3.53$), interpreted as "Never Late." In contrast, Mathematics recorded the lowest mean ($M = 2.96$), although it still fell within the "Seldom Late" category. The remaining subject areas, namely English ($M = 3.43$), Araling Panlipunan ($M = 3.38$), Filipino ($M = 3.49$), MAPEH ($M = 3.49$), EPP ($M = 3.48$), and EsP ($M = 3.48$), were likewise interpreted as "Seldom Late."

The overall findings revealed that junior high school students were seldom late, based on their responses or perceptions, as reflected in the overall mean of 3.405. However, in Science, students were generally classified as "Never Late," as indicated by the highest mean of 3.53. This suggests a high level of punctuality among students in Science classes. In all other subject areas, the findings showed that students were within the "Seldom Late" category.

These findings suggest that the respondents generally demonstrated positive punctuality behaviors across subject areas. Although occasional tardiness still occurred, students generally arrived at school and classes on time, thereby maximizing opportunities for classroom participation and instructional engagement.

3.2 Level of Punctuality of the Students According to Profile

Table 4. ANOVA table for the level of punctuality of different ages.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.569	1	.569	2.364	.127
Within Groups	23.577	98	.241		
Total	24.145	99			

The one-way analysis of variance revealed no statistically significant difference in punctuality by age, $F(1, 98) = 2.364$, $p = .127$. Since the p-value exceeded the 0.05 level of significance, the null hypothesis was not rejected. This indicates that students of different age groups exhibited comparable levels of punctuality. The finding suggests that age does not appear to influence students' punctuality behavior within the study population. This may indicate that school routines, institutional expectations, and classroom policies contribute more substantially to punctual behavior than chronological age.

Table 5. ANOVA table for the level of punctuality by gender.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.129	1	.129	.526	.470
Within Groups	24.017	98	.245		
Total	24.145	99			

The ANOVA results showed no statistically significant difference in punctuality between male and female junior high school students, $F(1, 98) = 0.526$, $p = .470$. Because the computed probability exceeded the .05 significance level, the null hypothesis was retained. This explains that both men and women have the same level of punctuality. This finding implies that male and female students demonstrated similar punctuality. The result suggests that gender is not an important determinant of punctuality among the respondents. Instead, punctuality may be influenced by common school expectations, family routines, or environmental conditions that similarly affect both male and female learners.

Table 6. ANOVA table for the level of punctuality at different proximities.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.773	3	.258	1.058	.371
Within Groups	23.372	96	.243		
Total	24.145	99			

The analysis revealed no statistically significant difference in students' punctuality by residential proximity to the school, $F(3, 96) = 1.058$, $p = .371$. Consequently, there is no reason to reject the null hypothesis. It means that regardless of the distance between home and school, punctuality may not vary. Although transportation distance is frequently identified as a cause of tardiness, the present findings indicate that students residing at varying distances from school maintained

relatively similar levels of punctuality. This may suggest that students have developed effective travel routines regardless of distance, or that transportation conditions affect all learners similarly.

Table 7. ANOVA table for the level of punctuality of different grades.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.519	52	.260	1.150	.315
Within Groups	10.626	47	.226		
Total	24.145	99			

The results further demonstrated no statistically significant difference in punctuality according to students' academic grades, $F(52, 47) = 1.150$, $p = .315$. This means that the grade is not associated with level of punctuality. This further indicates that the level of punctuality may not be a cause of changes in students' grades. As well as that, students with varying academic achievement exhibited comparable levels of punctuality. Although punctuality is generally considered beneficial for learning, differences in academic grades among respondents could not be attributed solely to their punctuality behavior.

3.3 Level of Punctuality of the Students according to Personal and Social Factors

Table 8. Pearson correlation table between the level of punctuality and personal factors.

		Level of Punctuality	Personal Factor
Level of Punctuality	Pearson Correlation	1	-.029
	Sig. (2-tailed)		.775
	N	100	100
Personal factor	Pearson Correlation	-.029	1
	Sig. (2-tailed)	.775	
	N	100	100

Pearson correlation analysis revealed a very weak negative relationship between punctuality and personal factors ($r = -.029$, $p = .775$). Since the probability value exceeded the .05 level of significance, the relationship was not statistically significant. The finding shows a correlation between the level of punctuality and the Personal Factor. The correlation coefficient is $-.029$, indicating a very weak inverse relationship; it means that personal factors have almost no effect on the punctuality level of junior high school students. This suggests that school rules influence students' punctuality more than their personal traits do. This also revealed no statistically significant correlation between the level of punctuality and the personal factor, meaning that changes in the personal factor do not influence the level of punctuality, and vice versa.

Table 9. Pearson correlation table between the level of punctuality and social factor.

		Level of Punctuality	Social factor
Level of Punctuality	Pearson Correlation	1	.142
	Sig. (2-tailed)		.160
	N	100	100
Social factor	Pearson Correlation	.142	1
	Sig. (2-tailed)	.160	
	N	100	100

The Pearson correlation between the level of punctuality and a social factor. The Pearson correlation coefficient is .142. The significance (Sig. 0.160) is above .05 level of significance. The null hypothesis is not rejected, therefore, there is no significant correlation between level of punctuality and social factor of junior high students. This means that the change in the social factor does not influence the level of punctuality. This finding indicates that although social factors showed a slight positive association with punctuality, the relationship was not statistically significant. Consequently, the respondents' punctuality appears to be relatively independent of the measured social influences.

3.4 Academic Performance and Level of Punctuality

Table 10. Pearson correlation table between the academic performance and level of punctuality.

		Grade's Average	Level of Punctuality
Grade's Average	Pearson Correlation	1	.163
	Sig. (2-tailed)		.105
	N	100	100
Level of Punctuality	Pearson Correlation	.163	1
	Sig. (2-tailed)	.105	
	N	100	100

Table 10 shows a Pearson correlation analysis between academic performance and level of punctuality. The Pearson correlation coefficient is .163. The significance value (.105) is greater than the specified significance level of 0.05. Thus, the null hypothesis is not rejected. There is not enough evidence to reject it. This means that changes in punctuality do not lead to changes in academic performance. Punctuality has nothing to do with academic performance.

4. Discussion

The findings revealed that junior high school students generally demonstrated a favorable level of punctuality, with most students seldom late across subject areas. Among the subjects, students demonstrated the highest level of punctuality in Science,

where they were generally classified as never late, whereas in the remaining subjects, they were classified as seldom late. This finding indicates that the respondents generally maintained regular, timely participation in their classes, although some degree of tardiness persisted. Recent literature recognizes regular school attendance and timely participation as important components of students' engagement with schooling. Kearney et al. (2022) emphasized that both individual and school-level processes influence school attendance and should be viewed as part of a broader system of student engagement. Similarly, Boaler and Bond (2023) found that proactive school systems, a supportive school climate, and coordinated approaches can improve student attendance and engagement.

The study further revealed no significant difference in students' punctuality according to age. This means that students from different age groups generally demonstrated comparable levels of punctuality. The finding suggests that age alone may not be sufficient to explain differences in whether students arrive at school or class on time. This interpretation is consistent with the contemporary view that attendance behavior develops through the interaction of numerous individual, family, school, and contextual influences rather than chronological age alone (Kearney et al., 2022). However, Rahman et al. (2023), in a large multinational study of adolescents, found that age was associated with chronic school absenteeism, although the direction and strength of the association differed across world regions. Their findings indicate that the influence of age on attendance may depend considerably on cultural and educational contexts, which may help explain why age was not a significant factor among students in the present study.

Similarly, the findings showed no significant difference in punctuality according to gender. Male and female students generally exhibited similar levels of punctuality, indicating that gender was not a distinguishing factor in punctual behavior within the study population. Recent evidence suggests that gender differences in school attendance are not uniform across settings. Rahman et al. (2023) reported gender differences in chronic absenteeism among adolescents across multiple countries and concluded that the factors associated with absenteeism varied by cultural background, socioeconomic conditions, and gender. More recent research by Chen et al. (2024) likewise showed that although school refusal may manifest differently among male and female adolescents, the underlying influences involve a combination of individual, family, and school factors. These studies suggest that gender alone provides only a partial explanation for attendance-related behavior.

The study also found no significant difference in students' punctuality with respect to their residential proximity to the school. Students living at different distances from the school generally demonstrated comparable punctuality. This suggests that living farther from school does not automatically result in greater

tardiness, just as living near the school does not necessarily guarantee punctual arrival. Recent evidence supports the need to distinguish physical distance from the actual burden of commuting. Chairassamee et al. (2024), in a large study of school-age students, found that commuting time had stronger effects on students than distance alone and showed that transportation conditions, traffic, location, and mode of travel can alter the effect of distance. Their findings suggest that residential proximity alone may be an incomplete indicator of students' daily travel circumstances, which may help explain the absence of significant differences in punctuality in the present study.

The findings further indicated no significant difference in students' punctuality across academic grades. Students with different levels of academic performance generally demonstrated comparable levels of punctuality. This suggests that higher-performing students were not necessarily more punctual than lower-performing students in the population examined. This result should not be interpreted as meaning that attendance-related behaviors are irrelevant to learning. Keppens (2023) found that school absenteeism was negatively associated with academic achievement among secondary school students, particularly when absences occurred during academically important periods. However, absenteeism represents a more substantial loss of instructional time than occasional tardiness. Thus, the difference between the present finding and that of Keppens may indicate that the academic consequences of missing entire classes or school days are stronger than those associated with relatively minor variations in punctuality.

With respect to personal factors, the study revealed no significant relationship between these factors and students' punctuality. This suggests that variations in the personal factors examined were not systematically associated with respondents' punctuality. Recent literature indicates that attendance behavior is influenced by multiple individual characteristics rather than by a single broad personal factor. Leduc et al. (2024), in a systematic review of ecological factors related to school refusal, identified numerous individual, social, and contextual characteristics associated with difficulties attending school, with anxiety-related symptoms and diverse learning needs among the important individual influences. Similarly, Lee et al. (2023) identified multiple risk and protective factors associated with absenteeism among secondary students, demonstrating that attendance behavior emerges from interacting characteristics within students' immediate personal and social environments. These findings support examining personal influences as multidimensional rather than treating them as a single determinant of punctuality.

The findings likewise showed no significant relationship between social factors and students' punctuality. Thus, differences in the measured social factors did not systematically correspond to differences in punctual behavior among the respondents. This does not necessarily indicate that students' social environments are unimportant. Rather, the particular social factors measured in the study may not have directly

influenced punctuality in this setting. Vargas-Madriz and Konishi (2021) found that parental, peer, and teacher support contributed to students' academic involvement, with school belonging playing an important mediating role for some forms of social support. Similarly, Boaler and Bond (2023) emphasized that contextual conditions influence school attendance difficulties and that supportive school environments and collaboration with families can improve student attendance and engagement. These findings suggest that social factors may influence schooling indirectly through belonging, engagement, relationships, and school support rather than through punctuality alone.

Most importantly, the study revealed no significant relationship between students' punctuality and academic performance. Although students with better punctuality tended to demonstrate slightly better academic performance, the observed relationship was not strong enough to establish a significant association. Therefore, it cannot be concluded that students who are more punctual necessarily obtain higher academic grades within the context of the present study. This finding differs from Keppens (2023), who found that different forms of absenteeism were negatively associated with academic achievement among secondary school students. Keppens explained that missed school time reduces students' exposure to classroom instruction and learning opportunities. Sansaluna-Maulana (2021) likewise reported a significant relationship between teachers' punctuality and attendance and the academic performance of Senior High School students in Maguindanao, Philippines. However, that study examined the punctuality of teachers rather than students, making the findings related but not directly comparable with the present study.

The respondents' generally favorable punctuality may partly explain the absence of a significant relationship between punctuality and academic performance. Because most students were already classified as seldom late or never late, there may have been relatively little variation in punctuality to distinguish students with higher academic performance from those with lower performance. Current research also emphasizes that school attendance and academic performance are shaped by interconnected influences rather than by a single behavior. Lee et al. (2023), for instance, identified numerous risk and protective factors in students' immediate environments associated with school absence. Kearney et al. (2022) similarly argued for a comprehensive and systemic understanding of attendance that recognizes student, family, school, community, and broader contextual influences.

The findings, therefore, indicate that punctuality remains an important aspect of student discipline and participation, but it should not be regarded as the sole determinant of academic success. Regular and timely attendance provides students with opportunities to participate in instruction, but academic achievement also depends on the quality of those learning experiences and the students' engagement

with them. Keppens (2023) demonstrated that the academic consequences of nonattendance can vary according to the reason and timing of missed schooling, while Vargas-Madriz and Konishi (2021) highlighted the role of academic involvement and school belonging in students' educational experiences. Thus, being physically present and punctual is only one component of the broader process through which students learn and achieve academically.

For school administrators and teachers, the findings suggest that efforts to maintain punctuality should continue to promote student responsibility, discipline, and participation. However, interventions intended to improve academic achievement should not rely exclusively on stricter punctuality policies. Boaler and Bond (2023) found that successful approaches to attendance difficulties commonly involve proactive school systems, supportive school environments, individualized support, and family collaboration. Schools may therefore combine attendance and punctuality initiatives with strategies to strengthen classroom engagement, academic support, a sense of belonging at school, and positive relationships among students, teachers, and families.

The findings should be considered in light of the study's limitations. The investigation was conducted among junior high school students at a selected school in Indanan, Sulu; therefore, the results should not be automatically generalized to students from other schools or geographical settings. The study was also correlational and cannot establish causal relationships between punctuality and academic performance. Future studies may include students from several schools and examine more specific influences such as transportation conditions, study habits, motivation, parental involvement, school belonging, classroom engagement, and instructional practices. This broader approach is consistent with recent ecological perspectives that conceptualize school attendance as the product of multiple interacting individual and contextual factors (Kearney et al., 2022; Lee et al., 2023).

In essence, the findings show that junior high school students generally demonstrated favorable punctuality. Their punctuality did not differ significantly by age, gender, residential proximity, or academic grades, and it was not significantly related to the measured personal and social factors. Most importantly, punctuality was not significantly associated with academic performance. The findings therefore suggest that punctuality represents an important aspect of school participation and discipline. Still, academic success should be understood as a broader educational outcome influenced by multiple personal, social, instructional, and contextual factors.

5. Conclusion

This study examined the level of punctuality of Junior High School students in Indanan, Sulu, Philippines, and its relationship to academic performance for School Year 2024-2025. Based on the data gathered and analyzed, punctuality among Junior High students is consistent across all demographic groups. The findings revealed no significant differences in punctuality when students were grouped by age, gender, proximity, and grade. This suggests that punctuality is not shaped by who the students are or where they come from, but rather by the school's shared environment and expectations. The uniform results point to the effectiveness of school-wide policies and teacher monitoring in fostering discipline regardless of individual background. Personal and social factors do not significantly account for students' punctuality. The negligible correlations between punctuality and both personal factors, such as motivation and self-discipline, and social factors, such as peer and family influence, indicate that external regulation with the school setting may be stronger than internal or social influences. This implies that in a highly structured school environment, institutional discipline can override individual and social tendencies. Punctuality does not significantly correlate with academic performance; although a weak correlation was observed, it was not statistically significant. This leads to the conclusion that while being on time contributes to classroom order, it is not sufficient to ensure higher academic achievement.

Academic performance appears to be influenced more by instructional quality, study habits, and learning engagement than by attendance behavior alone. The result of this study have important implications for school management, teachers, and education policy. The findings suggest that schools can effectively promote punctuality through consistent enforcement of rules, making demographic or social interventions less necessary. However, the lack of a significant relationship between punctuality and academic performance highlights a critical insight: discipline alone does not guarantee learning outcomes. For school administrators and teachers, this means that while maintaining punctuality remains valuable for developing responsibility and respect for time, equal attention must be given to improving teaching strategies, student motivation, and academic support systems. For future researchers, the study opens the possibility of exploring other behavioral and academic variables that may have a stronger influence on student achievement in similar school contexts. This study affirms that punctuality reflects school discipline, but academic success requires a broader, more holistic approach that goes beyond time management.

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Conflict of Interest Statement

The authors declare no financial or non-financial conflicts of interest related to this study.

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