

Factors Influencing Criminology Students' Academic Performance at Divine Word College of Calapan, Inc.

Jomari Ramirez Vencio
Philippine College of Criminology
24-8005.vencio@my.pccr.edu.ph

Date Submitted:
March 17, 2026

Date Accepted:
June 19, 2026

Date Published:
August 18, 2026

DOI:
10.5281/zenodo.21994246

ABSTRACT

This study examined the factors influencing the academic performance of Criminology students at Divine Word College of Calapan, Inc., focusing on faculty teaching, study habits, and parental support. A sequential explanatory mixed-methods design was employed. The quantitative phase involved 238 Criminology students from first to fourth year who completed a validated researcher-developed questionnaire, while the qualitative phase involved 15 purposively selected students who participated in semi-structured interviews. Quantitative data were analyzed using descriptive statistics and multiple linear regression, while qualitative data were examined through reflexive thematic analysis. Median General Weighted Averages ranged from 85.51 to 87.15 across year levels, indicating

generally above-average academic performance. Detailed results showed that faculty teaching and study habits were rated Influential across year levels, while parental support was Highly Influential among first-, third-, and fourth-year students and Influential among second-year students. Regression analysis showed that study habits significantly predicted academic performance ($\beta = .182$, $p = .036$), whereas faculty teaching ($\beta = .064$, $p = .564$) and parental support ($\beta = .028$, $p = .800$) did not. The combined relationship was very weak ($r = .141$), with $R^2 = .020$. Qualitative findings further showed that students' experiences centered on navigating academic challenges, experiencing pedagogical friction, and building an ecosystem of academic support. The findings indicate that students disciplined and consistent learning behaviors are the most direct predictor among the factors examined, supporting the development of a Study Habits Enhancement Program (SHEP) that integrates study-skills training, time-management support, peer mentoring, academic coaching, and recognition activities.

Keywords: *academic performance, criminology students, faculty teaching, study habits, parental support, sequential explanatory mixed methods*

INTRODUCTION

Academic performance in higher education reflects both student learning and the capacity of institutions to prepare graduates for professional practice. In criminology education, academic achievement has particular importance because students are expected to master legal, investigative, ethical, and public-safety competencies that later inform work in law enforcement and the criminal justice system. Student success, however, is shaped by more than cognitive ability. Motivation, instructional quality, learning behaviors, social support, and the conditions surrounding students' study experiences interact to influence persistence and performance (Kahu & Nelson, 2021; Ryan & Deci, 2021).

Evidence from higher education consistently emphasizes the contribution of instruction and student engagement. Clear explanations, responsive feedback, learner-centered strategies, and supportive classroom environments can improve students' opportunities to understand complex content and participate actively in

learning (Al-Hattami, 2021; Brookfield, 2022). In criminology programs, where courses combine theoretical knowledge with applied and professional competencies, teaching practices that connect concepts to realistic situations may be especially valuable. At the same time, students increasingly need to regulate their own learning by managing time, reviewing content, setting goals, and using appropriate study strategies.

Study habits are closely associated with self-regulation and academic persistence. Students who organize their time, maintain consistent study routines, monitor their learning, and prepare strategically for examinations are better positioned to cope with demanding coursework (Hossain & Rahman, 2022; Villanueva, 2022). Family and social support also contribute to students' educational experiences by providing encouragement, resources, stability, and a sense of connectedness. Parental expectations and supportive relationships may strengthen resilience and motivation even when their effects are not always reflected directly in grades (Gohilac & Reyes, 2023; Liu & Leighton, 2021).

At Divine Word College of Calapan, Inc. (DWCC), the Criminology program serves students who experience varying levels of academic preparedness, personal responsibility, financial pressure, and family involvement. The source thesis identified a local evidence gap because no formal institutional study had systematically examined the combined roles of faculty teaching, study habits, and parental support in relation to students' General Weighted Average. Examining these factors in a single institutional context can provide a more specific basis for academic support and program improvement.

Accordingly, the study determined the academic performance of Criminology students based on GWA, assessed the extent to which faculty teaching, study habits, and parental support influenced their academic experiences, tested whether these factors predicted academic performance, explored students' challenges and explanations through qualitative interviews, and developed an intervention program based on the integrated findings. The study sought to generate evidence that can guide students, faculty members, parents, and administrators in strengthening academic success and student development within criminology education.

Literature Review

Faculty Teaching and the Learning Environment

Faculty teaching influences how students encounter disciplinary knowledge, interpret difficult concepts, and participate in academic tasks. Brookfield (2022) emphasized that effective teaching involves responsiveness, inclusive participation, and purposeful interaction rather than simple content transmission. Likewise, Al-Hattami (2021) associated teaching quality with student learning outcomes, while Dela Cruz and Dela Cruz (2022) linked teaching behaviors and students' learning attitudes with academic performance. These perspectives suggest that instructional clarity, feedback, classroom interaction, and pedagogical flexibility can shape students' learning experiences even when direct statistical effects on grades vary across contexts.

Instructional design is particularly relevant in programs that require mastery of technical and applied content. Clark and Mayer (2021) argued that well-structured learning materials help reduce unnecessary cognitive load, while Bates (2021) emphasized active and technology-supported learning. In criminology education, institutional resources, simulation opportunities, and faculty responsiveness can strengthen students' understanding of professional concepts. Local evidence likewise indicates that supportive institutional environments, quality learning resources, and faculty engagement enhance academic participation among Criminology students (Abbott, 2022; Lorenza & Capulong, 2023).

Study Habits, Self-Regulation, and Academic Achievement

Effective study habits reflect students' capacity to organize and regulate their own learning. Hossain and Rahman (2022) highlighted structured scheduling, task prioritization, note-taking, self-testing, and regular review as behaviors associated with stronger academic achievement. Villanueva (2022) likewise emphasized metacognitive and self-regulated learning strategies, showing that students who actively plan, monitor, and adjust their learning are better able to manage academic demands. These behaviors are especially important in

criminology, where students must retain technical terminology, interpret legal principles, and integrate theoretical and practical knowledge.

Time management and disciplined learning routines are also linked to motivation and self-efficacy. Covey (2021) emphasized the value of prioritization in managing competing responsibilities, while Dweck (2021) described a growth-oriented mindset as supporting persistence and improvement. Research in criminology-related settings has similarly associated productive study habits, academic planning, and student discipline with improved outcomes (Guadamor, 2021). These findings support the expectation that study habits may operate as a more immediate and student-controlled influence on academic performance than contextual supports alone.

Digital and hybrid learning experiences further demonstrate the importance of self-management. Hwang and Tu (2021) found that motivation and self-efficacy supported persistence in technology-mediated learning, while Zou et al. (2021) identified learner characteristics, instructor feedback, and digital competence as relevant to performance in hybrid environments. Together, these studies indicate that students' capacity to sustain organized learning behaviors remains central even when instructional conditions change.

Parental, Social, and Institutional Support

Parental support can influence students through emotional encouragement, financial assistance, expectations, and guidance. Gohilac and Reyes (2023) associated family support with resilience and academic persistence among Criminology students, while Liu and Leighton (2021) linked parental self-efficacy and supportive involvement with student achievement. Such support may be particularly important during stressful periods because it can reduce students' sense of isolation and reinforce their commitment to academic goals.

Support also extends beyond the family. Gopalan and Rosinger (2022) showed that faculty and peer relationships can strengthen academic persistence, while Taguinod et al. (2022) reported benefits of peer collaboration among Criminology students. Guidance and counseling services can provide another layer of support by helping students manage stress, set goals, and respond to academic difficulties (Alcantara et al., 2024). These findings suggest that academic success develops within an ecosystem in which students' personal effort is reinforced by social and institutional resources.

However, external support does not necessarily translate directly into higher grades. Students in higher education often develop increasing autonomy, and the effects of family or faculty support may operate indirectly through motivation, confidence, resilience, and engagement. This distinction is important when interpreting statistical relationships between perceived support and academic performance, especially in contexts where students maintain achievement through personal coping strategies and independent learning.

Theoretical and Conceptual Integration

The study was primarily anchored in Self-Determination Theory, which explains that autonomy, competence, and relatedness support intrinsic motivation and effective functioning. Ryan and Deci (2021) emphasize that students are more likely to persist when they experience a sense of choice, capability, and meaningful connection. In the present study, study habits reflect students' autonomous regulation of learning, faculty teaching can contribute to competence through instruction and feedback, and parental support can strengthen relatedness and emotional security.

The wider literature also supports a multidimensional view of academic performance. Emotional regulation, resilience, social support, learning strategies, and institutional conditions can interact rather than operate as isolated determinants (Goleman, 2021; Sahoo & Jena, 2023; Zhou & Yu, 2022). This perspective is consistent with the source thesis, which framed academic success as the product of personal, instructional, and environmental influences and used an Input-Process-Output structure to connect these factors with academic performance and the development of a student-support program.

Figure 1 presents the original conceptual framework of the thesis. It identifies faculty teaching, study habits, and parental support as input factors, places data collection and analysis within the process, and links the results to recommendations and an academic intervention output. The framework was retained to preserve the study's original logic and variable relationships.

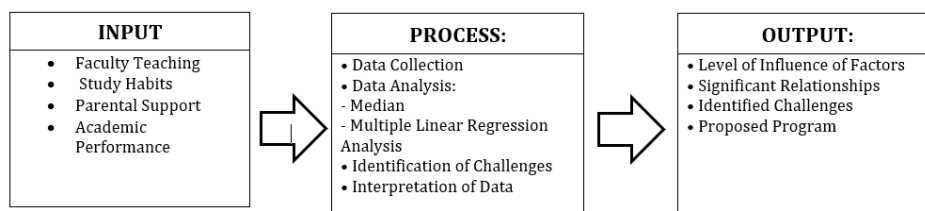


Figure 1. *Conceptual Framework*

METHODS

Research Design

The study employed a sequential explanatory mixed-methods research design in which quantitative data collection and analysis were followed by qualitative inquiry. The quantitative phase determined patterns in academic performance and tested the predictive influence of faculty teaching, study habits, and parental support. The qualitative phase then provided explanations of students' experiences and challenges related to the quantitative findings. Integration occurred during interpretation so that numerical results could be understood alongside participants' accounts.

Research Locale

The study was conducted at Divine Word College of Calapan, Inc. in Calapan City, Oriental Mindoro. The institution was selected because it offered a structured Bachelor of Science in Criminology program and provided a common institutional setting in which students experienced similar academic standards, teaching practices, policies, and support services. The locale enabled the study to examine the selected factors within one defined criminology education environment.

Participants and Sampling Technique

The study population comprised 353 Criminology students enrolled during Academic Year 2025–2026. Slovin's formula with a 5% margin of error yielded an initial target sample of 188 students, with proportionate allocation planned across the four-year levels. During actual data collection, 238 students completed the survey: 79 first-year, 54 second-year, 61 third-year, and 45 fourth-year students. The source manuscript describes proportionate stratified allocation in the sampling plan and also states in the data-gathering account that the participating students were those available at the time of collection; this methodological description is retained without introducing an unsupported reconciliation. For the qualitative phase, 15 students were purposively selected based on good academic standing, commitment to their studies, and ability to provide relevant accounts of their academic experiences.

Table 1. Distribution of Quantitative Respondents

Year Level	Respondents
First Year	79
Second Year	54
Third Year	61
Fourth Year	45
Total	238

Research Instrument

Quantitative data were gathered using a researcher-developed questionnaire administered through Google Forms. The instrument measured perceived influence across three domains: faculty teaching, study habits, and parental support, using a four-point scale from Not Influential to Highly Influential. A semi-structured interview guide was used in the qualitative phase to explore students' academic challenges, instructional experiences, study behaviors, parental support, and recommendations for improving academic success.

Content validation was conducted by experts in criminology, education, and research. The source thesis reported reliability coefficients of $r = .942$ for faculty teaching, $r = .9832$ for study habits, and $r = .8998$ for parental support, which were interpreted in the thesis as high to very high reliability. The instruments were refined based on validators' comments before administration.

Data Gathering Procedure

Formal permission was obtained from the relevant college officials before data collection. The purpose of the study and participants' rights were explained before the survey was administered. Quantitative responses were collected, organized, coded, and analyzed using Jamovi. After the quantitative analysis, students who could provide meaningful explanations of the results were invited to participate in semi-structured interviews. Interviews were recorded with permission, transcribed verbatim, and reviewed for accuracy. Quantitative and qualitative findings were integrated during interpretation.

Data Analysis

Frequency, percentage, median, and standard deviation were used to describe students' GWA and their perceptions of the three influencing factors. Multiple linear regression was used to examine the individual and combined predictive effects of faculty teaching, study habits, and parental support on academic performance. Statistical significance was evaluated at the .05 level. Qualitative interview data were analyzed using reflexive thematic analysis through familiarization, coding, theme development, review, refinement, and interpretive synthesis.

Ethical Consideration

Participation was voluntary and based on written informed consent. Students were informed that they could refuse or withdraw without penalty. No names or identifying information were required in the survey, and responses were coded and reported in aggregate form. Research materials were stored securely and were accessible only to the researcher. The study excluded vulnerable populations identified in the source manuscript and emphasized confidentiality, privacy, respect, and the protection of participants throughout data collection and reporting.

RESULTS AND DISCUSSION

Academic Performance of Criminology Students

Students generally demonstrated above-average academic performance. Median GWA values ranged from 85.51 to 87.15. First-year students recorded the highest median GWA (87.15), followed by second-year students (86.53), fourth-year students (85.77), and third-year students (85.51). Variability decreased in the higher year levels: first-year students had the widest spread ($SD = 5.181$), while fourth-year students had the most consistent grades ($SD = 2.805$). This pattern suggests that academic performance became more stable as students progressed through the program.

Table 2. *Descriptive Statistics of GWA by Year Level*

Year Level	Median	Minimum	Maximum	SD
First Year	87.15	75.04	98.70	5.181
Second Year	86.53	78.09	92.78	4.256
Third Year	85.51	80.08	91.56	3.201
Fourth Year	85.77	79.97	89.94	2.805

The greater variability among first-year students is consistent with the adjustment demands of entering higher education, where students must develop new learning routines and greater academic independence. By contrast, the narrower variability among senior students may reflect accumulated experience, more stable study strategies, and greater familiarity with program expectations. This interpretation is consistent with literature emphasizing that student engagement and self-regulation develop through continued interaction with academic demands and support systems (Kahu & Nelson, 2021; Villanueva, 2022).

Extent of Influence of Faculty Teaching, Study Habits, and Parental Support

The detailed results tables showed that faculty teaching and study habits were consistently rated Influential across all year levels, each with an overall median of 3.00. Parental support was rated Highly Influential among first-, third-, and fourth-year students ($Md = 4.00$) and Influential among second-year students ($Md = 3.00$). Thus, students recognized all three factors as meaningful parts of their academic experience, although the perceived strength of parental support varied by year level.

Table 3. *Overall Median Ratings of the Selected Factors*

Factor	1st Year	2nd Year	3rd Year	4th Year
Faculty Teaching	3.00 (I)	3.00 (I)	3.00 (I)	3.00 (I)
Study Habits	3.00 (I)	3.00 (I)	3.00 (I)	3.00 (I)
Parental Support	4.00 (HI)	3.00 (I)	4.00 (HI)	4.00 (HI)

The influence attributed to faculty teaching reflects students' recognition of instructional clarity, feedback, fairness, classroom management, real-world examples, and instructor approachability. These findings align with Brookfield (2022) and Al-Hattami (2021), who emphasized responsive and high-quality instruction as important to student learning. Study habits were similarly viewed as consistently influential. Goal setting, examination preparation, time management, regular review, and sustained motivation are consistent with research linking organized learning behaviors with achievement (Hossain & Rahman, 2022; Guadamor, 2021).

Parental support received particularly strong ratings in three year levels. Students valued financial assistance, encouragement, moral and psychological support, interest in academic progress, and a sense of security. These results are consistent with Gohilac and Reyes (2023), who described family support as a contributor to resilience and persistence. Importantly, strong perceived influence does not necessarily mean that parental support directly predicts GWA, because its effects may operate through motivation, emotional stability, and persistence rather than through a direct grade effect.

Predictive Influence on Academic Performance

Multiple regression analysis showed that study habits were the only statistically significant predictor of academic performance among the three variables. The coefficient for study habits was positive ($\beta = .182$, $p = .036$), indicating that stronger perceived influence of effective study habits was associated with better academic performance. Faculty teaching ($\beta = .064$, $p = .564$) and parental support ($\beta = .028$, $p = .800$) were not statistically significant predictors. The combined relationship was very weak ($r = .141$), and the coefficient of determination ($R^2 = .020$) indicated that the model explained 2.0% of the variation in GWA.

Table 4. *Regression Results for the Selected Predictors*

Variable	β / r	p	Interpretation	Decision
Faculty Teaching	$\beta = .064$	.564	Not significant	Fail to reject H_0
Study Habits	$\beta = .182$	.036	Significant	Reject H_0
Parental Support	$\beta = .028$	.800	Not significant	Fail to reject H_0
Combined relationship	$r = .141$	—	Very weak	—
Coefficient of determination	$R^2 = .020$	—	2.0% of GWA variation	—

The significant role of study habits reinforces the importance of self-regulated learning. Students who maintain regular schedules, review lessons, set goals, manage distractions, and prepare systematically are able to exert more direct control over their academic behaviors. This is consistent with Hossain and Rahman (2022) and Villanueva (2022), who emphasized the relationship between organized learning strategies and academic achievement. In contrast, faculty teaching and parental support remain educationally meaningful but may influence outcomes indirectly. Higher education students can adapt to different instructors and become increasingly independent from parental supervision, which may weaken direct statistical associations with GWA.

The low R^2 also shows that academic performance cannot be explained adequately by the three selected variables alone. Other influences identified in the literature—such as motivation, emotional well-being, self-efficacy, technology access, peer support, financial pressure, and institutional services—may account for additional variation (Gopalan & Rosinger, 2022; Sahoo & Jena, 2023; Zhou & Yu, 2022). The result therefore supports a multidimensional interpretation of student achievement rather than a single-factor explanation.

Qualitative Explanations of Students' Academic Experiences

The qualitative phase deepened the statistical findings by showing how students experienced academic demands in everyday life. Across the interview data, the thesis synthesized the experiences into three interconnected themes: Navigating Academic Challenges, Experiencing Pedagogical Friction, and Building an Ecosystem of Academic Support. These themes captured the personal, instructional, family, and institutional conditions that shaped students' efforts to maintain academic performance.

Table 5. *Integrated Qualitative Themes and Their Meaning*

Theme	Integrated Meaning
Navigating Academic Challenges	Students described heavy requirements, competing responsibilities, time-management difficulties, procrastination, distractions, financial constraints, and the need for stronger self-discipline.
Experiencing Pedagogical Friction	Students reported difficulty when lessons moved too quickly, explanations were limited, instruction relied heavily on slides, or teaching approaches did not sufficiently support comprehension and engagement.
Building an Ecosystem of Academic Support	Students emphasized emotional and financial support from parents, approachable faculty, peer assistance, counseling, mentoring, study-skills programs, and stronger institutional academic support.

The first theme helps explain why study habits emerged as the significant predictor. Students described time pressure, procrastination, concentration difficulties, and the challenge of balancing school demands with personal responsibilities. These experiences make time management and disciplined learning especially consequential. The second theme shows that faculty teaching affects the quality of the learning experience even when it does not independently predict GWA. Students valued clear explanations, varied strategies, examples, opportunities to ask questions, and approachable instructors, which is consistent with learner-centered teaching literature (Brookfield, 2022).

The third theme demonstrates that support is distributed across family, faculty, peers, and institutional services. Students valued parental encouragement and financial assistance, but they also recommended peer

mentoring, academic counseling, review sessions, improved learning facilities, and stronger guidance structures. Similar research indicates that social support, counseling, and collaborative learning can strengthen persistence and engagement even when their effects on grades are indirect (Alcantara et al., 2024; Gopalan & Rosinger, 2022; Taguinod et al., 2022).

Study Habits Enhancement Program (SHEP)

Because study habits were the only statistically significant predictor of academic performance, the thesis proposed the Study Habits Enhancement Program (SHEP). The program is intended for Criminology students across all year levels and brings together the School of Criminal Justice Education, Guidance and Counseling Office, Student Affairs Office, faculty members, and student leaders. Its central objective is to strengthen effective study behaviors, time management, self-discipline, motivation, and independent learning.

Table 6. *Core Components of the Study Habits Enhancement Program*

Component	Schedule	Purpose
Study Skills Enhancement Seminar	August	Develop study techniques, note-taking, reading comprehension, and examination preparation.
Time Management and Goal-Setting Workshop	September	Improve scheduling, prioritization, and realistic academic goal setting.
Peer Mentoring and Academic Coaching	October–March	Provide sustained academic guidance, peer support, and monitoring.
Recognition and Incentive Program	End of each semester	Recognize improved study habits, motivation, and academic performance.

The proposed program directly translates the mixed-methods findings into an institutional response. It focuses on learning behaviors that students can develop while also embedding those behaviors within a support structure. The source thesis estimated a one-academic-year implementation period and a total budget of ₱25,000 for speaker honoraria, seminar materials, learning modules, peer-mentoring and coaching materials, certificates, medals, and incentives.

CONCLUSION

Criminology students at Divine Word College of Calapan, Inc. generally demonstrated above-average academic performance, with median GWA values that were relatively stable across year levels. Students perceived faculty teaching, study habits, and parental support as meaningful influences on their academic experiences. Detailed ratings showed consistent influence of faculty teaching and study habits and strong parental support in most year levels. Nevertheless, the regression results distinguished perceived importance from direct predictive influence: only study habits significantly predicted academic performance, while faculty teaching and parental support did not.

The integrated findings show that academic success is sustained through a combination of disciplined learning behaviors, instructional experiences, personal coping, and social support. Study habits represent the factor over which students exercise the most immediate control, whereas faculty and family support help create conditions that encourage motivation, resilience, and engagement. The Study Habits Enhancement Program therefore provides a findings-based contribution by translating the strongest statistical and qualitative evidence into a structured academic intervention for Criminology students.

Recommendation

Divine Word College of Calapan, Inc., through the School of Criminal Justice Education and relevant student-support offices, should implement and periodically evaluate the Study Habits Enhancement Program.

Study-skills seminars, time-management workshops, peer mentoring, academic coaching, and recognition activities should be organized as sustained interventions rather than isolated events, with monitoring of changes in students' study behaviors and GWA.

Faculty members should continue using clear, varied, interactive, and learner-centered teaching approaches and should provide timely feedback and opportunities for clarification. Parents and guardians should sustain emotional, moral, and financial support while recognizing the increasing academic independence of college students. Counseling, peer support, and academic advising should be strengthened for students who experience workload, stress, financial pressure, or difficulties maintaining consistent study routines.

Future researchers should examine the long-term effectiveness of SHEP and investigate additional variables that may account for the large proportion of unexplained variation in academic performance. The source thesis specifically identified academic motivation, self-efficacy, mental well-being, emotional intelligence, and socioeconomic conditions as relevant areas for further investigation. Replication across other criminology programs and institutions may also help determine the transferability of the findings.

References

- Abbott, G. C. (2022). Academic engagement of criminology students in Northwestern University, Philippines. *Applied Quantitative Analysis*, 2(1), 49–68.
- Alcantara, J. R., Sison, M. G., & Uy, E. F. (2024). Influence of guidance and counseling services on motivation and academic performance among criminology students in Nueva Ecija. *Philippine Journal of Student Affairs*, 6(1), 20–38.
- Al-Hattami, A. A. (2021). The impact of teaching quality on student learning outcomes in higher education. *Journal of Education and Practice*, 12(15), 102–110.
- Bates, T. (2021). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
- Brookfield, S. D. (2022). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. Jossey-Bass.
- Clark, R. C., & Mayer, R. E. (2021). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. Wiley.
- Covey, S. R. (2021). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon & Schuster.
- Dela Cruz, T. L., & Dela Cruz, D. D. (2022). Teaching behaviors, students' learning attitudes and academic performance: Basis for an action plan. *Journal of Positive School Psychology*, 6(6), 419–431.
- Dweck, C. S. (2021). *Mindset: The new psychology of success*. Ballantine Books.
- Gohilac, A. P., & Reyes, C. M. (2023). Academic resilience and family support among criminology students in Palawan State University. *Palawan Educational Journal*, 8(1), 78–98.
- Goleman, D. (2021). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Gopalan, M., & Rosinger, K. (2022). The role of social support in academic persistence during COVID-19. *Educational Researcher*, 51(7), 500–512.
- Guadamor, M. (2021). The intervening effects of student and school-related factors on the academic performance of Bachelor of Science in Criminology students. *International Journal of Arts, Sciences & Education*, 1(2), 236–240.
- Hossain, M. T., & Rahman, S. M. (2022). The role of time management and study habits on academic achievement: A global review. *Journal of Education and Practice*, 13(14), 1–10.
- Hwang, G. J., & Tu, Y. F. (2021). Roles of learning motivation and self-efficacy in the acceptance of online learning platforms during COVID-19. *Educational Technology Research and Development*, 69(4), 239–263.
- Kahu, E. R., & Nelson, K. (2021). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research & Development*, 40(1), 58–73.
- Liu, Y., & Leighton, J. P. (2021). Parental self-efficacy in helping children succeed in school is associated with higher math achievement. *Frontiers in Education*, 6, Article 657722.
- Lorenza, P. B., & Capulong, T. L. (2023). Facilities quality and academic performance in criminology laboratory subjects at Mindoro State University. *Philippine Journal of Applied Sciences*, 15(4), 112–130.
- Ryan, R. M., & Deci, E. L. (2021). *Intrinsic motivation and self-determination in human behavior*. Springer.

-
- Sahoo, S., & Jena, R. K. (2023). Personality traits, emotional intelligence, and academic performance: Evidence from university students. *Journal of Applied Research in Higher Education*, 15(3), 789–805.
- Taguinod, L. H., Bautista, F. S., & Mendoza, G. R. (2022). Peer collaboration, teamwork and academic outcomes among criminology students at Bataan Peninsula State University. *Asian Journal of Education and Social Studies*, 4(2), 45–63.
- Villanueva, J. M. (2022). Language profile, metacognitive reading strategies, and reading comprehension performance among college students. *Cogent Education*, 9(1), Article 2061683.
- Zhou, M., & Yu, C. H. (2022). The impact of psychological well-being and resilience on college students' academic performance in the post-pandemic era. *Educational Psychology*, 42(6), 745–760.
- Zou, D., Wang, F. L., & Xing, M. (2021). Academic performance in hybrid learning environments: Influencing factors and student perceptions. *Interactive Learning Environments*, 29(1), 1–14.