

THE INTERVENING EFFECTS OF STUDENT AND SCHOOL RELATED FACTORS ON THE ACADEMIC PERFORMANCE OF BACHELOR OF SCIENCE IN CRIMINOLOGY

Dr. Maita P Guadamor

College of Criminal Justice Education*
maitapajarillo@yahoo.com

Dr. Joey R. Pascua

College of Criminal Justice Education*
joeyramospascua@gmail.com

Prof. Jim E. Eusebio

College of Criminal Justice Education*
jimespejoeusebio@yahoo.com

Prof. Amado G. Dawaton

College of Criminal Justice Education*
amadodawaton@yahoo.com

Prof. Daniel V. Doquilla

College of Criminal Justice Education*
danieldoquilla03@gmail.com

**Cagayan State University
Piat Campus, Cagayan, Philippines*

ABSTRACT: Since its inception in 2012, the College of Criminal Justice Education at Cagayan State University Piat Campus has been noted for its high percentage in the Professional Regulation Commission board examinations. The academic preparation of criminology students is commendable in terms of early enrollment, interviews, and orientations to set the college standards. Expectations from students, services provided by the school to prepare them for their 4-year stay and how to overcome obstacles during their study. Students will be subjected to a series of tests based on the college's selection and retention procedures. An investigation on the elements influencing the academic performance of Cagayan State University, Piat Campus Bachelor of Science in Criminology students. The respondents were Bachelor of Science in Criminology students from Cagayan State University, Piat Campus. The 156 participants in this study were chosen at random among SY 2021-2022 First Semester students. To summarize the findings, descriptive statistics were used to calculate frequency counts, rank, percentage, and weighted mean. This study found that the factors employed were student and school-related. The results show that the respondents firmly believe that study habits and access to instructional resources have a major impact on their academic success. Given the findings of this study, it is strongly advised that students develop good study habits and that colleges and universities improve their instructional materials and other learning facilities to help students improve their academic performance.

Keywords: *Academic performance, student related factors, school related factors, intervening effects, board examinations, convenience sampling*

I. INTRODUCTION

The Bachelor of Science in Criminology of the College of Criminal Justice Education at Cagayan State University Piat Campus is known of its high percentage in all board examinations administered by the Professional Regulation Commission since its first board takers in 2012. Based on the data on school passing percentage, it has always been higher than the national percentage with instances that all takers have successfully passed the licensure examination. As a result, the college has received a national award for its excellent board performance given by the Professional Criminologists Association of the Philippines in one of the national conventions conducted. Academic preparations of criminology students are commendable in terms of enrolment from the very start, interview conducted, orientations given in order to set the standards of the college. The expectations from students, the services that the school could offer in order to prepare students in their 4-year stay before they would be awarded their diploma, and how to overcome trials and hardships as they go through their studies. Students will have to undergo series of screenings, applying the selection and retention policies of the college as approved by the Board of Regents. As a way of maintaining the excellent performance of the college in the licensure examination, innovative procedures and techniques are introduced; students have to cope with changes during this new normal brought by this pandemic. Online classes are utilized using different platforms to cater the needs of students living in areas where internet connectivity is a primary concern. Alternative techniques are employed by providing printed modules to some students living in net-challenged areas. Considerations are given to students like reading uploaded modules on their own pacing and schedule as long as they will meet deadlines of given requirements and the like.

Based on Ali et.al., 2009, students' academic performance demonstrates a significant part in producing the greatest quality graduates who will become great leaders for the country thus would be responsible for the country's economic and social development. The academic achievement of students is a key determining factor of the future of the students

in particular and the nation in general. Learning outcomes have become a point of interest to all and this explains the reason why researchers have been working hard to unravel dynamics that have an effect on good academic performance (Aremu & Soka, 2002). Adeyemo (2001) discoursed that the major goal of the University is to work towards realization of academic excellence by students. According to him, the University may have other objectives but emphasis is always placed on the achievement of sound scholarship. Therefore, academic achievement should be well-thought-out to be a many-sided paradigm that covers different domains of learning. The field of students' academic achievement is very comprehensive and covers an extensive diversity of educational outcomes and its description is unwavering by the indicators used to measure it. (Steinmayr, R et al).

Students' academic achievement subjugates a very important place in education as well as in the learning process. Its development is always a big concern for educators and students because of its dependence towards factors such as student and school related factors. In this period of globalization and technological revolution, education is regarded as the first step for every human activity. It plays an important role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002).

Students' academic performance exemplifies performance outcomes that points out the magnitude to which an individual has finished specific goals. Thus, it is indispensable to scrutinize the intervening effects of student and school related factors on the academic performance of students. Thus, this study is aimed to discover the intervening effects of student and school related factors on the academic performance of the Bachelor of Science in Criminal Justice System students of Cagayan State University, Piat Campus.

STATEMENT OF THE PROBLEM

This study attempted to ascertain the intervening factors affecting the academic performance of the Bachelor of Science in Criminology students of Cagayan State University, Piat Campus. Specifically, it sought to answer the following questions:

1. What is the profile of the student-respondents relative to:
 - 1.1 age
 - 1.2 gender
2. What is the perception of the student-respondents with regard to the intervening factors affecting their academic performance as to:
 - 2.1 Student – related factors
 - 2.2 School- related factors

II. RESEARCH METHODOLOGY

This study made use of the descriptive research method employing the questionnaire patterned from a published study of *Delelis, Mary Grace* as main data-gathering instrument. The researchers made use of structured questionnaire to gather the needed data which were given to the respondents.

This study was conducted at the Cagayan State University, Piat Campus, where the respondents were the Bachelor of Science in Criminology students. The 156 respondents of this study were selected through convenience sampling who are enrolled for the First Semester of SY 2021-2022. The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean. The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	4.20-5.00	strongly agree
4	3.40-4.19	agree
3	2.60-3.39	uncertain
2	1.80-2.59	disagree
1	1.00-1.79	strongly disagree

III. RESULTS AND DISCUSSIONS

Table 1.1 Frequency and Percentage Distribution of the Student-Respondents' as to Age

Age	Frequency	Percentage
17	19	12.18
18	14	8.97
19	18	11.54
20	97	62.18
21	8	5.13
Total	156	100.00

The table reveals the frequency and percentage distribution of respondents relative to age. The age ranges from 17-21 years old where the highest frequency of 97 or 62.18 percent belongs to 20-year old which implies that majority of the respondents are already in the age of majority. This further be noted that the age of the respondents with the highest frequency manifest a world full of opportunity, time and freedom to experiment and greater responsibility as regards to their studies.

Table 1.2 Frequency and Percentage Distribution of the Student-Respondents' Profile Relative to Sex

Age	Frequency	Percentage
Male	128	82.05
Female	28	17.95
Total	156	100.00

The respondents' profile as to sex is revealed in the table where the highest frequency of 128 or 82.05 percent belongs to the male respondents. This data manifests the nature of the program where it is male dominated.

Table 2.1 Item Mean and Descriptive Scale Distribution of the Student-Respondents' Perception with Regard to Student-Related Factors Affecting their Academic Performance

STUDENT-RELATED FACTORS	OPTIONS					Mean	Descriptive Scale
	SA	A	U	D	SD		
Socio-economic standing (self-supporting, / working student, married, single parent)	64	66	18	8	0	4.19	Agree
Assigned household chores	16	50	62	20	8	3.26	Uncertain
Study habits	94	52	8	2	0	4.53	Strongly Agree
Absenteeism and tardiness of student	74	68	10	4	0	4.35	Strongly Agree
Academic accomplishments/performance of student	88	54	12	2	0	4.46	Strongly Agree
Attitude of student towards education	86	58	8	4	0	4.45	Strongly Agree
Comprehension of student in the different areas	50	96	8	2	0	4.24	Strongly Agree
Time spent on social media and the use of gadgets	88	50	12	6	0	4.41	Strongly Agree
Physical disability and Psychological make-up of the student	24	80	36	14	2	3.71	Agree
Practice of religion	22	44	52	32	6	3.28	Uncertain
Category Mean						4.09	Agree

Table 2.1 shows the item mean and descriptive scale distribution on the perception of the respondents as regards student-related factors that may influence their academic performance. As seen from the table, the respondents strongly agree that study habits with a mean of 4.53 has the most important prediction on their academic performance which implies that good study habits are good sources to learners as it contribute to attain mastery in their areas of specialization and subsequent excellent performance.

On the other hand, the respondents are uncertain on the practice of religion and assigned household chores as factors affecting their academic performance which implies that practicing religion and household chores may not have a strong impact on their academic performance.

Table 2.1 Item Mean and Descriptive Scale Distribution of the Student-Respondents' Perception with Regard to School-Related Factors Affecting their Academic Performance

SCHOOL-RELATED FACTORS	OPTIONS					Mean	Descriptive Scale
	SA	A	U	D	SD		
Geographical location of school	38	74	30	8	6	3.83	Agree
Room/School facilities (library, canteen, gymnasium, auditorium, laboratories, etc.)	50	72	24	10	0	4.04	Agree
Textbooks, Reference materials	74	62	16	4	0	4.32	Strongly Agree
Class size	36	78	32	10	0	3.90	Agree
School atmosphere (conduciveness for learning)	64	68	20	4	0	4.23	Strongly Agree
Category Mean						4.06	Agree

The item mean and descriptive scale distribution on the perception of the respondents as regards school-related factors that may influence their academic performance is revealed in the table. Looking at the data, the respondents considered textbooks, reference materials and school atmosphere have the most important effect on their academic performance. This perception of the respondents implies that instructional materials reinforce the teaching/learning process by demonstrating information indispensable to stimulate, encourage and capture learners' interest to assimilate the needed knowledge and skills. Not only that school-related factors affect academic performance, for it may implicate graduate employability. Talosa, Javier and Dirain (2021) also found that learning environments play a crucial role in student success. Students who study in a positive learning environment are more motivated, engaged and have a higher overall learning ability. On the other hand, students learning in poor environments –those that are uncomfortable, loud or full of distractions –will find it far more difficult to absorb information and stay engaged. Also, according to Javier (2015), instructional systems, convenient classroom and school buildings were contributory to graduates' employability.

CONCLUSION

This research was conducted among the Bachelor of Science in Criminology students of Cagayan State University, Piat Campus with the aim of looking into the intervening factors that have a great impact in their academic performance. It was revealed in this study that the factors used were the student-related and school-related factors. From the results spawned that the respondents strongly agree on the significant influence of study habits and the availability of instructional materials on the extent of their academic performance.

RECOMMENDATIONS

In the light of the foregoing results of this study, it is strongly recommended that:

1. Appropriate study habits towards education must be instilled among students
2. Students' academic performance is significantly affected with the availability of instructional materials and other learning facilities thus, the College and the University as a whole should look into the said facilities to further improve on the academic performance of the students.
3. Similar and additional studies should be conducted to identify other variables that would have a great impact on the academic performance of students.

CONSENT AND ETHICAL APPROVAL

The researchers sought approval from the College committee before the commencement of the study through the In-House Review presentation. Names of the respondents were not disclosed in the questionnaire to ensure confidentiality of the data. The results of the study will be available at the College office. Findings may be presented in international conferences and published in research journals. As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES:

- Agustin, Chona P. (2019). The mediating Effect of Teacher Factor on the Academic Performance of Students in Politics and Governance Course of the Bachelor of Science in Accounting Technology. Greenfield Advanced Research Publishing House, Inc. Vol. 8 Issue 3 pp. 102-120
- Agustin, Chona P. (2019). The Perceived Effects of the Dynamics of Learning on the Academic Performance of Students in Politics and Governance Course. Greenfield Advanced Research Publishing House, Inc. Vol. 8 Issue 6 pp. 262-301.
- Aquino, Irene P. (2019). The Classroom Environment and Its Effect on the Students' Academic Performance of the College of Teacher Education. Greenfield Advanced Research Publishing House, Inc. Vol. 8 Issue 3 pp. 63-73.
- Aquino, Irene P. (2019). The Effect of Online Games to the Academic Performance of the Students of the College of Teacher Education. Greenfield Advanced Research Publishing House, Inc. Vol. 8 Issue 3 pp. 74-86.
- Aquino, Irene P. (2019). The Comparative Analysis on the Academic Performance of Student-Commuters and Non-Commuters. Greenfield Advanced Research Publishing House, Inc. Vol. 8, Issue 6 pp. 231-244.
- Aquino, Irene P. (2019). The Effects of Rewards and Punishments on the Academic Performance of Students of the College of Teacher Education. Greenfield Advanced Research Publishing House, Inc. Vol. 8, Issue 6 pp. 245-253.
- Arbona, C., & Nora, A. (2007). The influence of academic and environmental factors on Hispanic college degree attainment. *The Review of Higher Education*, 30(3), 247-269.
- Ardales, Venancio B. (1992). *Basic Concepts and Methods in Research*, Cubao, Quezon City: Great Books Trading
- Caldas, S. J., & Bankston, C. (1997). Effect of school population socioeconomic status on individual academic achievement. *The Journal of Educational Research*, 90(5), 269- 277.
- Farooq, M. S., Chaudhry, A. H., Shafiq, M., & Berhanu, G. (2011). Factors affecting students' quality of academic performance: a case of secondary school level. *Journal of quality and technology management*, 7(2), 1-14.
- Garkaz, M., Banimahd, B., & Esmaeili, H. (2011). Factors affecting accounting students' performance: the case of Students at the islamic azad university. *Procedia-Social and Behavioral Sciences*, 29, 122-128.



- Hanushek, E. A. (1997). Assessing the Effects of School Resources on Student Performance: An Update. Educational Evaluation and Policy Analysis, Hijazi, S. T., & Naqvi, S. M. M. (2006). FACTORS AFFECTING STUDENTS' PERFORMANCE. Bangladesh e-journal of sociology, 3(1).
- Javier, B. S. (2015). Determinants of Employability of the Information Technology Graduates in Cagayan State University, Philippines. Countryside Development Research Journal, 3(01), 43-52. Retrieved from <https://cdrj.ssu.edu.ph/index.php/CDRJ/article/view/94>
- Lebeir, R. M., Wells, H., & Bond, A. (2008). Factors affecting academic performance of international students in project management courses: A case study from a British Post 92 University. International Journal of Project Management, 26(3), 268-274.
- Martha, K. (2009). Factors affecting academic performance of undergraduate students at Uganda Christian University. Unpub. Master of Arts in Educational Management Dissertation, Makerere University, Uganda.
- Mlambo, V. (2011). An analysis of some factors affecting student academic performance in an introductory biochemistry course at the University of the West Indies. The Caribbean Teaching Scholar, 1(2).
- Mo, Y., & Singh, K. (2008). Parents' relationships and involvement: Effects on students' school engagement and performance. RMLE online, 31(10), 1-11.
- NUH Mewat, Haryana (2016). Factors Affecting the Academic Achievement: A Study of Elementary School Students of NCR Delhi, India
- Raychaudhuri, A., Debnath, M., Sen, S., & Majumder, B. G. (2010). Factors affecting students' academic performance: A case study in Agartala municipal council area. Bangladesh. e-Journal of Sociology, 7(2), 34-41.
- Sanders, M. G. (1998). The effects of school, family, and community support on the academic achievement of African American adolescents. Urban education, 33(3), 385-409.
- Sansgiry, S. S., Bhosle, M., & Sail, K. (2006). Factors that affect academic performance among pharmacy students. American journal of pharmaceutical education, 70(5), 104.
- Schneider, M. (2002). Do School Facilities Affect Academic Outcomes?.
- Shin, J., Lee, H., & Kim, Y. (2009). Student and school factors affecting mathematics achievement: International comparisons between Korea, Japan and the USA. School Psychology International, 30(5), 520-537.
- Socias, Thomas (1987) Some Practice of our People which are Deterrents to Effective Learning in the Rural Areas. Modern Teacher, September
- Talosa, A. D., Javier, B. S., & Dirain, E. L. (2021). The flexible-learning journey: phenomenological investigation of self-efficacy influencing factors among higher education students. Linguistics and Culture Review, 5(S3), 422-434. <https://doi.org/10.21744/lingcure.v5nS3.1590>
- Wentzel, K. R., & Wigfield, A. (1998). Academic and social motivational influences on students' academic performance. Educational Psychology Review, 10(2), 155-175