

Factors Affecting the Academic Performance of the CCJE Students for School Year 2018-2021

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Abstract:- The study generally aimed to determine the factors affecting the Academic Performance of the CCJE students for the school year 2018-2021. Specifically, the following variables are examined: the profile of the respondents, factors affecting the academic performance of the students in terms of the General Weighted Average (GWA), Psychological and Emotional Factors, and Learning Facilities. The researchers made use of the descriptive-correlational method of research. The primary data-gathering tools used in the study were a self-structured questionnaire and a documentary analysis made from the records of the Office of the Registrar for the General Weighted Average. The study respondents comprised 97 male and 59 female fourth-year BS Criminology and BS LEA students of ISU Cabagan Campus during the school year 2018-2021. Findings revealed that the majority of the respondents were Males and the students performed well in their academics in the years 2020-2021 to 2021-2022. Further, the respondents rated Psychological and Emotional factors and Learning Facilities as moderately affecting their academic outcomes. It also revealed no significant relationship between the GWA, Psychological/Emotional stress, and Learning Facilities concerning the student's academic performance. Similarly, there is no significant difference between GWA, psychological/emotional factors, and learning facilities when grouped according to sex.

Keywords:- Academic Performance, GWA, Psychological and Emotional Factors, Learning Facilities.

I. INTRODUCTION

In this era of globalization and technological revolution, education is considered a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads to new sources of earning which enhances the economic growth of a country (Saxton, 2000).

The quality of students' performance remains a top priority for educators despite the educational setting has been disrupted by the COVID-19 pandemic and this paved the way for the country to shift from face-to-face learning to different alternative learning modalities. Both teachers and students were forced to adapt to the new way of accessing the body of knowledge as they heavily relied on the use of online

resources (Chavez et al., 2020).

Although previous research has examined various determinants that affect academic performance, the importance of identifying predictors of academic success should be emphasized in order to enhance student performance and mitigate the high dropout rates prevalent in education. Identifying the most contributing variables to the quality of academic performance is a very complex and challenging job. All studies engaged in the Grade Point Average (GPA) as a common indicator of the performance of the students. Likewise, Kochhar (2000) says proper guidance is necessary to help students with problems like a lack of correlation between talent and achievement, faulty study practice, imperfect methods of learning, gender, learning facilities, and gender differences.

Further, the environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families, and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role in the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child (Farooq, M.S (2011), Furstenberg & Hughes, 1995).

Moreover, it reveals that learning facilities, communication skills, and proper guidance from parents have a positive and statistically significant impact on students' performance (S.P Singh (2016), Likewise, Noble (2006), in his study demonstrates that students who are appropriately guided by their guardians did well in the exams. Similarly, Karemera (2003) found that students' performance is significantly correlated with satisfaction with the academic environment and the facilities of the library, computer lab, etc. in the institution. Also, communication, learning facilities, proper guidance, and family stress are the factors that affect student performance. Correspondingly, several factors affect negatively the performance of college students such as high anxiety levels, depressive symptoms, a negative attitude of the student toward school or study, excessive internet use, poor sleep quality, insufficient learning strategies, and alcohol or other addictive substances consumption (Mushtaq, I. and Khan, S.N .2012). Furthermore, Olugbenga (2019), in his findings that schools having problems with the provision of proper school facilities most times have problems with concrete lesson delivery. The study also shows that rough and absence of important

facilities exposes students to indiscipline and perpetual truancy.

These are various factors inside and outside school that contribute to the quality of academic performance of students. However, there is no study that correlates the General Weighted Average, learning facilities, and psychological stress as a factor affecting the performance of the students. Keeping in view all these discussions, researchers conducted this study to examine the academic performance of the CCJE students as a basis for curriculum development.

II. OBJECTIVES

This study aimed to determine the Factors affecting the Academic Performance of the CCJE students for the School Year 2018-2021. Specifically, the researchers sought to answer the following:

- To determine the demographic profile of the respondents in terms of
 - ✓ Sex
- To identify factors affecting the academic performance as perceived by the respondents in terms of:
 - ✓ General Weighted Average (GWA)
 - ✓ Psychological/Emotional stress
 - ✓ Learning facilities
- To find the relationship between GWA, Psychological/Emotional stress, and learning facilities to the student's performance.
- To find the difference in GWA, Psychological/Emotional Stress, and Learning Facilities when grouped according to sex.
- To propose measures to enhance the academic performance of the CCJE students.

III. METHODOLOGY

The researchers made use of the descriptive-correlational method of research. The primary data-gathering tools used in the study were a self-structured questionnaire and a documentary analysis made from the records of the Office of the Registrar for the General Weighted Average.

The respondents of the study comprised 97 male and 59 female fourth-year BS Criminology and BS LEA students of ISU Cabagan Campus during the school year 2018- 2021. For the sample of the study, the researchers used a purposive sampling technique and used Mean, rank, standard deviation, and regression analysis for the data analysis and interpretation. Kendal Tau B-Test was utilized to determine the difference between GWA, Psychological Stress, and Learning facilities. Further, T-tests were used to determine the difference in the factors affecting academic performance when grouped according to sex. Further, a four-point Likert scale was utilized to determine the difference between the three factors affecting academic performance and the differences of the factors affecting academic performance when grouped according to sex.

IV. RESULT AND DISCUSSION

A. Socio-Demographic Profile of the Respondents

The majority of the respondents were Male which indicates that courses under the College of Criminal Justice Education are male-dominated courses. Further, it implies that there is a domination of males over females because of the quota allocation of the course enrolled.

B. Factors Affecting Academic Performance as Perceived by the Respondents

Findings show that the students performed well in their academics in the years 2020-2021 to 2021-2022. It implies that students are naturally driven by a passion for learning and may have used the quarantine period to explore their interests and engage deeply with their studies. Further, it suggests that in the period when online modality and blended learning were implemented, the students developed technological proficiency. These findings are supported by Vargas-Ramos et.al (2021), in their study that during the pandemic students have greater interaction with their families, have more parental supervision, and can perform other activities and hobbies that are less likely when they have to go to school, so these benefits could influence in the improvement of their academic performance.

Table 1: Psychological/Emotional Factor

Psychological/Emotional Factor	Course		Ave. Mean	Des	Rank
	BS Crim	BS LEA			
1. Self-esteem	3.32	3.02	3.19	Mod. Affect	7
2. Motivation or attention from parents	3.35	3.11	3.25	Mod. Affect	2
3. Treatment of parents	3.34	3.03	3.21	Mod. Affect	6
4. Peer influence	3.00	2.98	2.99	Mod. Affect	15
5. The student performs many household chores	3.05	2.98	3.03	Mod. Affect	14
6. Parental guidance	3.33	3.09	3.23	Mod. Affect	3
7. The teacher provides various activities or memory works.	3.29	3.11	3.22	Mod. Affect	5
8. Teaching strategies/ approaches.	3.37	3.14	3.28	Most Affect	1
9. Treatment of teacher to the student.	3.30	3.09	3.22	Mod. Affect	4
10. Administering difficult examinations	3.27	3.05	3.18	Mod. Affect	9
11. Student bullying/cyberbullying	3.05	2.69	2.90	Mod. Affect	16
12. The teacher humiliates his/her student	3.13	2.94	3.05	Mod. Affect	11
13. Deadlines for the submission of activities/assignments	3.21	3.16	3.19	Mod. Affect	8

14. Family problem	3.14	2.88	3.03	Mod. Affect	12
15. Financial support from the family	3.33	2.97	3.18	Mod. Affect	10
16. Recognition for the work done	3.11	2.91	3.03	Mod. Affect	13
Overall Mean	3.22	3.01	3.14	Mod. Affect	

The table shows the psychological factors affecting the academic performance of CCJE students. The respondents rated the item “*Teaching strategies or approaches*” as the “**Most affected**” with the highest mean of 3.28, which signifies that the teaching strategies of the faculty members have a significant impact on the student's academic performance. The finding was supported by Mlambo (2011) in his study that there is a positive impact on the performance of students in higher education and the lecturer's teaching style.

The item on “*Motivation or attention from parents*”, “*Treatment of Parents*”, “*Financial support from the family*”, “*Parental Guidance*”, and “*Treatment of teacher to the student*” obtained a mean of 3.25, 3.21, 3.23, and 3.22

respectively. This connotes that parental intervention and involvement in a student's academic life can have a profound and positive impact on their academic performance. Further, it signifies that open and honest communication between parents and children, and teachers and students can help mitigate some of the potential negative psychological effects.

The overall mean of 3.14 or **Moderately affected** signifies it can lead to a decline in academic performance. It further suggests that their psychological well-being or mental state has some impact on their ability to perform academically. The finding is supported by the study of Kienngam, N. et al (2022), who found that anxiety also plays an important role in influencing academic achievement

Table 2: Learning Facilities

Learning Facilities	Course		Ave. Mean	Des	Rank
	BS Crim	BS LEA			
1. Buildings	3.16	3.02	3.10	Mod. Affect	3
2. Classrooms	3.17	2.97	3.09	Mod. Affect	6
3. Comfort rooms	3.07	2.89	2.99	Mod. Affect	11
4. Chairs	3.00	2.95	2.98	Mod. Affect	13
5. Air quality and lighting	3.10	2.95	3.04	Mod. Affect	9
6. Overcrowded classrooms	3.04	2.97	3.01	Mod. Affect	10
7. Teacher use of technology (laptop) in the classroom	3.29	3.00	3.17	Mod. Affect	1
8. Internet access during online classes	3.13	3.03	3.09	Mod. Affect	6
9. Instructional materials	3.18	2.95	3.09	Mod. Affect	5
10. Laboratory rooms, equipment and facilities	3.17	3.00	3.10	Mod. Affect	4
11. Criminalistics equipment	3.17	2.91	3.06	Mod. Affect	8
12. Library collections	3.22	3.08	3.16	Mod. Affect	2
13. Internet access in the Campus Library	3.04	2.92	2.99	Mod. Affect	11
14. Location of the Campus Library	2.82	2.81	2.81	Mod. Affect	14
Overall Mean	3.11	2.96	3.05	Mod. Affect	

The table presents the factors affecting academic performance in learning facilities. The respondents rated the item “*Teacher use of technology (laptop) in the classroom*” as Moderately affected with the highest mean of 3.17, which means that integration of digital tools and devices into teaching methods and practices would enhance education and learning outcomes. The finding is supported by Vargas-Ramos et al (2022) his study found that lack of accessibility to technology will create a high level of anxiety for those students who do not have enough financial and material resources to be able to take their classes under the online modality. In addition to this, the students perceive that a greater effort is required on their part and that the teachers who do not have enough skills to teach using this kind of technology

The items on “*Library collections*” and “*Buildings*” obtained a mean of 3.16 and 3.10 respectively. It connotes that these factors are not the most critical aspects of academic

performance for these students, but they still acknowledge their relevance. The overall mean of 05 or moderately affected indicates that the availability and quality of learning facilities will greatly affect students' performances. This finding is supported by Norhidayah Ali, et. al., 2009, who states that study effort from student and the proper use of the facilities provided by the institution to the student, a good match between students' learning style and positively affects the student's performance.

The overall mean of 3.05 or Moderately affect signifies the resiliency and adaptability skills of the students on the limitations of learning facilities. Espoused by Olugbenga (2019), in his findings that schools having problems with the provision of proper school facilities most times have problems with concrete lesson delivery. The study also shows that rough and absence of important facilities exposes students to indiscipline and perpetual truancy.

Table 3: Proposed Measures to Enhance the Academic Performance of the CCJE Students

Proposed Measures	Course		F	P	Rank
	BS Crim	BS LEA			
1. Enhance learning facilities and utilities in the program delivery	84	54	138	9.94	7
2. Teachers should use various effective pedagogical approaches to help improve the academic performance of the learners	81	58	139	10.01	3
3. Teachers should attend seminars and trainings to enhance their skills and become equipped in their teaching performance	83	54	137	9.87	9
4. Parents should always perform their roles as good providers for their children to let them feel their importance to them	86	60	146	10.52	1
5. Parents should always act as role models to their children.	82	59	141	10.16	2
6. The School should be an ambiance for learning for students	82	57	139	10.01	3
7. The School provides program/s such as seminars, trainings, and symposiums to prevent students-teacher bullying	83	56	139	10.01	6
8. The school should provide adequate instructional materials and equipment or tools for better learning among the students	81	58	139	10.01	3
9. The school should purchase additional laboratory and criminalistics equipment	83	55	138	9.94	7
10. Others: No statement	77	55	132	9.51	10
Total	822	566	1388	100%	

As shown in the above Table, items “*Parents should always perform their roles as good providers for their children to let them feel their importance to them*” and “*Parents should always act as role models to their children*” were rated by respondents 1 and 2 respectively. It implies that students perceive that the support, encouragement, and guidance they receive from their parents significantly impact their academic success. This further suggests that they have a strong and positive relationship with their parents and feel that their parents play an active role in their education.

These findings are supported by Xiong (2021) his study found that parental involvement is one promising avenue for improving students' academic outcomes. Parents play a critical role in their children's education. Further, Furstenberg & Hughes, 1995, that in the social structure, parents' involvement in their child's education increases the rate of academic success of their child. Espoused by Noble (2006), the study demonstrates that the students who were appropriately guided by their guardians did well in the exams.

Table 4: Test of Relationships on the Factors Affecting Academic Performance as Perceived by the Respondents

Correlations			GWA	Psych	Facilities
Kendall's tau_b	GWA	Correlation Coefficient	1.000	-.003	-.004
		Sig. (2-tailed)	.	.951	.946
		N	156	156	156
	Psych	Correlation Coefficient	-.003	1.000	.538**
		Sig. (2-tailed)	.951	.	.000
		N	156	156	156
	Facilities	Correlation Coefficient	-.004	.538**	1.000
		Sig. (2-tailed)	.946	.000	.
		N	156	156	156

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations were interpreted using the following criteria: 0-0.25 = weak correlation, 0.25-0.5 = fair correlation, 0.5-0.75 = good correlation, and greater than 0.75 = excellent correlation. The correlation between the variables revealed an insignificant weak negative correlation between GWA and psychological/emotional stress ($r = -0.003$, $p = .951$), and GWA and learning facilities ($r = -0.004$, $p = 0.946$).

These results do not reaffirm the relationship between the factors and students' performance as shown in the table above. It signifies that these factors do not have a statistically significant or substantial impact on students' academic performance. In other words, the study or analysis has found that variations or differences in psychological or emotional stress levels among students, or variations in the quality of learning facilities they have access to, do not correlate strongly with or predict differences in their academic achievements or grades.

Table 5: Test of Difference on GWA, Psychological/Emotional Stress, and Learning Facilities when Grouped according to Sex

Group Statistics									
Gender		N	Mean	Std. Deviation	Std. Error Mean				
GWA	Male	97	2.0757	.19030	.01932				
	Female	59	2.0127	.19314	.02514				
Psych	Male	97	3.2313	.73720	.07485				
	Female	59	2.9788	.72559	.09446				
Facilities	Male	97	3.1156	.74348	.07549				
	Female	59	2.9431	.71475	.09305				

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GWA	Equal variances assumed	.009	.922	1.993	154	.048	.06296	.03160	.00054	.12538
	Equal variances not assumed			1.985	121.192	.049	.06296	.03171	.00018	.12574
Psych	Equal variances assumed	.262	.610	2.087	154	.039	.25250	.12099	.01348	.49152
	Equal variances not assumed			2.095	124.133	.038	.25250	.12052	.01395	.49105
Facilities	Equal variances assumed	.453	.502	1.426	154	.156	.17251	.12099	-.06649	.41152
	Equal variances not assumed			1.440	126.391	.152	.17251	.11982	-.06461	.40963

The table above shows the results of the Independent-Sample t-test done to test the difference between GWA, psychological/emotional stress level, and learning facilities when respondents were grouped according to sex. Since *p* value for the variables GWA ($t_{121.192} = 1.985$ $p = .049$) and psychological/emotional stress ($t_{124.133} = 2.095$ $p = .038$) is lesser than the chosen significance level of 0.05, we can conclude that the two-population means are significant difference for each variable.

The *p*-value for the variable facilities ($t_{126.391} = 1.440$ $p = .152$), on the other hand, is greater than the chosen significance level of 0.05, hence there is no significant difference between the means of the two groups of respondents meaning the data suggests that sex, in this particular study or analysis, is not a significant factor affecting academic performance.

V. SUMMARY AND CONCLUSION

The majority of the respondents were Males and the students performed well in their academics in the years 2020-2021 to 2021-2022. Further, the respondents rated Psychological factors and Learning Facilities as moderately affecting their academic outcomes. It also revealed that there is no significant relationships between the GWA, Psychological/Emotional stress, and Learning Facilities to the student's academic performance. Similarly, there is no significant difference between learning facilities when grouped according to sex. However, there is a significant difference between GWA and psychological level according to sex.

Further, the respondents proposed the following measures; "Parents should always perform their roles as good providers for their children to let them feel their importance to them", "Parents should always act as role models to their children", "Teachers should use various effective pedagogical approaches to help improve the academic performance of the learners", "The School should be an ambiance for learning for students", and "The school should provide adequate instructional materials and equipment or tools for better learning among the students".

Hence, it can be concluded that the importance of parental involvement in education can lead to better outcomes for students, and it underscores the vital role that parents can play in their children's academic success. Further, the role of the institution is important in addressing various aspects, including building quality and library resources, to support their students' educational goals. Moreover, Teacher-parent intervention allows for a more holistic approach to a student's education. Combining the perspectives and efforts of both teachers and parents can provide comprehensive support that addresses academic, social, and emotional aspects of a student's development.

RECOMMENDATIONS

- Based on the Preceding Findings and Conclusions, the Researchers Advocate the Following:
- Both programs must provide a comprehensive program to prepare the students for the Criminologist Licensure

Examination, NAPOLCOM, and Civil Service exams

- The school must conduct a Seminar/workshop/conference to enhance or update the teaching strategies and approaches including updates on technology of all the faculty handling GEC and professional subjects
- Regular parent consultative meeting is necessary to intensify the parent-teacher relationship for the betterment of the students
- Policy makers and educators should provide intervention program to support students' needs.

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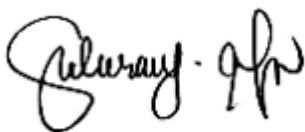
**BACHELOR OF SCIENCE IN CRIMINOLOGY BACHELOR OF SCIENCE IN LAW ENFORCEMENT
ADMINISTRATION**

**Action Plan
S.Y. 2023-2024**

Program/s	Objective	Activities/Strategy	Person/s Responsible	Source/s of Fund	Time Frame
Comprehensive Enhancement Program (CEP)	<ul style="list-style-type: none"> ✓ To equip the 4th year BS Criminology for taking CLE ✓ To equip the 4th year BS LEA for taking the NAPOLCOM and/or CIVIL SERVICE EXAM 	<ul style="list-style-type: none"> ✓ Conducting a series of lectures by the CCJE faculty and/or some invited lecturers ✓ undergoing a series of assessments, tests, or examinations <ul style="list-style-type: none"> ✓ Peer tutoring ✓ Invite experts/alumni to conduct seminars in line with the core subjects of the criminology program. ✓ Compilation of board exam questions of at least 50-100 items per subject. <ul style="list-style-type: none"> ✓ Organize seminars/workshops in collaboration with the student organizations 	Program Chairs Dean Student Leaders CCJE faculty Invited speaker/s/alumni Alumni coordinator	TBA	November 2023- May 2024
Intensive Review Program (IRP)	<ul style="list-style-type: none"> ✓ To prepare, assist, and guide the graduates for the CLE (Criminology, AFSAT, NAPOLCOM, and CIVIL SERVICE Exams (BS LEA) 	<ul style="list-style-type: none"> ✓ Facilitate A free- Review Program with the invited speakers/alumni/CCJE Faculty with specialization in board subjects of CLE <ul style="list-style-type: none"> ✓ Organize seminars/workshops through student organizations 	Program Chairs Dean Student Leaders CCJE faculty Invited speaker/s/alumni Alumni coordinator	TBA	November 2023- February 2024

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