

# **The Role of Personality and Agencies of Socialization in Tardiness, Absenteeism and Academic Performance**

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## **Abstract**

*The study examines the role of personality and agencies of socialization in tardiness, absenteeism and academic performance. A total of 221 students served as respondents of the study. Results show that significant relationships were found among peers and family concerning punctuality and attendance in school of the respondents who were taking Hotel and Restaurant Management (HRM) course. Personality type particularly the introvert type is significantly correlated with tardiness among the respondents who were taking Nursing. No significant difference was found between academic performance and severity of tardiness among the respondents. Nevertheless, a significant difference was found between academic performance and severity of absences for the respondents who were taking Psychology, Business Administration, Education, Information Technology, and Theology.*

**Keywords:** *personality, agencies of socialization, tardiness, absenteeism, and academic performance.*

Data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) – National Commission in the Philippines as cited show that college drop-out rate was pegged at 73% (Ramota, 2005). As per observation, Brokenshire College also faces dilemma of students' tardiness and absenteeism. Tardiness and absenteeism are common problems encountered in the school (Zierod, Sue and Anderson, 2005; Wolfson and Carskadon, 2005). Tardiness occurs when a student comes to class late even though given the schedule of the class. On the other hand, absenteeism occurs when the student does not attend the scheduled class at all. Tardiness and absenteeism can be viewed as behavioral problems affecting the functioning of the individual (Wimmer, 2008). In this case, it affects the academic performance of the individual in school. Moreover, excessive absenteeism can affect academic performance (Durden & Ellis, 1995). Non-attendance was shown to have an impact on academic performance with a correlation existing between high absenteeism and poor academic achievement (McCarey, Barr and Rattray, 2007). The academic performance of the

student in class is measured through grades. Grades are often the numerical rating of a student's performance based on the criteria set by the college.

### *Personality and Agencies of Socialization*

Jung as cited in Feist & Feist (2007) saw humans as complex beings with many opposing poles. The complex makeup of humans invalidates any simple or one-sided description. One of Carl Jung's best-known contributions to the study of personality is his concept on general orientations namely: extraversion and introversion. Extraversion refers to an attitude of interest in the outer world of people and things, while introversion signifies a preoccupation with the internal world of one's own thoughts, feelings, and experiences. An extravert type tends to be friendly and outgoing whereas the introvert type tends to be reserved and focused on self. Jung believed that people possess all the two personality types. However, one usually dominates over the other. Jung's concepts were able to be validated using the questionnaire called Myer-Briggs Type Indicator (Hjelle and Ziegler, 1992; Hall, Lindzey, and Campbell, 1998). Lounsbury et.al, (2004) examined the relationship of personality variables and absenteeism. Extraversion was found to be negatively related to absenteeism. Personality precedes many situational or environmental variables, which have been studied in relation to absenteeism (Lounsbury et.al, 2004).

Socialization is the lifelong process in which people learn the attitudes, values, and behaviors appropriate for members of a particular culture (Schaefer, 2005). It begins at birth and continues throughout life. Any person or institution that shares a person's values and behavior is an agent of socialization (Palispis, 2007). Textbooks in sociology identified more or less seven agencies of socialization. However, the study identified only the most important agencies of socialization to a student life which are family, peer group, and school (Gest et.al, 2008; Wimmer, 2008). Schaefer (2005) identified family as the most important agent of socialization since it is the first unit of interaction of the individual. The individual learns first the culture of the society through the family. The value parents place on education can contribute to a student's school refusal behavior (Wimmer, 2008). Thus, parents play a significant role in influencing the behavior of their children toward school.

In modern societies, the school is considered the primary agent for weaning children from home and introducing them into the larger society (Palispis, 2007). Wimmer (2008) identified school as a factor that affects school refusal behavior of the students that can lead to absenteeism and tardiness.

The peer group becomes an influential agent of socialization in the adolescent period of the individual. It serves as the individual's support group as he/she deals with the issues concerning

adolescence. By virtue of their age, sex, and rank, peers “stand in the same relation to persons in authority” and therefore see the world through the same eyes (Palispis, 2007). Peer relations play an important role in some forms of psychopathology such as conduct disorder (Wenar and Kerig, 2000). One of the symptoms of conduct disorder is serious violations of rules that include school refusal behavior such as truancy or missing school activities (DSM-IV-TR, 2000).

Based on the given discussion, the study seeks to determine the role of personality and agencies of socialization on the incidence of absenteeism and tardiness. It also seeks to find out the relationship of absenteeism and tardiness with academic performance. Specifically, the study seeks to answer the following problems: (1) Is there a significant relationship between incidence of tardiness and absenteeism with personality and agencies of socialization?; (2) Do the incidence of tardiness and absenteeism significantly differ with academic performance?

## **Method**

A total of 221 students participated in the study. Sixty-four (64) respondents were from the Arts and Sciences, Business Administration, Education, Information Technology, and Theology (BASE-IST). Eighty (80) respondents were taking Hotel and Restaurant Management (HRM). Seventy-seven (77) respondents were taking Nursing course. There were 75 males and 146 females.

The researchers devised a questionnaire for gathering data on the influence of agencies of socialization to tardiness and absenteeism. The questionnaire consists of two parts. The first part sought to gather personal information of the participants. The second part comprised of statements to gather the participants' views about the influence of family, school, and peers to tardiness and absenteeism. A modified Likert-type scale is used to measure the responses of the participants. It consists of 30 items, 10 items for each agency of socialization. The items consist of positive and negative statements. This questionnaire was pilot tested and subjected for reliability testing, which yielded a score of Cronbach alpha 0.7075.

The Myer-Briggs Personality Indicator Test was used to determine the personality trait of the respondents. The test can identify personality types that combine the extraversion and introversion types with the four psychological functions namely: thinking, feeling, sensing and intuiting (Myers et.al., 1998).

Academic performance was measured through grades based on the scores in the quizzes, seatwork, and long examination in the prelim and midterm period. Each score in the quizzes, seat works and long exams was transmuted using base 50-transmutation table. To emphasize real-life application, the academic performance was computed using the school's grading system which is 40%, 40% and 20% for long examinations, quizzes and seat works respectively.

A permission to conduct the study was sought from the Deans of the Colleges specifically from the Dean of Nursing and BASE-HIST. Upon the permission of the college deans the respondents were given a test to determine their personality trait. Another questionnaire was distributed to gather information on the extent of influence of the agencies of socialization to tardiness and absenteeism. It should be noted further that during the actual data gathering, the researchers properly instructed the respondents by group in the proper way of answering the questionnaire in such a way that the goals of the study would be met. Throughout the study, all class beadles were monitoring the incidence of tardiness and absenteeism. The respondents were monitored in their English and Math subjects. Ethical guidelines in the conduct of research were ensured such as informed consent and confidentiality. The responses of the participants were analyzed using the appropriate statistical tools. Conclusions and recommendations were formulated after the data were analyzed.

## Result and Discussion

Table 1  
Correlation among Tardiness, Absenteeism, Personality and Agencies of Socialization

		Personality	Agencies of Socialization		
		Type	Family	Peer	School
BASE-IST	<i>R</i>	.070	.087	.030	-.006
Tardiness	<i>p-value</i>	.583	.494	.813	.962
Absenteeism	<i>R</i>	-.140	-.072	.005	.149
HRM	<i>p-value</i>	.269	.569	.970	.242
Tardiness	<i>R</i>	-.039	-.134	-.303	-.208
Absenteeism	<i>p-value</i>	.728	.237	.006*	.064
Nursing	<i>R</i>	.158	-.360	-.061	-.040
Tardiness	<i>p-value</i>	.161	.001*	.592	.727
Absenteeism	<i>R</i>	-.227	-.004	.019	-.137
Nursing	<i>p-value</i>	.022*	.971	.867	.235
Tardiness	<i>R</i>	-.111	-.035	.105	-.084
Absenteeism	<i>p-value</i>	.251	.765	.364	.469

Table 1 summarizes the result of the correlation analysis done to determine whether tardiness and absenteeism have significant relationships with personality and agencies of socialization. Respondents taking HRM show that peer is significantly related to tardiness ( $r = -.303$ ,

$df = 79$   $p=.006$ ). Notice a negative Pearson-r coefficient of  $-.303$ , which further implies that as the influence of peer to punctuality and attendance in school increases the number of tardiness tends to decrease. School refusal behavior such as tardiness and absenteeism are found to be influenced by peer relations (Wenar and Kerig, 2000). This validates the significant result of the study between peers and tardiness. Peer relationship becomes an influential agent of socialization in the adolescent period of the individual. It serves as the individual's support group as he/she deals with the issues concerning adolescence (Palispis, 2007). In addition, there is also a significantly negative-correlation between family and absenteeism ( $r = -.360$ ,  $df = 79$   $p=.001$ ) in this group. It means that as the influence of family to punctuality and attendance of a student in school increases the incidence of absenteeism tends to decrease. Schaefer (2005) identified family as the most important agent of socialization since it is the first unit of interaction of the individual. The individual learns first the culture of the society through the family. The value parents place on education can contribute to a student's school refusal behavior particularly, in the case of absenteeism (Wimmer, 2008) as supported by the result of the study. Thus, parents play a significant role in influencing the behavior of their children toward school. The rest of the variables show no significant correlation.

Another significant negative relationship is seen in the incidence of tardiness and the personality type among the respondents who were taking the nursing course ( $r = -.227$ ,  $df=76$ ,  $p=.022$ ). This means that a student who tends to have an introverted personality type is more likely to be tardy in the class. Introversion is characterized by individuals who are quiet, serious and ones who earn success by thoroughness and dependability. They are practical, realistic, and responsible. They decide logically what should be done and work toward it steadily, regardless of distractions. They take pleasure in making everything orderly and organized – their work, home, and life. They value traditions and loyalty (Myers et.al., 1998). The rest of the variables show no significant correlation.

**Table 2a.**  
Significant Difference on the Academic Performance According to Severity of Tardiness

Severity of Tardiness	Mean	S.D.	Academic Performance statistic- value	p- value
<b>BASE-IST Group</b>				
<i>No severity</i>	77.57	5.364	$F=.083$	.920
<i>Less severe</i>	77.00	6.58		
<i>Most Severe</i>	76.00			
<b>HRM Group</b>				
<i>No severity</i>	75.80	8.59	$F=.036$	.851
<i>Less severe</i>	76.28	9.23		
<b>Nursing Group</b>				
<i>No severity</i>	78.08	9.06	$F=.021$	.979
<i>Less severe</i>	77.84	8.83		

Severe            78.00            15.55

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Table 2a is the result of the multiple comparison test done to determine whether there is a significant difference in the academic performance when the respondents were grouped according to the severity of tardiness. Generally, respondents with less severe tardiness have higher academic performances than those respondents who have worse severity of tardiness. However, results show that the p-values (0.920; 0.851; 0.979) of the respondents from BASE-IST, HRM, and Nursing respectively are all greater than the 0.05 level of significance. This entails that the academic performance is the same whether one has incurred 1 or 3 or more times tardy over the other who has not incurred tardiness at all.

**Table 2b.**  
Significant Difference on the Academic Performance According to Severity of Absences

Severity of Absences		Mean	S.D.	Academic Performance statistic- value	p- value
<b>BASE-IST Group</b>					
	<i>No severity</i>	80.00	5.35		
	<i>Less severe</i>	77.13	5.05	<i>F= 2.816</i>	.047*
	<i>Severe</i>	75.67	4.81		
	<i>Most severe</i>	72.33	9.29		
<b>HRM Group</b>					
	<i>No severity</i>	77.18	8.30	<i>F= 3.328</i>	.104
	<i>Less severe</i>	74.70	9.45		
	<i>severe</i>	69.83	5.15		
<b>Nursing Group</b>					
	<i>No severity</i>	78.30	9.05	<i>F=.170</i>	.844
	<i>Less severe</i>	76.50	9.38		
	<i>Severe</i>	77.80	9.65		

Table 2b is the result of the ANOVA test done to determine if there is a significant difference on the academic performance of the respondents when grouped according to the severity of absences. Clearly, there are differences in the academic performance of the respondents from the BASE-IST when analyzed according to the severity of absences. It can be interpreted that a respondent who incurred zero absence have a better score over the others and that the more absences incurred the lesser is the academic performance. Further, these differences are significant ( $F= 2.816, df = 63, p= .047$ ). This means that a student who incurred no absences have significantly better score over a student who incurred five or more absences. This finding supports Wimmer's (2008) notion that school refusal behavior such as truancy or absenteeism can be viewed as behavioral problem that can affect the academic performance of the individual.

However, no significant differences are found among the respondents from HRM and nursing in the case of severity of absences. The p-values of (0.104; 0.844) respectively are all greater

than 0.05 level of confidence. Thus, absenteeism is not a problem among the respondents who were taking HM and nursing course in their academic performance.

## Conclusion

The study sought to find out the role of personality and agencies of socialization in the incidence of tardiness and absenteeism as well as academic performance. Findings show that the influence of peers and family in the punctuality and attendance in school is significantly negatively correlated with tardiness and absenteeism for the respondents from HRM. On the other hand, the introvert personality type is significantly correlated with tardiness for the Nursing group. Thus, the introvert personality type has the tendency to be late in their classes. No significant differences were found between academic performance and severity of tardiness among the three groups. Nevertheless, a significant difference was found between academic performance and severity of absences for the respondents from the BASE-IST. Therefore, high incidence of absenteeism can greatly affect the grades in the quizzes, seatwork and examinations of the respondents. No significant difference was found among the respondents from the HRM and nursing.

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