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The Role of Supervision in Decreasing Tardiness Physical Education Classes Among Students at San Jose Adventist Academy

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Background: This study explored the impact of a school-wide intervention aimed at reducing tardiness among physical education (P.E.) students at San Jose Adventist Academy (SJAA). High tardiness rates were leading to the loss of valuable instructional time, prompting the need for action. The researchers employed a qualitative approach, using observational data to assess the effectiveness of the intervention, which included clear communication of expected behaviour, intensified supervision during transition periods, and consistent penalties for tardiness. The results showed a marked reduction in tardiness, with the improvements being sustained over time. Initially, observations of 577 PE students revealed that 11.2% were consistently tardy, alongside a 9.53% absence rate, highlighting a significant challenge given the limited 60-minute class periods. Following the implementation and evaluation of five key interventions-reduced transition time, clear policies, positive/negative consequences, quizzes at the start of the class, and enhanced communication-a substantial improvement in student punctuality was observed, with the consistent tardiness rate decreasing significantly to 4.15 and the absence rate also dropping to 4.67%, demonstrating the effectiveness of the multifaceted intervention strategy. The findings suggest that well-structured, school-wide interventions can have a positive impact on student punctuality, benefiting overall instructional time. This study underscores the importance of proactive strategies and supervision in addressing tardiness issues. Recommendations for future research include exploring the role of student engagement and examining similar interventions in other schools.

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