

# Program Completion Dynamics and Inter-Campus Transfer Analysis of Davao Oriental State University

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## ABSTRACT

This study explores the program completion dynamics and inter-campus transfer trends at Davao Oriental State University (DOrSU), a multi-campus institution in the Philippines. Employing a mixed-methods approach through **Binary Logistic Regression** and **Thematic Analysis**, the research identifies the key personal, academic, and institutional factors influencing student outcomes. Guided by **Human Capital Theory**, the study highlights the **General Weighted Average (GWA)** as the most significant predictor of program completion. Factors such as financial difficulties, mental health challenges, family circumstances, multitasking responsibilities, and inter-campus mobility were found to contribute significantly to academic delays and attrition.

The quantitative analysis of longitudinal cohort data revealed that academic performance, socioeconomic status, and student demographics strongly correlate with retention and timely graduation. Meanwhile, the qualitative findings illuminated student experiences—emphasizing the emotional and logistical challenges of transferring between campuses, including curriculum misalignment, administrative burdens, and loss of social support systems. Students cited course availability, convenience, cost of living, and family obligations as primary drivers of campus transfers.

The study concludes that while inter-campus mobility offers academic opportunities and logistical benefits, it also introduces academic discontinuity and stress. To mitigate these issues, the study recommends institutional reforms in academic advising, curriculum alignment, mental health support, and financial aid programs. These findings provide a comprehensive framework for enhancing student resilience, academic performance, and institutional responsiveness—ultimately contributing to improved retention and program completion rates at DOrSU and similar state universities.

**Keywords.** Program Completion, Inter-campus Transfer

## Chapter I

### Background of the study

Students are the key players in the successful completion of their studies and their persistent effort is vital to graduate on time (Eyangu, Bagire & Kibrai, 2014). Siamian et al., (2016) succinctly pointed out that students with a relatively high level of perception of awareness towards the challenging academic life

were able to develop better academic and nonacademic related skills and were successful in the submission of their thesis.

A recent study by (Vasugi and Hassan, 2019) reported that postgraduate students from a Malaysian public university displayed a moderate level of stress, anxiety and depression. Numerous studies highlighted a range of issues and barriers faced by postgraduate students which were primarily related to attitude (Siamian et al., 2016), thesis writing skills (Hoon et al., 2019), psychological factors, family and finance (Mbogo, 2016). In addition, it was identified that graduate students had encountered intensive personal problems which was the highly rated constraint in thesis completion (Russell, 1996). In a similar vein, Hadi & Muhammad (2019) concluded that graduate students' personal factors largely influence their research progress.

On the other hand, Student mobility in higher education is a crucial factor to consider when addressing national college completion goals. This is because moving between institutions can hinder degree completion (Adelman, 2016) and impact the quality and consistency of undergraduate studies (Kearney, 2017). While the widespread availability of credit transfer in today's higher education system allows students to take courses at various institutions for a variety of suspected reasons (McCormick, 2019), the underlying causes of student mobility are not fully understood. Moreover, it's important to recognize that not all instances of enrollment at multiple institutions necessarily lead to degree attainment (Adelman, 2016)

In the Philippines, research on higher education has delved on the disciplinary trajectories of social science courses (Bautista, 2020) and on the importance of human resources development training in the context of employment and economic development (Bautista et al., 2008). The factors affecting graduate degree completion, however, have not been much of a research interest. In the National Capital Region (NCR) alone, a total of 71,424 graduate students were enrolled in the school year 2013 to 2014 (CHED, 2016).

On the other hand, 7,723 students were enrolled at Davao Oriental State University(DOrSU) for the first semester of the 2019-2020 academic year, with the assumption that these students would graduate in the 2022-2023 academic year only 1,391 out of 7,723 students finished their degrees translating to a graduation percentage roughly 18%. This implies that there is an urgent need to investigate the different causes of their failure to finish their degrees

This study essential for understanding and addressing the multifaceted challenges faced by higher education institutions. By investigating the factors influencing graduation rates, this research will provide valuable insights into the key determinants of student success and retention. Additionally, the analysis of inter-campus transfer patterns will shed light on student mobility, revealing significant trends and underlying reasons for transfers that impact both sending and receiving institutions.

Mapping the student trajectories from entry to completion through a longitudinal cohort analysis is the main goal. The factors impacting graduation and inter campus transfer would be identified by this research. Improving institutional planning and student support are the objectives.

### **Statement of the problem**

This study focused on Program Completion Dynamics and inter campus transfer of students and the factors influencing students outcomes from program entry to completion at Davao Oriental State University.

Specifically, it sought to answer the following questions

1. What are the main factors influencing program completion rates at DOrSU?

2. How do individual student characteristics and institutional factors correlate with successful program completion?
3. What evidence-based interventions can DorSU implement to improve graduation rates and timely program completion?
4. What drives students to transfer between DorSU campuses?
5. What patterns emerge in the timing and frequency of inter-campus transfers across different student cohorts?
6. How do inter-campus transfers affect students' academic performance, program completion rates, and retention?
7. What strategic improvements can DorSU implement to better support inter-campus transfer students and enhance their educational experience?

### **Objectives of the study**

Generally, this study seeks to answer General Objectives:

1. Identify the main factors influencing program completion rates at DorSU.
2. Isolate student characteristics and institutional factors influencing program completion.
3. Provide recommendations for the university to implement targeted interventions and support services to improve graduation rates and facilitate timely program completion.
4. Identify the reasons and motivations behind inter-campus transfers among students within the DOrSU system.
5. Analyze the frequency and timing of inter-campus transfers across different cohorts.
6. Examine the impact of inter-campus transfers on student outcomes such as academic performance, program completion, and retention.
7. Provide recommendations for the university to address the needs of students transferring between campuses and to improve the overall student experience.

### **Significance of the study**

The different stakeholders greatly benefited the results of this study which addressed significant concerns on the students program completion and inter campus transfers.

By enabling students to make informed judgments about their academic paths, the study lowers the probability of inter-campus transfer and program completion dynamics.

Parents can better help their children in making wise academic decision by having a better awareness of the underlying elements and impacting program completion dynamics and inter campus transfer.

As a university, Davao Oriental State University learns important lesson about program completion dynamics and intercampus transfer. This makes it possible for the institution to create focused interventions meant to lower the number of inter campus transfer, increase student retention, and give students individualized support.

Other SUC's can potentially benefit from the study's findings. Through comprehension of the wider trends in student conduct, SUC's can implement comparable techniques to manage program completion dynamics and inter campus transfer. The outcome of this study are also helpful to other SUC's because the study offers a framework for SUC's to adopt their own interventions, which could enhance retention rates throughout the state university system. SUC's can implement comparable tactics to manage program completion dynamics and inter-campus transfers by comprehending the more general patterns of student

behavior.

The study provides important information that policy makers can use to guide the creation of policies that will enhance the student retention and simplify academic pathways and solve problems with program completion dynamics and enter-campus transfer. Policy makers can promote reforms that strengthen student support services, improve curriculum alignment and guarantee that higher education institutions are better prepared to meet the changing needs of students by having a better understanding of the factors influencing program completion dynamics and enter campus transfers. In the long run, these policies have the potential to enhance student success rates, stabilize enrollment trends and maximize resource distribution in the education sector.

### **Scope and delimitation**

The study aims to provide a comprehensive understanding of student pathways and outcomes within Davao Oriental State University (DOrSU) including its extension campuses such as Cateel Extension, San Isidro Campus and Banaybanay Campus who graduate on time or students who shift from the other courses.

Furthermore, the study use Binary Logistic Regression to map the network patterns and trends for program completion dynamics is limited to longitudinal cohort design. Likewise the Thematic Analysis in only used in determining any trends or patterns in line with enter-campus transfer through frequency count.

Findings and conclusions drawn from the research would be specific to DOrSU and may not be directly generalize to other institutions without further validation. Ethical considerations regarding data privacy and confidentiality will be adhered to throughout the research process. The scope of the study may be constrained by limitations in access to data with efforts made to optimize available resources for valid and reliable findings within the specified scope.

### **Definition of terms**

**Cohort Enrollment Analysis** This refers to the enrollment patterns and behaviors of groups of students who enter DOrSU during the same academic year or enrollment period. It focuses on understanding the characteristics, progress, and outcomes of these cohorts as a collective entity over time.

**Inter-Campus Transfer Analysis** refers to the study of students who transfer to other extension campuses of DOrSU and vice versa. This signifies the act of a student moving from one academic program or institution to another between campuses within the same university system.

**Program Completion Dynamics** refers to examine the multifaceted factors influencing student program completion. It considers student characteristics, program design, and the overall university environment.

**Tracing Student Pathways** refers to the process of identifying and analyzing the trajectories that students follow from their initial enrollment in academic programs to their completion or departure from Davao Oriental State University (DOrSU). It involves mapping out the various stages, transitions, and experiences that students undergo throughout their academic journey within the institution.

**Student mobility** refers to how students move across the university when they shift from the main campus to other extension campuses. In order to understand the trends and implication of student mobility at DOrSU.

## **Chapter II**

### **Review of Related Literature**

This chapter examines various studies and research relevant to the completion rates of academic programs and the phenomenon of inter-campus transfer within the Davao Oriental State University (DOrSU).

#### ***Factors Influencing Program Completion in Higher Education***

Higher education program completion is influenced by several factors, including academic, monetary, and personal reasons. Study behaviors, time management, and participation in educational activities, which are part of the academic factors, play a vital role in students' ability to complete their programs (Kassaw & Demareva, 2023). Another factor is Financial Stability, where students who experience hardship in financial aspects have a lesser chance of continuing in studies and a bigger chance of becoming a dropout due to the inability to pay tuition fees and other related expenses (Castleman & Meyer, 2019; Kassaw & Demareva, 2023). For personal factors, students' well-being, personal health, and support coming from family were recognized to affect how the students persuade themselves to become successful and complete higher education (Aljaffer et al., 2024). It is already proven by research that students with good mental health and a strong support system from their families have a higher probability of completing their enrolled programs in a higher education institution (Barrable et al., 2018; Lai et al., 2022).

Moreover, institutional support and policies also contribute to the program completion rates. Universities that provide robust academic advising, mental health services, and financial aid programs tend to have higher completion rates (Priyadarshini et al., 2022). Schools with a supportive campus atmosphere, and sociable faculties that promote effective communication with their students surely enhance students' sense of belonging and motivation to finish their studies (Museus & Shiroma, 2022). In addition, implementing various school programs that will make the students feel they are being valued such as personalized advising and mentorship activities were proven to increase student program retention and completion (Alzen et al., 2021; Elliott, 2020). Higher education institutions may increase student retention and program completion by addressing these multifaceted factors as this will promote a more favorable environment for students.

### **Program completion and inter Campus Transfer**

The concept of program completion in higher education is a widely studied area, recognized as a crucial indicator of both student success and institutional effectiveness (Tinto, 1993). Tinto's (1993) student integration theory emphasizes the significance of a student's integration into the academic and social fabric of the university in predicting their persistence and eventual program completion. Factors such as academic preparedness, engagement in campus activities, and the quality of academic and social support services have been consistently linked to higher rates of degree attainment (Berger & Braxton, 1998). Understanding these foundational elements is essential when examining program completion dynamics within the specific context of Davao Oriental State University (DORSU).

Inter-campus transfer, the movement of students between different campuses within a university system, introduces unique considerations to the study of student pathways and program completion (Hossler et al., 1997). Research on transfer students often highlights the challenges they face in adjusting to a new institutional environment, navigating differing academic policies and cultures, and ensuring the seamless transfer of academic credits (Townsend & Dever, 1999). These transitions can impact a student's sense of belonging and their access to established support networks, potentially influencing their academic trajectory and time to degree completion (Laanan, 2001). Analyzing inter-campus transfer at DORSU



requires an understanding of the motivations behind these transfers and the experiences of students as they navigate different campus environments within the same university system.

The intersection of program completion and inter-campus transfer is a critical area of inquiry. The act of transferring between campuses can potentially disrupt a student's academic momentum and social integration, factors known to influence persistence (Savoca & Zurcher, 2014). The reasons for transferring, whether academic program availability, personal circumstances, or perceived campus fit, may also correlate with a student's overall commitment to their educational goals (Palladino & Alderman, 2017). Investigating whether specific transfer pathways within DORSU are associated with differential rates of program completion is vital for informing institutional policies and the provision of targeted support services to ensure equitable outcomes for all students, regardless of their campus mobility.

### **Low Self Worth**

Research spanning from 2018 to 2025 continues to underscore the significant negative impact of low self-worth on various aspects of human functioning, particularly within academic contexts (Muratbekova, 2025). For instance, study on university students explicitly linked lower self-esteem with poorer academic performance, reinforcing the long-held understanding that an individual's belief in their own value directly influences their engagement and success in educational pursuits. This aligns with the foundational work of Morris Rosenberg, whose Self-Esteem Scale remains a widely used measure, and contemporary research continues to validate his early findings on the correlation between negative self-perception and diminished academic outcomes.

The interplay between low self-worth and a student's motivational drive and ability to cope with academic stress has also been a key focus in recent literature. The American Psychological Association has highlighted how a lack of self-belief can lead to avoidance behaviors and a reluctance to embrace academic challenges, echoing (Dwecks, 2006) concept of a fixed mindset. Students with low self-worth, fearing failure as a confirmation of their inadequacy, are less likely to persevere when faced with difficulties. Conversely, those with a healthier sense of self-worth, as suggested by contemporary positive psychology research (Positive Psychology, 2020), tend to exhibit greater resilience, aligning with (Seligman, 1990) work on learned optimism, and view setbacks as opportunities for growth rather than insurmountable obstacles.

Socially, the ramifications of low self-worth in academic settings continue to be an important area of investigation (Thrive, 2020). Recent studies corroborate earlier findings by researchers like (Taylor and Brown, 1988) regarding the importance of positive self-perceptions for social adjustment. Students grappling with low self-worth often experience difficulties in forming strong social bonds and may hesitate to seek help from peers or instructors due to fears of judgment, potentially leading to isolation and hindering their academic integration and success (Eurokd, 2025). In contrast, individuals with a more robust sense of self-value tend to engage more confidently in social interactions, building supportive networks that contribute positively to their academic journey.

Interventions aimed at bolstering self-worth in students, drawing upon established frameworks such as (Beck, 1976) cognitive behavioral therapy (CBT), remain a significant area of research. Contemporary studies continue to explore the effectiveness of techniques rooted in CBT, such as challenging negative automatic thoughts and promoting more positive self-talk, as well as approaches emphasizing self-compassion and acceptance, principles advocated by figures like (Branden, 1994). The overarching goal of this research is to identify and implement strategies that can foster a stronger sense of self-worth in

students, ultimately leading to improved academic engagement, resilience, and overall well-being (Eurokd, 2025).

### **Stress and anxiety**

Student stress and anxiety have been widely recognized as significant factors that influence academic progression, retention, and program completion. According to (Pascoe et al., 2020), stress arising from academic workload, social expectations, and institutional transitions contributes to mental health challenges, which often result in delayed graduation or dropout. Anxiety, in particular, impairs concentration, motivation, and memory—factors critical to academic success (González-Carrasco et al., 2021).

In the context of Philippine higher education, (Reyes and Dizon, 2019) found that persistent academic stress significantly predicted lower completion rates among students in state universities. The study also observed that students who lacked access to support systems—such as guidance counseling, academic advisement, and mental health services—were more likely to withdraw from their programs or experience prolonged academic delays.

The need to transfer between campuses within the same university system can be both a cause and a consequence of academic stress. (Llamas and Austria, 2021) reported that students transferring campuses often face adjustment difficulties related to new academic environments, unfamiliar teaching styles, and disrupted peer networks. These transitions often lead to increased levels of anxiety, which can affect their academic focus and motivation to complete their programs on time.

Moreover, the administrative and logistical burdens of inter-campus transfers—such as differing subject offerings, credit inconsistencies, and commuting issues—were identified by (Santos and Carreon, 2022) as stress-inducing factors among students enrolled in multi-campus institutions. Their study on public universities in Mindanao highlighted those students undergoing such transitions often felt isolated and overwhelmed, leading to academic disengagement.

Multi-campus universities, like Davao Oriental State University (DOrSU), present unique academic and psychological challenges to students, especially those who need to transfer campuses due to limited course availability or personal circumstances. According to (Balatbat and Caluza, 2023), institutional disorganization, such as misaligned curricula and lack of academic advisement, contributes to student anxiety. These systemic issues are exacerbated for students who are already coping with financial stress, family obligations, or transportation problems—factors common in rural and semi-urban areas like Davao Oriental.

While institutional data from DOrSU remains under-explored in the literature, analogous studies from similar Philippine SUCs suggest that psychological wellbeing and academic stress should be closely monitored to ensure students complete their programs in a timely manner (Nuguid & Arrieta, 2021). This underscores the importance of evaluating both personal and systemic stressors when analyzing program completion and inter-campus mobility.

Evidence suggests that the presence of student support systems—including mental health services, academic counseling, and peer mentorship programs—can significantly reduce stress and enhance completion rates. (Ramos and Tagle, 2024) emphasized that when students feel emotionally and academically supported, they are more likely to navigate academic transitions (like campus transfers) with confidence and resilience.

**Financial Difficulties**

Financial challenges are among the most commonly cited barriers to timely program completion among students in state universities and colleges (SUCs). According to (Orbeta et al., 2020), economic hardship is a leading factor behind academic delays and dropouts in Philippine higher education institutions. Despite tuition-free policies in public universities under the Universal Access to Quality Tertiary Education Act, students still bear the burden of non-tuition expenses such as transportation, food, project costs, and accommodation—especially for those coming from remote areas or transferring between campuses (CHED, 2020).

Several studies have shown a strong link between students' financial instability and their academic performance. (Del Mundo and Sevilla, 2021) found that students experiencing financial strain are more likely to miss classes, fail to submit requirements, or take academic leaves, thus extending their time to graduate. Moreover, those who support themselves through part-time jobs or family obligations often report fatigue and burnout, further affecting academic focus and completion (Cruz & Dizon, 2022). These issues are magnified in regions like Davao Oriental, where many students come from low-income households and lack stable economic support.

Financial limitations also play a critical role in inter-campus transfers. In a study of public universities in Mindanao, (Alvarado and Ramos, 2023) found that students often transfer to campuses closer to their homes or with lower living costs to reduce financial pressure. While this decision may offer temporary relief, it can also lead to challenges such as curriculum misalignment, credit transfer issues, and delays in course offerings—all of which negatively affect program completion timelines.

Furthermore, the lack of financial aid for living and mobility expenses discourages students from enrolling in or continuing at campuses where specialized programs are offered, especially when those campuses are far from their hometowns (Lopez & Bernardo, 2019). This suggests that without sufficient financial support and institutional coordination, inter-campus transfer may become a necessity driven more by survival than by academic planning.

Ultimately, financial hardship is a significant determinant of both the academic trajectories and transfer decisions of students. Addressing these economic constraints through enhanced scholarship programs, transportation subsidies, and financial literacy initiatives can play a vital role in improving retention and timely graduation, especially within multi-campus institutions like Davao Oriental State University.

**Multi task**

Students enrolled in higher education, particularly in state universities like Davao Oriental State University (DOrSU), frequently manage multiple roles such as academic responsibilities, part-time employment, household duties, and organizational involvement. This multitasking often results in heightened stress levels and compromised academic performance. (Santos and Villanueva, 2019) found that Filipino students balancing academic tasks with work and family obligations exhibited reduced concentration and inconsistent academic engagement, contributing to delays in program completion. Similarly, (Flores and Ramirez, 2023) reported that students in rural colleges, especially those who are financially self-supporting, experience chronic fatigue and time management challenges, which lead to missed deadlines, incomplete requirements, and in some cases, academic probation or dropouts.

Multitasking pressures intensify when students transfer between campuses, which is common in multi-campus institutions like DOrSU. (Dela Cruz and Maglasang, 2022) highlighted that inter-campus transferees face additional responsibilities such as adapting to new academic systems, aligning subject



credits, managing travel or relocation, and adjusting to unfamiliar social environments. These compounded demands stretch students' time and energy, making it difficult to maintain academic continuity and meet program requirements within the standard timeline. Without institutional support—such as academic counseling, workload flexibility, or mental health services—multitasking students remain at risk of delayed graduation or non-completion. Therefore, understanding the intersection of multitasking and inter-campus mobility is critical to improving program completion outcomes in DOrSU and similar educational institutions.

### **Family inspiration/Loss of a loved one**

Family plays a crucial role in the educational success and emotional well-being of students. In the context of higher education, family inspiration—through moral support, encouragement, and the desire to improve one's family's circumstances—can strongly motivate students to persist and complete their academic programs. According to (Reyes and Santiago, 2019), Filipino students often cite their families as their primary source of motivation, especially in public universities where students come from economically challenged backgrounds. This strong familial drive often helps students overcome academic stress and stay focused on their goals despite limited resources.

However, the loss of a loved one, especially a parent or guardian, can have a profound and disruptive effect on a student's academic journey. (Tolentino and Cruz, 2020) found that students who experienced bereavement during their studies reported emotional instability, lower academic performance, and an increased risk of taking academic leave or dropping out. Grief affects mental health, concentration, and motivation, all of which are critical for successful program completion. In rural and multi-campus institutions like Davao Oriental State University (DOrSU), where emotional support services are often limited, the loss of a loved one can result in long-term academic setbacks.

Moreover, family-related emotional events also influence inter-campus transfer decisions. (Dela Peña and Robles, 2021) observed that students who lost a close family member were more likely to transfer to a campus closer to home for emotional and practical support. These transfers, while understandable, may affect program timelines due to varying course offerings, differences in curriculum structures, and credit mismatches between campuses. The grieving process, combined with the challenges of adjusting to a new academic environment, can cause additional delays in graduation and impact academic consistency.

To mitigate these effects, institutions like DOrSU need to strengthen their support systems by providing grief counseling, peer support groups, and flexible academic options for affected students. As emphasized by (Mercado and Alano, 2023), integrating emotional resilience training and crisis response programs within the university structure can help students manage personal losses without sacrificing their academic goals. Addressing family inspiration and loss not only contributes to student retention but also promotes mental well-being and academic continuity, particularly in multi-campus universities where transitions can compound emotional difficulties.

### **Financial Difficulties**

Financial difficulties remain one of the most significant barriers to academic success in Philippine state universities, including Davao Oriental State University (DOrSU). Although tuition is free under Republic Act 10931 or the Universal Access to Quality Tertiary Education Act, students still struggle with non-tuition expenses such as transportation, food, school supplies, and boarding costs. According to (Orbeta et al., 2020), many students from rural and low-income families continue to face serious financial strain

that hinders their academic performance and progress. These financial burdens often result in students skipping classes, missing deadlines, or taking leaves of absence, ultimately delaying program completion. Students who attempt to balance academic responsibilities with part-time or full-time work often experience high levels of fatigue and stress. (Del Mundo and Sevilla, 2021) emphasized that while employment may provide temporary financial relief, it frequently compromises students' academic focus and time management. Those who work to fund their education are more likely to experience academic burnout, lower grades, and delayed graduation. Financial instability also forces some students to limit their enrollment to fewer subjects per semester, extending their time in school. These outcomes highlight how financial difficulty is both a direct and indirect cause of prolonged academic completion.

In addition to affecting program completion, financial hardship is a key driver behind inter-campus transfers within institutions like DOrSU. Students often transfer to campuses that are closer to home to save on transportation and living expenses. (Alvarado and Ramos, 2023) reported that such decisions, while financially motivated, frequently lead to academic disruptions such as credit mismatches and curriculum misalignment between campuses. These challenges may require students to repeat courses or wait for specific classes to become available, which delays their progression through the academic program. The cumulative impact of financial pressure and academic inefficiencies contributes to student attrition and delayed graduation rates.

To address these issues, several studies recommend that higher education institutions enhance their financial aid programs and student support services. (Lopez and Bernardo, 2019) suggest offering more comprehensive scholarships that cover living allowances, not just tuition. Meanwhile, (Cruz and Dizon, 2022) advocate for increased institutional investments in work-study programs and financial literacy workshops to help students manage their resources more effectively. For DOrSU, understanding the role of financial stress in program completion and transfer decisions is essential in crafting targeted interventions that promote retention, academic continuity, and equitable access to education across its campuses.

### **Family Issues / Broken Family**

Family structure plays a vital role in shaping the academic success and psychological well-being of students in higher education. Students from stable family environments often receive emotional and financial support, enabling them to focus on their studies and progress through their programs. In contrast, those from broken families or those facing domestic issues often encounter emotional instability, financial strain, and lack of guidance. According to (Mendoza and Corpuz, 2019), students from separated or conflicted households reported higher levels of anxiety and academic disengagement, which negatively affected their academic performance and delayed their program completion.

Family-related stressors, such as parental separation, domestic conflict, or neglect, can have lasting effects on a student's motivation and academic focus. (Sarmiento and Laxa, 2021) emphasized that students from broken families often struggle with self-esteem, social isolation, and difficulty concentrating in school. These emotional burdens can lead to frequent absences, failure to submit academic requirements on time, or even dropping out of school temporarily. In universities like Davao Oriental State University (DOrSU), where students often live far from family, the lack of emotional support can exacerbate these challenges, making it harder to sustain consistent academic performance.

The impact of family issues is also evident in inter-campus transfer decisions. Students from problematic home environments may choose to transfer to a campus closer to extended family or guardians for

emotional support or to distance themselves from family conflict. According to (Herrera and Galvez, 2022), such transfers are often reactive responses to emotional distress rather than academic planning. However, these moves come with academic challenges such as subject credit mismatches and curriculum differences, which may result in delayed graduation. This highlights the complex interplay between personal circumstances and institutional structures in student mobility and completion.

To mitigate these effects, researchers recommend that higher education institutions strengthen student support systems, especially for those dealing with family problems. (Espina and Alonte, 2023) suggest implementing campus-based guidance and counseling services tailored for students from broken families, alongside peer support networks. They also advocate for faculty training to help identify and respond to students showing signs of emotional distress. For DOrSU, addressing family-related issues through holistic and proactive student services is essential to improving retention, guiding smoother inter-campus transfers, and ensuring timely program completion.

### **Mental Health / Stress / Feeling Overwhelmed**

Mental health challenges, including stress and feelings of being overwhelmed, are increasingly prevalent among university students and are closely linked to academic performance and program completion. According to (David and Dela Cruz, 2019), academic pressure, family expectations, and financial concerns are primary contributors to student stress in Philippine state universities. These stressors often manifest as anxiety, poor sleep, and difficulty concentrating—factors that hinder students from completing requirements on time or maintaining academic engagement. At Davao Oriental State University (DOrSU), where many students juggle multiple responsibilities, the mental toll of such challenges may result in delayed graduation or temporary withdrawal.

Several studies emphasize the role of institutional support in mitigating the effects of stress on academic persistence. (Ramos and Tolentino, 2020) found that students who had access to campus counseling and mental health services were more likely to stay in school and complete their programs. Conversely, students without support systems often lacked the coping mechanisms necessary to manage stress, leading to burnout and academic disengagement. In addition, feeling overwhelmed by overlapping deadlines and unclear academic expectations was shown to negatively impact students' confidence and decision-making, as noted by (Santos and Ferrer, 2021).

The issue becomes more complex for students who undergo inter-campus transfers. These students not only manage academic stress but must also adapt to new learning environments, course structures, and social settings. De (Guzman and Reyes, 2022) reported that inter-campus transferees often experience higher stress levels due to unfamiliar academic policies, credit validation issues, and disrupted support networks. These added stressors contribute to reduced motivation and increased chances of dropping out or extending their stay in the university. In multi-campus institutions like DOrSU, the lack of centralized mental health services across campuses may further complicate student adjustment and performance.

To support student well-being, higher education institutions are urged to prioritize mental health interventions. (Bautista and Navarro, 2023) recommend implementing consistent and accessible mental health programs across all campuses, including peer support groups, stress management workshops, and professional counseling. They also emphasize training faculty members to recognize early signs of mental distress and refer students to appropriate services. For DOrSU, understanding the connection between stress, inter-campus mobility, and academic delays is essential for developing holistic strategies that improve retention, student mental health, and timely program completion.

## **Resilience**

Resilience, defined as the ability to adapt and thrive despite adversity, plays a crucial role in students' academic success and program completion. In the context of higher education, resilient students are better equipped to handle academic challenges, financial hardships, and personal difficulties, enabling them to stay on track despite setbacks. According to (Cruz and Santos, 2019), Filipino students who demonstrate resilience are more likely to persist in their studies and successfully complete their programs, even when facing obstacles such as workload pressures and limited resources. This ability to recover from difficulties is particularly important in state universities like Davao Oriental State University (DOrSU), where many students come from socioeconomically disadvantaged backgrounds.

Research also highlights how resilience influences students' decisions and experiences regarding inter-campus transfers. Transfer students often face uncertainties such as adapting to new academic environments and social settings, which can be stressful and disruptive. (Lopez and Martinez, 2021) found that resilient students navigate these transitions more effectively by employing coping strategies such as seeking social support and maintaining a positive outlook. These adaptive responses help minimize the negative impact of transfers on academic progress, allowing students to maintain their motivation and engagement across campuses. However, students with lower resilience may struggle more, resulting in delayed completion or dropout.

Institutional factors can also foster or hinder resilience among students. (Del Rosario and Villanueva, 2022) emphasized that universities that provide strong academic advising, mentoring programs, and mental health support contribute to building resilience in their students. For DOrSU, which operates multiple campuses, creating a cohesive support system that reaches transfer students is essential in enhancing their resilience and academic success. Offering workshops on stress management, time management, and goal setting can empower students to face challenges with greater confidence and persistence.

Lastly, resilience is not only an individual trait but also shaped by community and family support. (Reyes and Bautista, 2023) noted that students who receive encouragement and emotional support from family and peers are more likely to develop resilience, which in turn positively influences their ability to complete their programs despite hardships. In multi-campus universities like DOrSU, maintaining strong social connections during inter-campus transfers can be critical in sustaining resilience. Therefore, understanding how resilience interacts with program completion and transfer dynamics is vital to designing interventions that promote student success in diverse and challenging academic environments.

## **Encouragement**

Encouragement from family, peers, and educators plays a pivotal role in students' academic persistence and program completion. According to (Garcia and Santos, 2018), positive reinforcement and moral support help students overcome academic challenges by boosting their motivation and self-confidence. Students who receive encouragement tend to develop a stronger sense of purpose and resilience, which enhances their ability to stay focused on their educational goals. At institutions like Davao Oriental State University (DOrSU), where many students face socio-economic difficulties, encouragement often serves as a vital factor that influences their commitment to completing their programs.

The impact of encouragement is particularly evident during inter-campus transfers, a process that can be both stressful and disorienting for students. (Reyes and Mercado, 2020) found that students who were supported and encouraged by their peers, family, and faculty during transfers were better able to adjust to

new academic environments and maintain their academic performance. This support helped alleviate the anxiety and uncertainty that typically accompany transfers, reducing the risk of dropout or delayed graduation. Encouragement fosters a sense of belonging and connection, which is crucial for student retention across multiple campuses.

Institutional encouragement also contributes significantly to student success. (Lopez and Fernandez, 2022) emphasized the role of academic advising, mentoring programs, and faculty encouragement in promoting student engagement and timely program completion. In multi-campus universities such as DOrSU, providing consistent encouragement through these channels can help students navigate academic transitions smoothly and stay motivated despite challenges. When students feel valued and supported by their institution, they are more likely to persevere and complete their programs within the expected timeframe.

Furthermore, peer encouragement has been shown to positively influence students' academic behaviors and attitudes. (Bautista and Rivera, 2024) highlighted that peer support groups and student organizations provide a platform where students encourage one another, share resources, and build confidence. Such networks help students manage academic stress, especially during transitions like inter-campus transfers. Encouragement from both peers and institutions creates a supportive environment that empowers students to overcome obstacles and achieve their academic goals, making it a crucial factor in the dynamics of program completion and transfer at DOrSU.

### **Accountability**

Accountability in higher education is a critical factor that influences students' academic success and program completion. According to (Velasco and Navarro, 2018), students who take personal responsibility for their learning tend to demonstrate better time management, consistent attendance, and adherence to academic requirements. This sense of accountability is linked to higher motivation levels, which support students in meeting program deadlines and overcoming obstacles. At Davao Oriental State University (DOrSU), fostering student accountability is essential given the diverse challenges many students face, including financial constraints and family obligations, which can hinder steady progress.

Accountability also plays a significant role in the dynamics of inter-campus transfers. Students transferring between campuses often encounter academic and administrative challenges that require them to be proactive and responsible for managing their course loads, credit transfers, and adjustment to new academic policies. (Dela Cruz and Lim, 2021) found that students with strong accountability traits navigated these transitions more successfully, minimizing delays in program completion. Conversely, students who lacked accountability were more likely to experience confusion, missed deadlines, and extended time in school.

Institutions can support student accountability through clear communication, structured advising, and monitoring systems. (Garcia and Santos, 2022) emphasized that when universities provide transparent guidelines and regular feedback, students become more aware of their responsibilities and academic standing. At multi-campus universities like DOrSU, coordinated support across campuses is crucial to ensure that transfer students remain accountable and informed throughout the process. Such institutional practices help students stay on track and reduce the risks of dropout or prolonged enrollment.

Finally, accountability is not only an individual attribute but can be fostered through peer and family influences. (Ramirez and Flores, 2024) noted that students encouraged by accountable peers and supported by families who emphasize discipline and responsibility tend to show greater persistence in their studies.



This social accountability encourages students to uphold commitments and develop habits that promote timely program completion. Understanding how personal and environmental accountability factors affect academic outcomes is essential for improving program completion rates and transfer experiences at DOrSU.

### ***Student Characteristics and Their Influence on Program Completion***

Student characteristics have a profound impact on program completion in higher education, encompassing factors such as age, gender, socioeconomic status, and prior academic performance (Costa et al., 2024; Graves & Kuehn, 2022; Tan, 2024; Vera Gil, 2024). Concerning age, different study results contradict another study. In the study of Calcagno et al. (2007), it has been found that older students in higher education have higher completion rates than younger ones because of their supplemented life experiences and maturity in life. These findings were opposed to the results of the study by Brooks (2012) which emphasized that mature students' completion rate in higher education was greatly affected by some factors including adulting responsibilities and incidence of parenthood. Gender has something to do with program completion not just in Bachelor's Degrees but also in Master's and Doctoral Degrees. Based on statistics of U.S. graduates from 2019-2020, there are 57.7% of female Bachelor's Degree graduates while there are only 42.3% of males. In Master's Degrees, there are 61.4% of female graduates and 38.6% of males while for Doctoral Degrees, there are 55.2% of females and 44.8% of males (*Digest of Education Statistics, 2021, 2021*). Another factor that influences student completion is the socioeconomic status of the students. Obviously, students coming from a family with stable to high socioeconomic status tend to have greater access to relevant resources and may experience a better support system that may help them to have higher opportunities to complete their studies (Broer et al., 2019; Gupta, 2024). That simply means that there is an association between students' socioeconomic status and study completion. Additionally, studies have proven also that the prior academic achievement of a student is one of the very influential factors affecting their academic completion. This factor was one of the focused attributes when predicting students' academic success. In the literature review of Alyahyan & Düşteğör (2020), it has been found that the top 2 factors for predicting academic success are prior academic achievement and student demographics accounted for 69% of the papers being reviewed where prior academic performance was the most important predictor.

Other than students' characteristics and demographic factors, psychological and environmental features may also affect the program completion. Students who are profoundly immersed in their studies and who find personal significance in their education have a higher chance of program completion, this means that student engagement and intrinsic motivation are very vital (Saeed & Zyngier, 2012). Higher institutions play a very significant role in the success of their students. To increase student completion and retention in schools, an inclusive environment must exist that fosters an encouraging atmosphere in which students' various concerns may be addressed (Jackson-Summers et al., 2024). Students will be more motivated to complete their studies if their academic and social needs are fulfilled by the institution, such as student counseling, tutoring programs, mentoring programs, and other necessary tools for their academic pursuits (Chen et al., 2023).

### ***Quality of Education & Well-Structured Curriculum***

The quality of education is a cornerstone of student success and program completion in higher education institutions. According to (Alvarado and Enriquez, 2019), students enrolled in programs with well-qualified faculty, relevant content, and adequate learning resources are more likely to stay motivated and persist until graduation. At state universities like Davao Oriental State University (DOrSU), maintaining

high academic standards is especially critical, given that many students already face external pressures such as financial and familial obligations. Quality instruction fosters deep engagement and academic satisfaction, both of which contribute positively to student retention and timely completion of academic programs.

A well-structured curriculum plays an equally crucial role in facilitating student progress. (Ramos and De Guzman, 2020) emphasized that coherent course sequencing, balanced workloads, and clearly defined academic pathways reduce confusion and delays in program completion. Students benefit when course offerings are predictable and logically organized, allowing them to plan their academic journeys efficiently. In contrast, disorganized or overly rigid curricula often lead to unnecessary delays, especially when students are forced to wait semesters for required subjects to be offered. For institutions like DOrSU, developing and maintaining a responsive curriculum aligned with labor market demands and student needs is essential to promote higher completion rates.

The challenges become more complex when students transfer between campuses. Inter-campus transfer can disrupt a student's academic trajectory if curriculum structures vary across campuses or if credit transfer systems are not standardized. (Cruz and Beltran, 2022) found that inconsistencies in course offerings and credit recognition significantly impact transfer students, often requiring them to repeat subjects or take additional units, leading to extended stay and academic frustration. These inefficiencies in curriculum alignment between campuses present barriers to program completion and discourage mobility within multi-campus systems like DOrSU.

To address these issues, institutions must implement integrated academic policies and improve curriculum design. (Bautista and Lorenzo, 2024) suggested that standardizing course requirements, improving academic advising, and using technology to monitor student progression can significantly improve the experience of transfer students. When supported by a well-structured curriculum and consistent quality education, students are more likely to succeed academically, whether they remain on one campus or transition between multiple campuses. In the context of DOrSU, ensuring curriculum continuity and academic coherence across all campuses is essential for improving both transfer success and overall program completion rates.

### **Institutional Support and Resources**

Institutional support and access to academic resources are fundamental to ensuring student success and program completion, particularly in state universities serving diverse student populations. According to Mendoza and Garcia (2019), the availability of academic advising, mentoring programs, and learning centers significantly improves students' academic performance and retention. In the context of Davao Oriental State University (DOrSU), such support systems are crucial due to the socio-economic background of many students, who often rely on institutional assistance for guidance, learning tools, and emotional support. Without these interventions, students are more likely to experience disengagement and drop out before completing their programs.

Support services become even more important for students who transfer between campuses. (De Leon and Santos, 2021) highlighted that inter-campus transfer students face disruptions in academic continuity, often caused by unfamiliar processes, different campus cultures, and mismatched subject credits. Institutional support such as centralized transfer protocols, orientation programs, and transfer credit evaluations can help reduce these challenges and improve students' sense of belonging and academic

confidence. When universities implement structured support mechanisms, students can navigate transitions more effectively, reducing the likelihood of delayed graduation.

Further, the role of digital and physical resources cannot be overstated in supporting program completion. (Flores and Ramos, 2022) found that students with access to libraries, learning management systems, internet connectivity, and computer laboratories were more likely to complete assignments on time and participate in online learning activities. For inter-campus students at DOrSU, the uniform distribution of resources across all campuses ensures equity and enables students to maintain their academic performance regardless of their location. A lack of such resources in remote or underfunded campuses can widen performance gaps and contribute to lower completion rates.

To ensure improved outcomes, educational institutions like DOrSU must commit to strengthening their institutional support frameworks. This includes investing in staff training, expanding academic support services, and maintaining consistent availability of learning tools across campuses. (Bautista and Cruz, 2024) emphasized that institutional support must be holistic, addressing not only academic needs but also financial aid, mental health, and social integration. When institutional resources are accessible and student-centered, they play a pivotal role in promoting program completion and successful inter-campus mobility.

### ***Impact on Student Motivation and Well-being***

Student motivation and well-being are widely recognized as essential components of academic success and program completion. According to (Santos and Medina, 2019), motivated students exhibit higher levels of engagement, resilience, and persistence in achieving academic goals. In state universities like Davao Oriental State University (DOrSU), where students often face socioeconomic challenges, internal motivation becomes even more critical for academic progress. When students are emotionally and psychologically supported, they tend to have more positive academic experiences, which can result in improved retention and timely completion of degree programs.

However, factors such as academic pressure, financial stress, and lack of institutional support can diminish student motivation and negatively affect well-being. (Cruz and De Jesus, 2021) found that students experiencing chronic stress and mental fatigue due to overwhelming academic demands are more likely to suffer from burnout, leading to disengagement and increased risk of dropping out. This issue is more pronounced among students who transfer between campuses and face additional stressors, such as adjusting to new academic environments and social settings. These transitions often disrupt students' momentum, requiring them to rebuild academic motivation from a less stable psychological state.

Inter-campus transfers can significantly influence a student's sense of belonging and motivation. (Flores and Navarro, 2022) emphasized that students who lack continuity in academic advising or peer support networks after transferring are more susceptible to feelings of isolation and disconnection from the university community. This emotional dislocation may decrease their confidence and drive, thereby affecting academic performance and delaying program completion. The psychological burden of adapting to a new campus without sufficient institutional support can compound the effects of academic stress, highlighting the need for structured transfer support systems that prioritize student well-being.

To address these challenges, universities must create inclusive and supportive learning environments that foster motivation and protect student mental health. (Bautista and Lorenzo, 2024) recommended programs such as peer mentoring, campus-wide wellness initiatives, and integrated mental health services to help students maintain motivation and emotional balance. For institutions like DOrSU, implementing such interventions—especially for transfer students—can lead to improved academic outcomes, greater

institutional loyalty, and increased program completion rates. Understanding the intricate connection between motivation, well-being, and institutional transitions is essential to improving the academic journey for all students.

### **School Culture and Character Development**

School culture plays a significant role in shaping students' academic behaviors, attitudes, and sense of belonging—factors that directly impact program completion. According to (Reyes and Castillo, 2019), a positive school culture characterized by mutual respect, inclusivity, and shared academic values fosters student engagement and persistence. In institutions like Davao Oriental State University (DOrSU), where many students come from diverse socioeconomic and cultural backgrounds, cultivating a strong academic environment helps support students' personal growth and academic goals. A well-rooted school culture not only motivates students but also encourages them to align their behaviors and decisions with institutional expectations.

Character development is equally important in promoting resilience and responsibility among students, especially those navigating multiple personal and academic challenges. (Javier and Lim, 2020) emphasized that students who are taught values such as discipline, integrity, and perseverance are more likely to stay committed to their academic path despite obstacles. Educational institutions contribute to this development through leadership training, values integration in curricula, and co-curricular activities that promote self-awareness and ethical decision-making. These elements become particularly valuable in state universities where students are often required to balance academics with personal or financial responsibilities.

For inter-campus transfer students, the absence of a consistent school culture across campuses can lead to difficulty in adaptation and a weakened sense of identity within the institution. (Dela Cruz and Morales, 2022) found that when students transfer to a new campus with a different environment or social climate, they may struggle to internalize the new campus culture, affecting both their academic motivation and sense of purpose. This disruption can create challenges in character formation, as students must reorient themselves within unfamiliar academic and peer communities. Consistency in institutional values and the promotion of unified character-building practices across all campuses can ease this transition.

To address this, school administrators must foster a cohesive culture that spans all campuses, ensuring that transfer students experience a smooth cultural and academic transition. According to (Bautista and Evangelista, 2024), programs that promote institutional identity, such as campus-wide leadership initiatives and cross-campus community engagement, contribute to character development and student retention. A strong and consistent school culture—paired with deliberate efforts to instill character-building values—can significantly improve students' chances of completing their programs, even in the face of personal or logistical challenges related to inter-campus mobility.

### **School Policies and Procedures**

School policies and procedures are fundamental to shaping students' academic pathways, particularly in ensuring efficient program completion. According to (Mendoza and Reyes, 2019), clear, consistent, and student-centered policies help minimize confusion about academic requirements, graduation eligibility, and transfer protocols. In higher education institutions like Davao Oriental State University (DOrSU), policy clarity is especially crucial, as students often face administrative and academic challenges that directly influence their ability to graduate on time. Well-structured academic guidelines provide students

with a roadmap for success, allowing them to make informed decisions about course loads, prerequisites, and academic progression.

However, inconsistencies in policy implementation across different campuses within the same university system can complicate the student experience. (Delos Santos and Javier, 2020) emphasized that students transferring between campuses are often affected by misaligned curricula, differing credit transfer rules, and varied interpretations of academic policies. This misalignment can delay students' progress due to repeated subjects or unaccredited coursework, thereby impacting their motivation and increasing the likelihood of program non-completion. Such inconsistencies highlight the need for harmonized inter-campus policies and stronger communication channels among administrative offices.

Moreover, complex bureaucratic procedures and lack of transparency in academic processes can discourage students from continuing their studies, particularly those who already face external pressures such as financial constraints or family obligations. As (Villanueva and Cruz, 2022) pointed out, when institutional systems are perceived as rigid or unsupportive, students are less likely to seek help or clarification, leading to increased academic errors or delays. This is even more evident in rural-based public universities like DOrSU, where students may not always have access to updated policy information or advisory services, further emphasizing the need for streamlined and accessible academic procedures.

To address these challenges, educational institutions must continuously review and improve their academic and administrative policies to support student success. (Bautista and Mendoza, 2024) recommended a more student-centered approach to policy development, including feedback mechanisms, cross-campus alignment, and regular policy audits to ensure relevance and fairness. By adopting a more responsive and unified system, DOrSU can better accommodate inter-campus transfers and reduce barriers to program completion. Policy reform, when grounded in student realities, can serve as a powerful tool to enhance institutional efficiency and academic achievement.

### ***Institutional Factors Affecting Graduation Rates and Retention***

Higher education student completion and retention may be impacted by the institution's policies and actions, such as how the school delivers services to its students, one example is the quality of academic advice provided. Research has verified already that the students' determination or retention rate in higher education is significantly affected by the level and quality of how the institution's faculty and staff interact (Academic Advising) with them (Elliott, 2020; Nutt, 2018). This claim was also supported by the quantitative study conducted by professors from the University of Alabama and Auburn University who aim to investigate the relationship between the number of meetings with an academic adviser and retention of the first-generation students. The results showed that with more meetings with academic advisers, the probability of student retention increases by 13% (Swecker et al., 2013). Academic advice and counseling interventions from schools help students succeed in college by sharing resources and information directly with them. Based on a systematic literature review on advising strategies that support college completion, several findings were highlighted: (1) Implementing holistic solutions with several components can enhance student outcomes and retention, (2) Proactive communication and follow-up across a student's college career enhances results, and (3) Universities and colleges may improve student performance that leads to high retention by offering complete case management services in addition to academic support (Feygin et al., 2022). Additionally, the provision of financial aid and scholarships to students is a very significant action that increases student persistence and college completion. As financial matters are one of the most common factors affecting students' success in higher education, providing and helping them with this reduces their financial stress, as a major barrier to their success. According to a meta-analysis



done by Nguyen et al. (2019), financial assistance and scholarships enhance the chance of student persistence and degree completion by 2 to 3 percentage points.

### **Family Support**

Family support plays a crucial role in students' academic persistence and success, especially in state universities like Davao Oriental State University (DOrSU), where many students come from low- to middle-income backgrounds. According to (Santiago and Rivera, 2019), emotional and moral support from family members provides students with the confidence and motivation to cope with the pressures of academic life. This support system fosters resilience in the face of stress, poor academic performance, or financial hardships, helping students stay committed to their educational goals. In rural or under-resourced areas, where institutional support may be limited, families often act as the primary source of encouragement and guidance.

Beyond emotional support, financial assistance from family members also significantly affects students' ability to complete their programs. (Cruz and Alcaraz, 2020) highlighted that students who receive consistent financial backing are less likely to drop out, delay their studies, or seek part-time employment that could interfere with academic commitments. This is particularly relevant in DOrSU, where students may need funds for transportation, boarding, or fees related to inter-campus transfers. Families that are able to support these needs reduce the burden on students, allowing them to focus more on their academic responsibilities and transitions between campuses.

However, family support is not uniform across all households, and a lack of it can pose serious challenges to student retention and program completion. In cases where families are dealing with economic hardships, illness, or internal conflict, students may feel compelled to take on financial or caregiving responsibilities, which can interfere with their studies. (Mendoza and De Jesus, 2021) observed that students with limited or strained family support often suffer from anxiety, poor time management, and academic disengagement, all of which are exacerbated when they face additional stress from transferring campuses or adjusting to new academic environments.

To improve outcomes, it is essential for institutions like DOrSU to recognize the varying levels of family involvement and develop support mechanisms to bridge these gaps. (Villanueva and Santos, 2023) recommend the implementation of family engagement programs, financial aid workshops, and counseling services that acknowledge and address the unique challenges faced by students with minimal familial support. By supplementing the role of the family, the university can better support students throughout their academic journey, ensuring higher rates of program completion and smoother inter-campus transitions.

### **Friends and Peer Support**

Friends and peer support play a vital role in promoting academic resilience and program persistence among college students, especially in public institutions like Davao Oriental State University (DOrSU). According to (Reyes and Manlapig, 2019), peer interactions contribute significantly to emotional stability and academic motivation, acting as a buffer against stress and academic burnout. In rural and multi-campus institutions, strong peer relationships often serve as informal support systems that help students adapt to new learning environments, particularly when they encounter administrative or academic challenges.

Peer support becomes even more crucial during inter-campus transfers, a common occurrence in institutions like DOrSU. (Cruz and Medina, 2021) emphasized that students who transfer to new campuses often struggle with social adjustment, homesickness, and feelings of isolation. These challenges are mitigated when students are able to form or maintain friendships that offer a sense of belonging and continuity. Peers can help new transferees navigate unfamiliar academic systems, clarify requirements, and provide emotional reassurance during periods of transition.

Furthermore, academic collaboration among peers—through study groups, mentoring, and peer tutoring—has been shown to improve academic performance and program completion rates. (Villafuerte and Santos, 2020) observed that students who regularly engage in peer-led academic activities are more likely to stay on track with their coursework and deadlines. This is especially relevant for inter-campus transferees who may face new course structures or unfamiliar faculty expectations. In such cases, peers who have already adapted to the academic environment can serve as valuable guides and mentors.

However, lack of peer support or the presence of negative peer influences can lead to disengagement and academic delays. (Ramos and Delos Reyes, 2023) reported that students who fail to integrate socially or fall into unmotivated peer groups tend to experience lower academic self-efficacy and are more susceptible to dropping out. Therefore, it is critical for universities like DOrSU to foster environments that encourage peer interaction, inclusivity, and mentorship—particularly for inter-campus transferees. By promoting peer support systems, institutions can strengthen student engagement and improve program completion outcomes.

### **Faith and Spirituality**

Faith and spirituality have been increasingly recognized as protective factors that contribute to students' resilience and persistence in higher education. According to (Del Rosario and Ramos, 2019), students who engage in religious or spiritual practices often report a stronger sense of purpose and emotional well-being, which helps them navigate academic stress and uncertainty. At institutions like Davao Oriental State University (DOrSU), where many students come from rural and deeply religious communities, faith can provide comfort and motivation, particularly when facing the challenges of rigorous coursework and long-term educational goals.

Moreover, spirituality can be a critical source of internal strength during transitions, such as inter-campus transfers. (Cruz and Molina, 2021) observed that students who transfer between campuses may experience disconnection and anxiety due to changes in environment, peer groups, and institutional culture. For spiritually inclined students, prayer, meditation, or participation in faith-based organizations can offer emotional stability and a renewed sense of belonging. These practices have been shown to mitigate feelings of loneliness and improve adaptability in unfamiliar academic settings.

Faith communities on campus, such as religious student organizations or chaplaincy services, also play a vital role in fostering academic perseverance. According to (Navarro and Santos, 2022), students who are active in such groups often benefit from moral support, mentorship, and a shared sense of accountability. These support systems are particularly beneficial for students who may lack strong familial or peer networks, as is sometimes the case for inter-campus transferees. The sense of inclusion and moral guidance derived from spiritual involvement often translates into greater focus and long-term commitment to academic goals.

However, it is important to note that the role of spirituality varies widely depending on personal beliefs and access to faith-based resources. Some students may feel isolated if their spiritual needs are not met or

if campus environments do not actively promote inclusivity in religious expression. As (Espiritu and Dela Peña, 2023) point out, universities should create spaces that respect diverse faith traditions and provide optional spiritual support for those who seek it. In doing so, institutions like DOrSU can harness the positive influence of spirituality to enhance student well-being, support inter-campus transitions, and improve overall program completion rates.

### **Personal Habits & Internal Motivation**

Personal habits such as time management, study routines, and self-discipline are pivotal in determining academic success and persistence among university students. A study by (Bibon and Barcenas, 2022) highlighted that effective study habits, including consistent note-taking, active reading, and regular study schedules, significantly enhance students' academic engagement and performance. Similarly, (Sinag et al., 2024) emphasized that students who cultivate strong study habits are better equipped to absorb and retain information, leading to improved academic outcomes. These findings suggest that fostering good personal habits is essential for students navigating the challenges of higher education.

Internal motivation, encompassing self-efficacy and goal-setting, also plays a crucial role in students' academic journeys. (Fabia, 2024) found that students with higher self-efficacy levels exhibited greater confidence and motivation to complete academic tasks, directly influencing their persistence and success. Furthermore, (Pradeepa, 2023) noted that clear goal-setting provides students with purpose and direction, enhancing their motivation and fostering a growth mindset. In the context of inter-campus transfers, these internal motivational factors become even more critical, as students must adapt to new environments and academic expectations.

The interplay between personal habits and internal motivation is particularly evident in the experiences of students undergoing inter-campus transfers. (Cruz and Medina, 2021) observed that students who maintained consistent study routines and possessed strong self-motivation adapted more effectively to new campus settings, leading to better academic outcomes. Conversely, students lacking these attributes often faced challenges in adjusting, resulting in decreased academic performance and engagement. These insights underscore the importance of equipping students with the tools and support necessary to develop and maintain effective personal habits and internal motivation, especially during transitional periods.

To support students in cultivating these essential skills, educational institutions like Davao Oriental State University can implement programs focused on enhancing study habits and internal motivation. Initiatives such as time management workshops, goal-setting seminars, and mentorship programs can provide students with practical strategies to navigate academic challenges. According to (Cruz, 2021) by prioritizing the development of personal habits and internal motivation, universities can foster environments that promote student resilience, adaptability, and ultimately, successful program completion.

### **Mentor and Instructor Support**

Mentorship and instructor support are pivotal in enhancing student retention and academic success, particularly for those undergoing inter-campus transfers. (Teshera and Vance, 2024) highlighted that structured mentorship programs significantly bolster transfer students' sense of community and utilization of academic resources, leading to improved outcomes. Their study, grounded in Schlossberg's Transition Theory, underscores the importance of support systems in facilitating students' adaptation to new academic environments. Similarly, (Haeger and Fresquez, 2016) emphasized that inclusive mentoring practices,

which consider students' prior experiences and future goals, are essential in guiding transfer students through the complexities of their academic journeys.

In the Philippine context, (Ayuste et al., 2022) implemented a Participatory Action Research (PAR)-influenced mentoring program for graduate students, revealing that such initiatives enhance research skills and reflective practices. The program's success underscores the potential of mentorship in fostering academic development and persistence. Furthermore, (Rellora, 2025) found that faculty satisfaction and retention are closely linked to leadership practices and institutional support, suggesting that well-supported instructors are better positioned to mentor students effectively. This correlation indicates that institutional investment in faculty development can indirectly benefit student retention and program completion.

Pedagogical strategies also play a crucial role in student retention. According to the Centre for Pedagogical Innovation (2025), instructors who employ student-centered teaching methods and maintain open communication channels contribute to higher retention rates. These practices are particularly beneficial for transfer students, who may face challenges in acclimating to new academic settings. By fostering an inclusive and supportive classroom environment, instructors can mitigate feelings of isolation and promote academic engagement among these students.

Moreover, the integration of mentorship programs within academic institutions has been shown to address the unique needs of transfer students. For instance, the PRIMER program, as discussed by (Teshera and Vance, 2024), combines academic skill courses with peer mentoring to support biology transfer students, resulting in increased campus resource utilization and a stronger sense of community. Such programs exemplify how targeted mentorship initiatives can facilitate smoother transitions and enhance student success. Therefore, institutions like Davao Oriental State University should consider implementing comprehensive mentorship and instructor support systems to improve program completion dynamics and support inter-campus transfer students.

### **Institutional Academic Support**

Institutional academic support plays a vital role in facilitating student success and timely program completion, particularly in multi-campus universities like Davao Oriental State University (DOrSU). Research by (Valdez and Santos, 2021) emphasized that academic advising and tutoring services significantly enhance students' ability to navigate course requirements and academic policies, which is critical for transfer students adjusting to new curricula. Such support helps reduce confusion, prevent credit loss, and maintain academic progress. In addition, (Flores and Dela Cruz, 2023) highlighted that orientation programs specifically designed for inter-campus transferees improve students' understanding of institutional resources, fostering smoother academic transitions.

Moreover, access to learning resources such as libraries, laboratories, and digital platforms constitutes a core element of institutional academic support. (Ramirez and Velasco, 2020) found that students who regularly utilize institutional learning resources demonstrate better academic performance and increased retention rates. For transfer students, particularly those moving between campuses with differing facilities, equitable access to these resources ensures continuity in learning and reduces disruptions that may delay program completion. Institutions like DOrSU can therefore enhance program completion dynamics by standardizing resource availability across campuses.

Academic support services also encompass mental health counseling, peer mentoring, and skills development workshops, which contribute holistically to student well-being and academic resilience. According to (Cruz et al., 2022), mental health support is essential for students facing the stress of

academic demands and inter-campus transitions, which can otherwise contribute to withdrawal or delayed graduation. Peer mentoring programs offer additional social and academic guidance, helping transfer students integrate into new campus communities. These holistic support services thus underpin students' motivation and persistence throughout their academic journeys.

Lastly, institutional policies that promote flexible academic scheduling and credit transfer articulation are instrumental in minimizing delays for inter-campus transferees. (Dela Rosa and Lim, 2019) stressed that clear guidelines and efficient credit transfer systems reduce bureaucratic barriers, allowing students to continue their studies without unnecessary interruptions. In the context of DOrSU's multi-campus setup, continuous review and improvement of these policies are crucial to support transfer students and enhance overall program completion rates. Strong institutional academic support frameworks, therefore, are essential in addressing the unique challenges faced by students in inter-campus transfer situations.

### ***Inter-Campus Transfers: Reasons and Motivations***

Students will be encouraged to transfer to another institution because of academic reasons. Having a tough time dealing with lessons and later realizing that the program is not for him as a result of his challenges leads them to transfer (Taylor, 2023). Students may also be pushed to transfer if they perceive their current school or campus fails to satisfy their academic development needs. Additionally, high-achieving students, if they feel not being challenged by their current school, they will consider another well-known university that will provide them with a rigorous academic environment offering more advanced topics and more opportunities (Almousa et al., 2022).

Social factors can also be one of the reasons why students transfer to another institution. Students may lose their motivation in their studies if they feel like they do not belong to certain groups (Sadler, 2009). Lacking friends or having a negative social environment may affect their emotional well-being which leads them to decide to look for another school where they can have a positive social environment (Sadler, 2009; Taylor, 2023). Furthermore, while being mature enough to deal with a variety of situations, college students are nevertheless subject to various social challenges at schools (Aunario & Garcia, 2018; Tight, 2023), such as bullying, harassment, and social discrimination, which encourage them to transfer (Goodman, 2022; Hong et al., 2018).

Research also shows that students' reason to transfer school is personal reasons. One of them is the major changes in family situations like parents' jobs relocation to a different city that requires the student to switch schools near the new location (Taylor, 2023; *Why Students Transfer – Parenting College Students*, n.d.). Similarly, family crises like divorce can lead a student's living situation to shift, which could affect their need to switch schools (Earley, n.d.; Lamden & Sandoval, 2013). Research highlights how tough these choices are and shows that a student's educational path is greatly influenced by personal and family circumstances. Furthermore, financial factors are the primary driver behind students' decisions to transfer to another school. Student guardians may look for less expensive choices if they feel that the cost of attending a certain school is too high (Castleman & Meyer, 2019).

### **Preferred Program / Course Alignment**

The alignment of students' preferred programs or courses with their academic goals significantly influences program completion rates. According to (Santiago and Cruz, 2020), students who are enrolled in programs that closely match their interests and career aspirations demonstrate higher motivation and persistence, which positively impacts timely graduation. Misalignment, on the other hand, often results in dissatisfaction, decreased engagement, and increased likelihood of program switching or dropping out. In



the context of state universities like Davao Oriental State University, offering a variety of program options that align with students' preferences can be a strategic factor in improving program completion dynamics. Course alignment also affects students' decisions to transfer between campuses, especially in multi-campus institutions where certain programs may be exclusive to particular locations. (Lim and Garcia, 2021) found that students often transfer campuses to access programs that better fit their interests or career plans, highlighting the role of program availability in inter-campus mobility. This movement, while beneficial in aligning academic goals, can lead to challenges such as credit transfer issues, adjustment difficulties, and potential delays in program completion. Therefore, institutions must carefully manage program offerings and provide adequate support to students navigating these transfers.

Furthermore, the fit between students' academic preparation and the demands of their chosen programs is critical. Research by (Mendoza et al., 2023) showed that students whose skills and prior learning align with program requirements perform better academically and have higher retention rates. Misalignment can result in academic difficulties, increased stress, and, consequently, interruptions in program completion. For Davao Oriental State University, ensuring that admission counseling and academic advising services help students select programs suited to their abilities and interests is essential in reducing transfer rates and improving completion timelines.

Lastly, the role of institutional flexibility in program offerings can enhance student satisfaction and retention. According to (Reyes and Salazar, 2019), flexible curricula that allow for interdisciplinary options and elective choices enable students to tailor their education to their evolving interests and career goals. This adaptability reduces the need for transfers due to program dissatisfaction and supports sustained engagement. For universities with multiple campuses like DOrSU, offering consistent program options or pathways across campuses can further streamline academic progression and reduce the disruption caused by inter-campus transfers.

### **Financial Consideration**

Financial considerations significantly impact students' ability to complete their academic programs on time, especially in public universities like Davao Oriental State University (DOrSU). According to (Mendoza and Alonzo, 2020), financial constraints are a primary factor contributing to delayed graduation and program dropout in state universities. Students facing economic difficulties often struggle to afford tuition fees, school supplies, and other related expenses, which leads to interruptions in their studies or the need to reduce their course load. These financial challenges can slow down academic progress and increase the risk of non-completion.

In the context of inter-campus transfers, financial burdens are often intensified. (Santos and Ramirez, 2022) found that students who transfer between campuses incur additional costs such as transportation, housing, and administrative fees, which can strain already limited budgets. This financial pressure may discourage students from transferring or force them to withdraw temporarily, thus affecting their program completion timeline. Institutions like DOrSU must recognize these challenges and provide adequate financial aid and support services to alleviate students' economic burdens during transfers.

Moreover, the availability and accessibility of scholarships, grants, and student loans play a crucial role in supporting students' academic journeys. (Garcia et al., 2021) emphasized that comprehensive financial aid programs improve retention and graduation rates by reducing students' economic stress. For transfer students, timely access to financial assistance is vital to ensure uninterrupted enrollment and academic

continuity. The disparity in financial aid distribution across different campuses can also impact students' decisions to transfer and their ability to complete programs on schedule.

Finally, financial literacy education has been shown to help students manage their resources more effectively, which positively affects their academic persistence. (Cruz and Villanueva, 2024) highlighted that students equipped with budgeting and financial planning skills are better able to navigate economic challenges, leading to improved academic outcomes. Implementing financial literacy programs alongside financial support services could enhance students' capacity to cope with financial pressures, thus promoting timely program completion and smoother inter-campus transfers at DOrSU.

### **Responsibilities**

Responsibility is a critical factor influencing students' academic success and their ability to complete degree programs on time. According to (Alvarado and Reyes, 2019), students who demonstrate a strong sense of personal responsibility are more likely to stay organized, meet academic deadlines, and proactively manage their educational progress. In state universities like Davao Oriental State University (DOrSU), where students often balance multiple roles, the development of responsibility becomes essential to sustaining performance and avoiding academic delays.

Students who transfer between campuses may encounter added demands that test their level of responsibility. (Cruz and Medina, 2020) emphasized that inter-campus transfer students often need to navigate new administrative systems, manage changes in curriculum requirements, and adjust to unfamiliar academic cultures. Successfully adapting to these changes requires a high degree of self-regulation and accountability. Those who lack this capacity may experience setbacks such as misaligned subjects, overlooked deadlines, or failure to meet program requirements on time.

Moreover, faculty members and administrators also play a role in reinforcing student responsibility. (De la Peña and Santos, 2021) argued that structured academic advising, clear communication of institutional expectations, and the consistent enforcement of policies foster a culture of responsibility among students. At DOrSU, the implementation of student tracking systems and adviser-led consultations can help ensure that students—especially transferees—remain accountable for their academic standing and program completion timelines.

Finally, integrating responsibility-building strategies within the curriculum and student affairs programs has been shown to enhance long-term academic success. According to (Balili and Ramirez, 2023), project-based learning, leadership involvement, and reflective practices help students develop a stronger sense of accountability for their learning. In multi-campus universities like DOrSU, these strategies are particularly useful in ensuring that students maintain academic momentum and responsibility, even amid the complexities of transferring between campuses.

### ***Impact of School Transfers on Academic Performance and Program Completion***

Transferring from one school to another can significantly influence students' academic performance and program completion rates (Fauria & Fuller, 2015; Schwartz et al., 2017). According to the literature review conducted by Donaldson et al. (2023) Learners' mental health and academic performance are greatly affected by the shift they experience due to changes in their academic setting as they transfer to another school. The transition often leads to struggles in adjusting to a new academic environment, causing a reduction of focus on lessons and later leading to a decrease in academic performance (Schwartz et al., 2017). Furthermore, students' social links and support systems may be disrupted by school transfers,

which might make their academic advancement even more difficult and may raise their absenteeism (Lazarowicz & McGill, 2022).

According to Rose's (2016) retrospective longitudinal study that aims to investigate the relationship between student mobility specifically school transfer and academic achievement, as measured by grade point average (GPA), each school transfer a student had was linked to a 0.02 GPA point drop in the year of the shift when compared to similar students who had not moved schools. The study found that greater declines in academic performance occurred when students experienced concurrent changes in their social, residential, and familial environments alongside school changes.

There is evidence that school transfers can also have benefits on the academic accomplishment of transferring students, which runs counter to the conclusions of the (Rose, 2016) study, which focused on the detrimental implications of school transfer to students. For instance, Fauria & Fuller's (2015) research discussed that transfer students who engage in educationally purposeful activities (EPA), such as receiving prompt feedback from faculty and participating in class discussions, often experience improvements in their academic performance. These students gain from new learning settings that present chances for development and opportunities, which can boost motivation and improve academic performance.

Therefore, some students may flourish in new educational settings that better suit their learning requirements and objectives, while others may encounter difficulties related to school transfers (Fauria & Fuller, 2015). These findings were backed by the results of the study of Schwartz et al. (2017) which highlighted that students may gain from better learning settings that better meet their needs when they transfer schools voluntarily rather than as a result of structural disturbances or by other transfer school factors.

### **Course Availability**

Course availability plays a pivotal role in influencing students' ability to complete their academic programs on time. In the context of Davao Oriental State University (DOrSU), the distribution of courses across its multiple campuses can significantly impact students' academic trajectories. According to the Commission on Higher Education Region XI (CHEDRO XI), DOrSU offers various programs across its campuses, including Bachelor of Agricultural Technology and Bachelor of Science in Business Administration, among others. However, not all programs are available in every campus, which may necessitate inter-campus transfers for students seeking specific courses.

The necessity for inter-campus transfers due to course unavailability can lead to challenges such as credit transfer issues and adaptation to new academic environments. A study by (Ramos et al., 2023) highlighted that institutional factors, including course availability and advising quality, significantly affect student retention and mobility. The study emphasized the need for better alignment between student interests and institutional offerings to reduce course migration and improve completion rates.

Furthermore, the COVID-19 pandemic has exacerbated issues related to course availability, with many institutions facing disruptions in course offerings. (San Pedro et al., 2023) conducted a graduation cohort analysis to understand learners' course completion in the new normal. The study found that factors such as financial constraints and lack of resources, which can be linked to course availability, contributed to delays in program completion.

To address these challenges, DOrSU has undertaken efforts to maintain high academic standards and improve program quality. In February 2025, several of its academic programs earned re-accreditation from the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), signifying

the university's commitment to continuous improvement. Such initiatives are crucial in ensuring that course offerings meet the evolving needs of students and support timely program completion.

### **Financial Constraints / Cost of Living**

Financial constraints remain one of the leading barriers to academic persistence and completion among students in state universities, including Davao Oriental State University (DOrSU). Although tuition is free under the Universal Access to Quality Tertiary Education Act (RA 10931), many students continue to struggle with the high cost of living, including transportation, food, school materials, and accommodation—particularly for those who transfer between campuses. In a study by Dizon and Ramos (2019), students from rural universities reported that even minimal out-of-pocket expenses significantly hindered their ability to focus on academics and often led to delayed program completion.

Inter-campus transfers often require relocation or long-distance commuting, which intensifies financial strain. According to Dela Cruz and Bautista (2021), students who transferred between campuses cited increased living expenses, such as rent and utilities, as a major challenge. These additional costs frequently forced students to take part-time jobs, which compromised their study hours and academic performance. Moreover, students lacking financial support systems are more likely to take leave of absence or drop out altogether due to unsustainable cost burdens (Santos & Villanueva, 2020).

The Tertiary Education Subsidy (TES), implemented to provide financial support to underprivileged students, has seen significant budget cuts in recent years. From ₱40,000 annually, the subsidy was reduced to ₱20,000—a move criticized by educational leaders and policymakers. Senator Sherwin Gatchalian (2024) emphasized that these reductions negatively affect students' ability to sustain their academic journeys, particularly those enrolled in public institutions in rural areas like DOrSU. Without adequate financial assistance, students must often choose between continuing their education and supporting their families financially.

The Philippine Institute for Development Studies (PIDS) further highlighted the vulnerability of financially struggling universities and students. (Bayudan-Dacuycuy et al. 2024) explained that underfunded institutions may offer fewer student services, affecting the quality of education and completion rates. The compounded effects of high living costs, reduced subsidies, and institutional limitations create an environment where students—especially those transferring campuses—are at a higher risk of delayed graduation or non-completion. These findings underscore the need for strengthened financial policies and targeted interventions to support students facing economic hardship.

### **Convenience and Accessibility**

The expansion of higher education institutions (HEIs) in the Philippines, including Davao Oriental State University (DOrSU), aims to enhance accessibility for students in remote areas. However, challenges persist in ensuring that these expansions effectively address the convenience and accessibility needs of students. A study by the Philippine Institute for Development Studies (PIDS) highlighted that while enrollment has increased, it remains concentrated in urban campuses, where better facilities and accessibility attract students. Disadvantaged students often struggle with access to quality education due to strict admission policies and inadequate learning tools (Bayudan-Dacuycuy et al., 2024). This suggests that mere expansion without addressing underlying accessibility issues may not suffice in improving program completion rates.

Inter-campus transfers, a common occurrence in multi-campus institutions like DOrSU, present additional

challenges related to convenience and accessibility. Transfer students often face difficulties such as heavy workloads, inflexible timetables, and limited credit transfers, which can impede their academic progress. A qualitative study exploring the challenges of transfer students in an Asian educational context found that these students experience a perception of a foreshortened period of study, leading to increased stress and reduced participation in extracurricular activities (Chan et al., 2021). Such challenges underscore the need for institutions to implement supportive measures that facilitate smoother transitions and accommodate the unique needs of transfer students.

The shift to flexible learning modalities has further highlighted issues of accessibility in higher education. Students in rural areas, such as those served by DOrSU, often face limited internet connectivity and lack access to necessary devices, hindering their ability to participate in online learning. (Gocotano et al., 2021) reported that students from low-income families primarily rely on mobile data and possess only mobile phones, resulting in moderate to poor connection quality. This digital divide exacerbates existing inequalities and poses significant barriers to program completion for students in underserved regions.

To address these challenges, HEIs must adopt a multifaceted approach that considers both physical and digital accessibility. Implementing Learning Management Systems (LMS) that are optimized for mobile devices can enhance access to educational materials for students with limited resources. Furthermore, providing offline support and ensuring that course materials are accessible in various formats can mitigate the impact of connectivity issues (Kelly, 2023). By prioritizing convenience and accessibility in both campus infrastructure and digital platforms, institutions like DOrSU can support students in overcoming barriers to program completion and facilitate successful inter-campus transfers.

### **Family & Livelihood Responsibilities**

Students in higher education, especially in rural institutions like Davao Oriental State University (DOrSU), often balance academic responsibilities with family roles and livelihood duties. This dual burden frequently affects their ability to complete academic programs on time. (Quinain et al., 2017) observed that in Filipino households, family obligations can influence students' academic engagement both positively and negatively. Students may be motivated to excel to support their families, but they are equally likely to struggle with reduced time and focus due to caregiving, household chores, or parenting responsibilities. These pressures are compounded when students consider inter-campus transfers, as relocating to another campus may mean leaving behind family obligations or support systems, increasing emotional and logistical burdens (Tanque & Brobo, 2024). As a result, academic consistency is often compromised, contributing to delays in graduation or even dropout.

In addition to family responsibilities, students from low-income households frequently engage in part-time work or livelihood programs to fund their education and support their families. While this offers financial relief, it also introduces stress and exhaustion, especially when class schedules conflict with work hours. (Aquino, 2023) emphasized that students involved in livelihood initiatives often report reduced academic focus and poor academic performance due to limited study time and chronic fatigue. These challenges are intensified during inter-campus transfers, where students must adjust to new institutional environments while maintaining financial and familial obligations. Without sufficient support mechanisms such as flexible academic programs, financial aid, or community-based services, students find it increasingly difficult to stay on track toward program completion (Tanque & Brobo, 2024).

### ***Best Practices for Supporting Transfer Students in Higher Education***

For transfer students to succeed academically and generally, it is essential to support them during their ti-



me in higher education. Transfer students frequently encounter particular difficulties, including credit loss, ambiguous transfer paths, and a lack of thorough advising help, according to research (Ching et al., 2021). These obstacles may impair their capacity to properly transition and finish their degrees. Institutions that engage in transfer relationships, improve community college onboarding and advising, and give additional support to minority students can considerably increase transfer student academic results (Mowreader, 2023). Higher education institutions may significantly enhance transfer student results if they address these concerns and use successful methods.

(Fauria & Fuller's, 2015) study points out the following best practices in transferring students: (1) immediate written or oral feedback from faculty on the academic performance of transferee students, and (2) participation by transferee students in tutoring or teaching activities that could help them reinforce their learning and boost their confidence, (3) helping transferee students become an active class participant so that they integrate with this new academic life so that they can be attached to peers and instructors, and (4) regular consultation with transferee students, promoting them to push through their perceived limitations which may lead them to significant academic benefits.

According to (DiBenedetto et al., 2023), many best practices support transfer students. An important strategy for ensuring that the outcomes for transfer students are equitable is through consistency and intentionality. Clear and transparent transfer pathways with reduced probability of lost credits are designed in a manner that reduces the chances of losing the credits, thereby allowing smooth transfer between schools.

Another best practice is to make pathways more affordable and build institutional financial stability. If an institution can remove the financial barriers that transfer students frequently encounter, it will keep them enrolled and thus raise degree completion rates. This includes offering particular forms of financial aid to transfer students and involving enrollment managers and chief financial officers in discussions about how to better serve them.

### **Transfer Process & Paperwork**

The inter-campus transfer process within Philippine higher education institutions, such as Davao Oriental State University (DOrSU), often involves intricate administrative procedures and extensive paperwork. Students seeking transfers are typically required to submit a range of documents, including official transcripts of records, certificates of good moral character, and transfer credentials. These requirements can pose significant challenges, especially when delays occur in the issuance of these documents. For instance, private institutions may withhold the release of academic records due to unsettled financial obligations, thereby hindering the transfer process (Respicio et al., 2024). Such administrative hurdles can lead to prolonged enrollment periods and may adversely affect students' academic progression.

Moreover, the lack of standardized procedures across institutions exacerbates the complexity of inter-campus transfers. Different universities have varying policies regarding the acceptance of transfer students, including specific requirements for credit transfer and program eligibility. For example, the University of the Philippines Diliman mandates that transfer applicants present certified true copies of grades, certificates of honorable dismissal, and meet particular academic unit requirements (University of the Philippines Diliman, 2024). Such disparities necessitate that students meticulously navigate each institution's unique set of requirements, which can be both time-consuming and confusing.

In response to these challenges, some educational institutions have begun implementing electronic systems to streamline administrative processes. A study conducted on a community college in Northern Mindanao

highlighted the development of a School Management Information System (SMIS) aimed at reducing paperwork and improving the efficiency of student record management (Grepon et al., 2021). The implementation of such systems has shown promise in facilitating smoother inter-campus transfers by expediting the processing of necessary documents and reducing bureaucratic delays. However, the adoption of these technologies remains uneven across institutions, and many universities still rely heavily on manual processes.

Legal frameworks in the Philippines also play a crucial role in governing the transfer process. The Anti-Red Tape Act (RA 11032) mandates specific timelines for the processing of documents in public institutions, aiming to prevent undue delays in administrative services. Despite these regulations, enforcement remains a challenge, and students often encounter obstacles in obtaining timely release of their academic records (Respicio et al., 2024). Strengthening the implementation of such policies and promoting transparency in administrative procedures are essential steps toward facilitating efficient inter-campus transfers and supporting students in their academic pursuits.

### **Adjustment to a New Environment**

The transition and adjustment process for students transferring between campuses or institutions can be a significant challenge that affects their academic progress and program completion. Research by (Cruz and Santos, 2019) highlighted that students moving to new campuses often face cultural, social, and academic differences that require a period of adaptation. These differences may include changes in teaching styles, campus facilities, peer groups, and local customs, which can result in feelings of isolation or stress. Consequently, failure to adapt promptly to these new environments can lead to decreased academic performance and increased likelihood of delayed graduation or dropout.

Moreover, social integration plays a crucial role in successful adjustment. According to (Delgado and Ramos, 2021), students who quickly form new peer networks and receive support from classmates and faculty tend to experience smoother transitions and higher satisfaction levels in their new campuses. Conversely, those who struggle to establish social connections may suffer from loneliness and anxiety, which negatively impact their motivation and engagement in academic activities. This social adjustment is particularly important in multi-campus universities like Davao Oriental State University, where inter-campus transferees must navigate unfamiliar communities and institutional cultures.

Academic adjustment is another vital aspect influencing program completion among transferees. (Flores and Mendoza, 2023) emphasized that differences in curriculum design, course availability, and academic expectations between campuses could create gaps in learning continuity. Students may find themselves needing to retake subjects or adapt to different grading systems, which can prolong their stay in the university. Support services such as orientation programs, academic advising, and counseling are essential to facilitate academic adjustment and help students align their goals with program requirements.

Finally, psychological adjustment also affects the overall well-being and academic persistence of transferring students. (Garcia et al., 2022) found that students who experience high stress levels due to unfamiliar environments and increased responsibilities are at risk of mental health challenges such as anxiety and depression. Institutions that provide mental health resources, stress management workshops, and peer mentoring have shown to improve student resilience and coping skills, which contribute positively to program completion rates. Therefore, understanding and addressing the multifaceted nature of environmental adjustment is crucial for enhancing the success of inter-campus transferees at Davao Oriental State University.

### **Social Support Gaps**

Social support plays a crucial role in student retention and program completion, especially for students who transfer between campuses. However, gaps in social support systems often create barriers that affect students' academic persistence. According to (Reyes and Mendoza, 2019), students who experience inadequate social support from peers, family, and faculty during inter-campus transfers tend to feel isolated and disconnected, which leads to decreased motivation and higher dropout rates. These social support gaps may arise from the lack of established peer networks or insufficient guidance in new academic environments, hindering students' adjustment and progress.

Moreover, institutional support structures often fail to address the specific needs of transfer students, widening social support gaps. (Garcia and Santos, 2020) emphasized that universities must implement targeted programs, such as peer mentoring, counseling, and orientation, to facilitate social integration. Without these, transfer students may struggle to find belongingness and access necessary resources, which negatively impacts their academic performance and prolongs time to graduation. The lack of comprehensive support is especially evident in multi-campus universities like Davao Oriental State University, where coordination between campuses can be limited.

The absence of consistent communication between students and institutional staff also contributes to social support gaps. (Martinez et al., 2022) found that insufficient academic advising and poor communication channels make it difficult for inter-campus transferees to navigate curriculum differences, registration processes, and campus resources effectively. This disconnect not only causes confusion but also increases anxiety and frustration, potentially causing students to delay or discontinue their studies. Bridging these communication gaps is therefore essential in improving transfer students' academic continuity and success.

Lastly, emotional and psychological support deficits further widen social support gaps, impacting student well-being and motivation. (Lopez and Cruz, 2024) highlighted that many transfer students experience stress, loneliness, and uncertainty during the transition, which can lead to mental health challenges if not properly addressed. Universities that offer mental health services and promote peer support groups create a more supportive environment conducive to academic persistence. Addressing social support gaps holistically is key to enhancing the program completion dynamics and overall success of inter-campus transferees at Davao Oriental State University.

### **The Needs of students transferring Between Campuses and Improving the overall student experience**

Students transferring between campuses often face distinct academic and social challenges that influence their program completion rates. According to (Dela Cruz and Maglasang, 2022), one of the primary needs of transfer students is clear and timely information regarding credit equivalency, course requirements, and academic policies. Lack of transparency in these areas causes confusion, leading to delays in program progression and increased risk of dropout. The alignment of curricula between campuses is crucial to ensure transfer students do not lose academic momentum or face redundant coursework (Santos & Villanueva, 2019).

Beyond academic concerns, social integration presents another critical challenge for transfer students. (Flores and Ramirez, 2023) emphasize that moving to a new campus often entails adapting to different social environments and support systems. Transfer students frequently report feelings of isolation and difficulty in forming peer connections, which negatively impacts their motivation and sense of belonging.

Providing structured peer mentoring programs and social activities tailored to inter-campus transferees has been shown to improve engagement and emotional well-being, fostering a more supportive academic environment (Garcia & Santos, 2020).

Institutional support plays a pivotal role in enhancing the overall transfer student experience. (Martinez et al., 2022) argue that effective transfer student services should include comprehensive orientation sessions, dedicated academic advising, and accessible mental health resources. These services help students navigate administrative requirements and manage the stress associated with transitions. Additionally, leveraging technology to provide seamless communication and academic tracking between campuses can reduce bureaucratic barriers and improve student satisfaction (Lopez & Cruz, 2024).

Finally, improving the student experience for transfer students requires collaborative efforts across multiple institutional levels. (Garcia and Santos, 2020) highlight the importance of inter-campus coordination among faculty, administrative staff, and student services to create a coherent and welcoming transfer pathway. Such collaboration can identify and address systemic gaps, streamline transfer processes, and ensure continuity in academic and social support. Ultimately, meeting the specific needs of transfer students not only promotes timely program completion but also enhances overall student retention and success at Davao Oriental State University.

### **Temporary Setbacks or Delays**

Temporary setbacks or delays are common obstacles in the academic trajectories of students transferring between campuses. Research by (Garcia and Santos, 2020) indicates that administrative issues, such as delays in processing transfer credentials and course equivalencies, frequently disrupt academic progress. These bureaucratic delays can extend the time required to complete a program, increasing the risk of student disengagement and attrition. Furthermore, inconsistent academic policies across campuses exacerbate these delays by complicating credit transfers and course substitutions (Dela Cruz & Maglasang, 2022).

Academic challenges, including course availability and scheduling conflicts, also contribute significantly to temporary setbacks among transfer students. (Flores and Ramirez, 2023) report that students who transfer to campuses with limited course offerings often face postponed enrollment in required classes, leading to extended program duration. Additionally, the adjustment period required to adapt to different teaching styles and academic standards may slow students' academic performance and progress (Santos & Villanueva, 2019). These factors can lead to frustration, reduced motivation, and possible program withdrawal if not adequately addressed.

Personal and financial difficulties often underpin temporary delays in program completion. (Martinez et al., 2022) found that students who face economic hardships may need to prioritize work or family responsibilities over academics, causing intermittent pauses in their studies. Inter-campus transfers frequently require relocation or increased commuting expenses, further burdening students financially and contributing to delays. The compounded stress from these setbacks can affect students' mental health, reducing their capacity to meet academic demands on schedule (Lopez & Cruz, 2024).

Addressing temporary setbacks requires comprehensive institutional support and flexible academic policies. (Garcia and Santos, 2020) advocate for streamlined transfer procedures, enhanced advising, and timely communication to minimize administrative delays. Moreover, providing access to counseling, financial aid, and academic resources can help students manage personal challenges and maintain academic momentum. Coordinated efforts across campuses to harmonize curricula and support services

are essential to reducing program completion delays and improving the transfer student experience at institutions like Davao Oriental State University.

### **Academic Growth and Opportunity**

Students transferring between campuses often do so to gain access to enhanced academic opportunities such as specialized faculty, improved laboratory facilities, or more established academic departments. In a study conducted by (Alvarado and Santos, 2018), students from state universities in the Visayas reported that transferring to main campuses allowed them to experience more rigorous academic training and mentoring, which were less accessible in satellite campuses. At Davao Oriental State University (DOrSU), this same motivation is evident among transferees who seek better alignment with their academic and professional goals by moving between its campuses.

Inter-campus transfers within multi-campus institutions like DOrSU allow students to benefit from more structured academic programs and learning environments. According to Garcia and Villanueva (2020), main campuses often offer more elective subjects, advanced coursework, and faculty members with graduate-level credentials. These advantages contribute to academic growth and foster intellectual curiosity. The variety of academic exposures between campuses supports students' ability to adapt to diverse learning conditions—an important factor in their overall development.

Research and extension activities often play a significant role in student learning. (Pascual and Moreno, 2022) found that students who transferred to campuses with active research initiatives reported higher engagement and skill acquisition in academic writing, data analysis, and collaboration. DOrSU transferees frequently transfer to main campuses that offer research assistantships and industry linkage programs, contributing significantly to their professional readiness and academic progression. These opportunities are key to enhancing both student retention and long-term success.

Institutions that provide academic advising, mentorship programs, and seamless credit transfers facilitate more meaningful academic growth among their inter-campus transfer students. In their longitudinal study, (Ramos and Delos Reyes, 2024) emphasized that students thrive when supported by coherent curriculum structures and proactive guidance systems. For DOrSU to maximize the potential of inter-campus transfer pathways, consistent academic standards and institutional policies must be maintained to reduce educational disruption and ensure that growth opportunities are equitably accessible across all campuses.

### **Resilience & Smooth Transitions**

Students undergoing inter-campus transfers often face a unique set of academic and emotional challenges, necessitating a high degree of resilience to succeed. According to (Oducado et al., 2019), transfer students must navigate changes in curriculum structure, instructional styles, and assessment methods, which can disrupt their academic progression and self-confidence. These disruptions often lead to increased stress and a sense of uncertainty, especially when the transfer process lacks clarity or when there are discrepancies in subject credit recognition. The capacity to adapt and remain focused despite these difficulties exemplifies the crucial role of resilience in helping students sustain their academic pursuits.

(Matulac et al., 2020) emphasize that emotional resilience becomes even more critical when students face feelings of social isolation or alienation in a new campus setting. For students transferring from smaller or more familiar learning environments to larger or unfamiliar ones, the absence of established support networks can affect their sense of belonging and motivation. Developing personal coping mechanisms and maintaining a growth mindset have been shown to buffer the emotional toll of these transitions.



Furthermore, peer support and encouragement from faculty can foster smoother social integration and reduce anxiety associated with unfamiliar academic systems.

Institutional practices play a pivotal role in enabling smooth transitions and nurturing resilience among transfer students. (Garcia and Villanueva, 2020) argue that clear and transparent transfer policies, along with pre-transfer orientations and academic bridging programs, are essential for preparing students for the academic and cultural shifts they will experience. These interventions help set realistic expectations and provide tools for navigating new learning environments. In addition, mentoring systems and consistent academic advising significantly improve student confidence, retention, and overall satisfaction with the transfer experience (Santos & De Guzman, 2021).

Finally, Davao Oriental State University and similar multi-campus institutions can enhance program completion outcomes by adopting student-centered support systems. (Villanueva and Ramos, 2022) suggest that universities should implement tailored support programs, including psychological counseling, faculty mentorship, and inter-campus student exchanges, to ensure resilience and facilitate smooth academic transitions. The goal is not merely to prevent dropouts but to empower students to complete their programs with enhanced academic growth and personal development. Addressing both the emotional and structural dimensions of transfers ensures that students thrive despite the challenges of campus mobility.

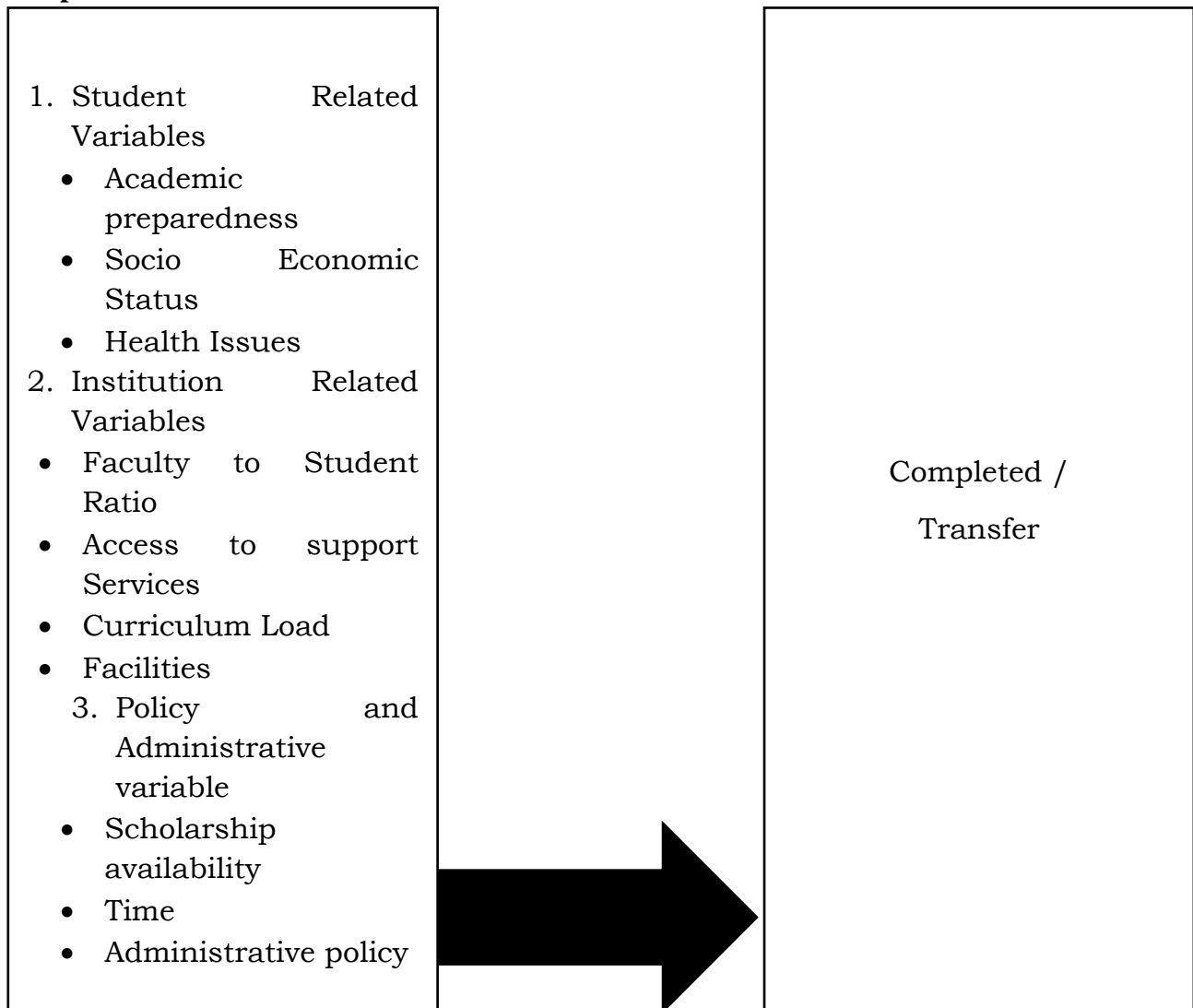
### **Theoretical framework**

This study is grounded in Human Capital Theory and the Student Integration Model. According to (Becker, 1975), Human Capital Theory asserts that investments in education and training yield economic returns for individuals and society by enhancing productivity and earnings. This perspective informs the analysis of various student outcomes, such as program migration aimed at maximizing future educational returns, persistence/degree completion to enhance career prospects, and stop-outs/dropouts reflecting temporary or permanent disinvestment driven by a cost/benefit assessment. The theory suggests examining how perceived career and economic benefits influence migration pathways, motivations to persist or depart, and completion decisions, while also shedding light on the financial reasons cited for stop-outs or dropouts.

Conversely, the Student Integration Model emphasizes academic and social integration as crucial factors influencing student persistence and departure, (dos Santos de Assis, et al (2021). Academic integration encompasses experiences with coursework, grades, and interactions with faculty, while social integration involves extracurricular involvement and peer connections. This framework informs the examination of integration challenges leading to outcomes such as program departures due to poor coursework fit, dropout decisions due to isolation or lack of community, and stop-outs/transfers driven by better integration prospects elsewhere. Additionally, it underpins the analysis of integration difficulties faced by first-year students and how transitional support services facilitate integration. Surveys and interviews assessing integration levels can provide explanatory insights.

Incorporating these established models strengthens the conceptual framework and grounds the interpretation of pathways and determinants based on economic cost/benefit calculations and the pursuit of academic and social integration.

## Conceptual Framework



This framework considers a range of variables, including student-related, institutional, environmental, and policy and administrative factors. Student-related variables encompass individual characteristics such as academic preparedness, socioeconomic status, personal motivation, and learning styles. These factors significantly impact a student's ability to navigate the complexities of higher education and persist towards their academic goals. Institutional factors, including the quality of academic programs, the availability of supportive services, and the overall institutional climate, play a vital role in shaping student experiences. A supportive learning environment, coupled with adequate resources and opportunities, can enhance student engagement and retention. Environmental factors, such as economic conditions, social support networks, and cultural influences, can exert considerable influence on student success. A favorable economic climate can alleviate financial burdens, while strong social support systems can provide emotional and practical assistance. Finally, policy and administrative variables, including financial aid policies, admission standards, and academic regulations, can directly impact student access and persistence. Equitable access to financial aid, clear academic pathways, and supportive policies can create a conducive environment for student success. By examining the interplay of these diverse factors, researchers and policymakers can develop evidence-based strategies to enhance student completion and

transfer rates. This knowledge can inform interventions aimed at improving student outcomes and addressing the complex challenges faced by higher education institutions.

### **Chapter III**

#### **Methodology**

This chapter presents the methods and procedures employed in this study, which include research design, sampling, collection, data presentation, and data analysis.

#### **Research Design**

The research is divided into several analytical elements, with each one targeting particular facets of student educational progression and their eventual results.

This study employs a sequential explanatory mixed-method design investigating program completion and inter-campus transfer patterns among the 2019 cohort who completed their studies in 2023 at DorSU. This methodological approach facilitates a comprehensive understanding through quantitative analysis of completion patterns followed by in-depth qualitative exploration of student experiences (Subedi, 2016).

The Quantitative Phase focuses on a purposively selected sample of 2019 enrollees who either completed their programs in 2023 or transferred between campuses during their academic journey. This phase examines completion rates, transfer patterns, and associated factors through structured surveys and institutional data analysis. The purposive sampling ensures that only participants meeting the specific temporal criteria (2019-2023) are included, providing focused insights into this particular cohort's experiences (Andrade, C. (2021).

Data analysis in the quantitative phase employs binary logistic regression (Schober, et. Al 2021) to examine factors influencing program completion, treating completion as a dichotomous outcome (completed/non-completed). Frequency analyses and chi-square tests (Turhan, N. S. (2020)), examine transfer patterns and their relationships with academic outcomes. Cross-tabulation analyses explore associations between student characteristics, transfer decisions, and completion rates. This analytical approach suits the purposive nature of the sample and the specific timeframe under investigation (Sheikh, et. Al 2021).

The Qualitative Phase builds upon quantitative findings through in-depth interviews with selected participants from the same cohort. Semi-structured interviews explore individual journeys through the program, focusing on completion facilitators, transfer experiences, and challenges encountered during the 2019-2023 period. The interview protocol ensures systematic exploration of experiences while allowing emergence of unique insights. This phase employs thematic analysis, moving from initial coding to theme development, specifically examining patterns within this cohort's experiences.

The Mixed-Method Integration synthesizes quantitative patterns with qualitative insights, developing a comprehensive understanding of program completion and transfer dynamics within the specified timeframe. This integration enables development of targeted recommendations based on both statistical patterns and lived experiences of the 2019 cohort.

Quality assurance measures include expert validation of instruments, member checking of interview transcripts, and triangulation of data sources. The focused nature of the sample enhances internal validity while maintaining methodological rigor.

## Research Locale



**Figure 1: Map of Davao Oriental State University Main Campus and its three extension Campuses.**

This study shall be conducted at the Davao Oriental State University and its extension campuses. This includes all courses of main campus, Cateel Campus, San Isidro Campus and Banaybanay Campus.

## Research Sampling

The target population of this course program completion dynamics are all the first year who are officially enrolled at Davao Oriental State University main campus and its three external campuses namely: Cateel, San Isidro and banaybanay campus at the year 2019-2020. Since the entire population of interest is manageable, a consensus sampling strategy is use (Babbie,2010). By ensuring that every first year student

from that particular cohort is included in the study. This method reduced sampling bias and made it possible to deduce the findings to the full cohort.

The main focus of this component are the students who graduated on time and shift from one course to the other within the same campus. The data on enrollment, which included a list of students who graduated and shift programs at DOrSU, is acquired from the office of the university registrar. To protect the privacy and confidentiality of the students, these data are hidden. Participants do not need to provide informed consent because the study used secondary data (polit et al, 2017). But during the entire research procedure, ethical considerations are upheld to guarantee data anonymity and compliance with university data privacy policies.

Six to ten randomly chosen students were interviewed using the convenience sampling in order to learn more about their motivations from shifting to the other courses within DOrSU (Cresswell, 2018). This strategy offered benefits in terms of accessibility and cost effectiveness by allowing for the participation of individuals who were willing and able to participate, (Etikan et al, 2016).

The three extension campuses of Davao Oriental State University-Cateel, San Isidro, and banaybanay campus as well as the main campus were the focus of the study. Any potential restrictions brought about by some schools' non participation, however, were duly noted and elaborated upon the study.

### **Ethical Considerations**

To support ethical standards, several aspects were carefully addressed:

1. **Voluntary and Non-Coercive Recruitment:** Participants were recruited on a voluntary basis, ensuring their participation was entirely self-directed. No form of coercion or inducement was employed, guaranteeing their freedom to choose the extent of their involvement
2. **Potential Risks:** Both qualitative and quantitative research methods were employed, with careful consideration for participant well-being, especially when addressing sensitive topics such as program completion dynamics and inter-campus transfer.
3. **Direct and Indirect Benefits:** This study has the potential to positively impact DOrSU by informing improvements to academic support services and policy changes that better assist students during program completion dynamics and inter-campus transfer. Participants' contributions are vital to realizing this potential.
4. **Inclusion and Exclusion Criteria:** The study will include all students enrolled in their 1st year of study and those who have graduated on time according to their respective academic program schedules. However, the study will exclude students who have dropped out of their academic programs and those who have transferred from another institution.
5. **Management of Participant Withdrawal:** Participants were assured of their full autonomy throughout the study. They were informed that they could withdraw from the study at any point without any negative consequences. Furthermore, they were guaranteed that any data they had previously shared would be securely erased upon their request to withdraw. This commitment to participant autonomy and data privacy aimed to foster a trusting research environment.
6. **Declaration of Conflict of Interests:** No conflicts of interest are present in this study.

Additionally, to ensure comfort and confidentiality, a safe and private room was provided for participants during interviews, allowing them to share their experiences openly without distractions or concerns about privacy and through the use of Video Call or Google meet, privacy protection were also considered.



### **Data Collection**

Mapping the network patterns and trends of students who shift to other courses and those who finish on time inside the particular DOrSU Campuses was the main goal of the study. In the unlikely case that their answers conflict with their testimony, interviewees have the option to decline to participate.

Secondary data were gathered, including program enrollment history and detailed academic performance. Comprehensive academic achievement included senior high school track, state university aptitude and scholarship exam (SUAST) score, and general point average (GPA). Only enrollment data was used to trace the history of program enrollment. The university registrar's office granted authorization to the researcher in order to protect the privacy and confidentiality of the data that was collected.

An expert used a rating scale instrument to examine the validity and reliability of the semi-structured interview guide. Additionally, a purposeful sample of students who have changed their academic programs on campus participated in this study. The interview investigated the rationale for program modifications that emphasized academic achievement, social impact, and institutional components like faculty support, administrative concerns, and policies. Participants gave their informed consent before interviews were audio recorded.

### **Data Analysis**

The analysis of data in this study follows a systematic approach to address each research question comprehensively while maintaining methodological rigor. For the first research question examining the main factors influencing program completion rates at DOrSU, binary logistic regression analysis will be employed (Dana, 2018). Binary Logistic Regression is a powerful tool for analyzing the factors influencing program completion in the component program. This statistical method will be used to predict the likelihood of program completion among students based on a variety of predictor variables, including academic performance, attendance, and engagement levels. By leveraging binary logistic regression, it can identify significant factors that influence the probability of students completing their programs. This statistical method is particularly suitable as it allows for the examination of multiple predictor variables and their relationship to a dichotomous outcome - in this case, program completion or non-completion. The analysis will incorporate various student characteristics and institutional factors as independent variables, providing odds ratios and significance levels that indicate the relative importance of each factor in predicting successful program completion.

The second research question, investigating how individual student characteristics and institutional factors correlate with successful program completion, will utilize a combination of statistical approaches. The primary analysis will employ binary logistic regression to identify significant predictors of completion, supplemented by correlation analyses for continuous variables and chi-square tests for categorical variables. According to (Turhan, 2020), Chi-square tests are statistical methods employed to analyze categorical data. The Chi-Square Goodness-of-Fit Test assesses whether observed frequencies align with expected frequencies for a single categorical variable. Conversely, the Chi-Square Test of Independence evaluates the association between two categorical variables. The researcher formulates null and alternative hypotheses, establishes a significance level, collects and organizes data, calculates expected frequencies, computes the Chi-Square test statistic, determines degrees of freedom, identifies the critical value, compares the calculated and critical values, and interprets the result. This comprehensive approach will reveal not only which factors are significant predictors but also the strength and direction of their relationships with program completion. Cross-tabulation analyses will further illuminate the associations between various

student characteristics and completion rates, providing detailed insights into how different factors interact to influence student success.

For the third research question concerning evidence-based interventions, the analysis will synthesize findings from both quantitative and qualitative phases. The quantitative findings from the regression analyses will identify significant predictors of success, while qualitative thematic analysis of interview data will provide context and depth to these findings. This mixed-method integration will enable the development of targeted, evidence-based recommendations for interventions that address both statistically significant factors and student-reported needs.

The fourth research question, exploring what drives students to transfer between DOrSU campuses, will be analyzed through a combination of frequency analysis and qualitative thematic analysis. The frequency analysis will provide statistical patterns of transfer behaviors, while the thematic analysis of interview data will reveal the underlying motivations and decision-making processes of students who choose to transfer. This dual approach ensures a comprehensive understanding of both the quantitative patterns and qualitative reasons behind inter-campus transfers.

The fifth research question, examining patterns in the timing and frequency of inter-campus transfers, will employ time series analysis and frequency distributions. Chi-square tests will be used to determine the statistical significance of observed patterns across different student cohorts. Visual representations of transfer patterns will be created to illustrate temporal trends and facilitate pattern recognition. This analysis will reveal not only when transfers are most likely to occur but also any cyclical patterns or trends that might inform institutional planning.

For the sixth research question, investigating how inter-campus transfers affect students' academic performance, program completion rates, and retention, cross-tabulation analyses will be primary. Statistical tests will include chi-square tests for categorical variables, t-tests or ANOVA for comparing academic performance between transfer and non-transfer students, and correlation analyses for continuous variables. This comprehensive statistical approach will quantify the impact of transfers on various aspects of student success while controlling for other relevant factors.

The seventh research question, addressing strategic improvements for supporting transfer students, will integrate findings from all previous analyses. The approach will synthesize quantitative patterns indicating areas of greatest need or impact with qualitative themes revealing student experiences and suggestions. This integration will provide a robust foundation for developing strategic recommendations that are both data-driven and responsive to student needs.

Throughout the analysis process, quality assurance measures will be implemented to ensure reliability and validity. These measures include expert validation of instruments, member checking of interview transcripts, and triangulation of data sources. Statistical validation tests and reliability coefficients will be calculated for quantitative instruments, while inter-coder reliability checks will be performed for qualitative analysis.

The final analysis will produce a cohesive understanding of program completion dynamics and inter-campus transfer patterns at DOrSU. The integration of quantitative and qualitative findings will provide a nuanced picture of factors affecting student success, enabling the development of evidence-based recommendations for institutional improvement. This comprehensive analytical approach ensures that the findings will be both statistically robust and practically applicable, supporting DOrSU's mission to enhance student success and institutional effectiveness.

Through this detailed analytical framework, each research question will receive thorough examination using appropriate statistical methods and qualitative analyses. The resulting insights will provide a strong foundation for institutional decision-making and policy development, ultimately contributing to improved student outcomes and institutional effectiveness at DOrSU.

## **CHAPTER 4**

### **RESULT AND DISCUSSION**

This chapter presents the findings of the study based on the program completion dynamics and intercampus transfer analysis at Davao Oriental State University (DOrSU). Using a mixed-methods a quantitative and qualitative approach. The quantitative data analysis used binary logistic and regression, and the qualitative approach used semi-structured interviews to collect a comprehensive understanding of their challenges and experiences faced by the graduates and transferees in DOrSU.

The result and discussion below started with the quantitative followed by the qualitative approach.

#### **Program Completion and Inter-Campus Transfer Analysis**

Program completion is described as students' expectation to complete all the required coursework and meet the academic standards set by their respective program to graduate. According to the University of the Philippines Diliman (2025), students are generally required to fulfill all academic requirements set by their respective institutions to graduate. This includes implementing the prescribed number of units, maintaining the General Weighted Average (GWA), and adhering to the requirements. However, inter-campus transfers who wish to transfer from one school to another are subject to a specific policy.

The following research questions have been established to understand the dynamics of program completion and inter-campus transfers among students at Davao Oriental State University (DOrSU) as follows: What are the main factors influencing program completion rates at DOrSU? How do individual student characteristics and institutional factors correlate with successful program completion? What evidence-based interventions can DOrSU implement to improve graduation rates and ensure timely program completion? What drives students to transfer between DOrSU campuses? What patterns emerge in the timing and frequency of inter-campus transfers across different student cohorts? How do inter-campus transfers affect students' academic performance, program completion rates, and retention? Lastly, what strategic improvements can DOrSU implement to better support inter-campus transfer students and enhance their educational experience?

#### **Theme**

The themes were drawn from the soft data (transcripts), which identified recurring and meaningful patterns or concepts within the qualitative data and which included the verbatim quotes, comments, and descriptions to acquire emic insights or one's perspectives using one's own words to summarize the findings. Themes are constructed by the researcher through a process of coding and analyzing the data, often involving both inductive and deductive approaches, as suggested by Research Design Review (2024). The researcher was able to analyze themes and categories from the participants' lives and experiences.

The qualitative results show the themes and subthemes related to Program Completion and Inter-Campus Transfer were derived from a thorough analysis of participants' transcripts, coding data, and summarized responses (Creswell & Poth, 2018), right after the quantitative results. These findings are detailed below.

Four major themes emerge from the data explication, such as the factors influencing the program completion, the motivations behind inter-campus transfers, the influences of transfers on student outcomes, and instructional support and challenges. For instance, the factors influencing program completion included the subthemes such as academic performance, financial difficulties, mental health challenges, and resilience. The theme on motivation for intercampus transfers covered the subthemes like preferred program alignment, financial considerations, family and livelihood responsibilities, and course availability. These resulted in student transfers were reflected in subthemes, including academic performance variations, program status (graduated, ongoing, stopped), and adjustment challenges. Lastly, the institutional support and challenges faced by the student are captured through subthemes such as quality education, institutional resources, transfer process difficulties, and social support issues.

### ***Factors Influencing Program Completion Rates***

The successful completion of academic programs is a critical concern for higher education institutions, particularly at Davao Oriental State University (DOrSU), where graduation rates have been alarmingly low. Understanding the multifaceted factors that influence program completion is essential for developing effective strategies to enhance student success. By analyzing these factors, the study seeks to provide a comprehensive overview of the challenges faced by students at DOrSU, thereby informing targeted interventions that increase the number of graduates and create a supportive academic environment.

**Table 1. Binary Logistic Analysis on the Factors Influencing Program Completion of DOrSU Students.**

Variable	B	SE	Wald	Sig.	Exp(B)	Interpretation
Constant	35.635	8.054	19.576	<0.001	106.936	Significant
SUAST Score	-.001	.006	.010	.920	.999	Not Significant
SHS Grade	.619	.365	2.872	.002	1.857	Significant
SHS Strand	-.223	.071	9.906	.090	.800	Not Significant
GWA	-7.138	1.121	40.554	.000	.001	Significant

Shown in Table 1 are the results of a binary logistic regression conducted using four predictor variables: SUAST Score (university entrance test score), Senior High School (SHS) Grade, SHS Strand, and General Weighted Average (GWA) in college. The dependent variable was program completion, coded as binary (completed vs. not completed).

The logistic regression model was statistically significant, as evidenced by a Chi-square value of 81.406 (df = 4,  $p < 0.001$ ), indicating that the model effectively differentiates between students who complete their programs and those who do not. The Nagelkerke  $R^2$  value of 0.501 further suggests that about 50.1% of the variability in program completion can be explained by the set of independent variables included in the model. Based on Alzen et al. (2021), the effectiveness of logistic regression in educational research, specifically in identifying the key predictors of student retention and graduation. Even, Barrable et al. (2018) advocated the practice of predictive analytics, showing how various academic and personal variables cooperate to influence program completion.

Among the variables analyzed, GWA was identified as the most significant predictor of program completion. The regression coefficient for GWA was  $-7.138$  ( $p < 0.001$ ), with an odds ratio ( $\text{Exp}(B)$ ) of  $0.001$ . Given that DOrSU uses a grading scale where lower GWA values correspond to higher academic performance (e.g.,  $1.00 = 98\text{--}100\%$ ,  $1.25 = 95\text{--}97\%$ , and so on, with  $5.00$  indicating failure), the negative coefficient suggests that students with better academic performance in college are significantly more likely to complete their academic programs. In addition, SHS Grade also had a statistically significant positive effect on program completion ( $B = 0.619$ ,  $p = 0.002$ ,  $\text{Exp}(B) = 1.857$ ), indicating that higher grades in senior high school are associated with increased odds of completing a college degree. This shows the status of academic awareness before entering tertiary education. According to Kasaw and Demareva (2023), students who maintain strong academic records are more likely to persist and graduate. This is further supported by Priyadarshini et al. (2022), who noted that the institutional metrics, such as cumulative grades, serve as reliable indicators of student engagement and capability. The robust negative coefficient for GWA, with the DOrSU grading system, where lower values reflect developed achievement, confirms that those with higher academic performance are considerably more likely to complete their programs. (Castleman and Mayer, 2019), who have the same thought academic performance is an important foundation for college success. These results collectively reinforce the argument that academic preparedness.

Conversely, SUAST Score ( $B = -0.001$ ,  $p = 0.920$ ) and SHS Strand ( $B = -0.223$ ,  $p = 0.090$ ) were not statistically significant predictors of program completion. These findings suggest that entrance test scores and the SHS academic strand from which students graduated do not have a meaningful influence on the likelihood of completing their college programs.

Hence, the study suggests that academic performance, as measured by SHS Grade and GWA in senior high school and college, respectively, plays a crucial role in program completion at DOrSU. Entrance test scores and academic strand in senior high school, however, appear to have limited predictive value in this regard.

After analyzing the quantitative data, the following sections present the qualitative results of the preceding quantitative analysis.

**Low self-worth.** This subtheme captures the struggles that student faced their academic performance impacted their self-perspective. Only two out of 10 participants directly discussed feelings of self-worth, showing how the academic difficulties can lessen their confidence.

Students with low self-worth, fearing failure as a confirmation of their inadequacy, are less likely to persevere when faced with difficulties. Conversely, those with a healthier sense of self-worth, as suggested by contemporary positive psychology research, tend to exhibit greater resilience, aligning with Martin Seligman's (1990) work on learned optimism, and view setbacks as opportunities for growth rather than insurmountable obstacles.

Academic hurdles often stem from a convergence of factors including mental health issues, lack of motivation, poor time management, and financial difficulties (Blessing, 2024; Gurukishore, 2025). Recent research highlights how mental health challenges impair cognitive functions, directly impacting academic engagement. Consequently, these combined burdens significantly impede students' focus and progress, leading to increased stress and reduced overall academic performance (Alam, 2024; Adiutor.co, 2024; Dev et al., 2023; De Jesus & Garcia, 2023).

G1 insisted:

*“Difficult subjects have lowered my confidence in school.”*



G10 recalled:

*“Academic challenges may be underlined by these factors, such as Mental health issues, lack of motivation, time management, and financial difficulties.”*

**Stress and Anxiety.** The most commonly mentioned issue, stress and anxiety. There are six (6) out of ten (10) participants. These feelings were often linked to academic workloads, personal challenges, and mental health stresses.

Stress and anxiety have been shown to significantly impact students' ability to complete academic programs, particularly in challenging and transitional environments such as multi-campus universities. Studies highlight that high academic workloads, lack of institutional support, and mental health struggles contribute to delays in graduation or even withdrawal from programs (Pascoe et al., 2020; Reyes & Dizon, 2019). Specifically, anxiety impairs motivation, focus, and confidence, which are crucial for academic success. In the Philippine context, students from state universities often face added pressures such as limited access to counseling and financial constraints, further exacerbating their academic stress (Delos Santos, 2021; Nuguid & Arrieta, 2021).

Inter-campus transfers present additional stressors, as students must adjust to new environments, administrative systems, and academic expectations. These transitions can disrupt peer support networks and lead to feelings of isolation and uncertainty (Llamas & Austria, 2021; Santos & Carreon, 2022). Research also suggests that logistical issues like inconsistent subject offerings between campuses and commuting challenges increase anxiety and lower academic engagement. However, institutions that provide robust student support services—such as counseling, academic advisement, and wellness programs—can mitigate these effects and improve student retention and completion rates (Ramos & Tagle, 2024). These findings underscore the need to consider both psychological and systemic factors when analyzing program completion and transfer dynamics at institutions like Davao Oriental State University.

G1 insisted:

*“These difficulties have affected my grades, causing stress and anxiety. I often feel hesitant to participate in class due to a lack of confidence. My academic struggles have made it difficult to achieve the grades I aim for, which adds to my anxiety.”*

G2 pointed out:

*Moreover, it caused too much burnout for me. I experienced a lot of hurdles in everyday life that caused stress and anxiety.*

G3 humbly says:

*Being stressed impacts my academic progress.*

G9 mentioned:

*Academic challenges can affect studies by causing stress, reducing motivation, and making it harder to understand complex topics.*

G10:

*When I was studying It affected me most and it leads to the feeling of being stressed out and it affected me most during my studies.*

**Financial Difficulties.** Three participants acknowledged the financial struggles, emphasizing how economic constraints directly influenced academic efforts and outputs.

Financial difficulties are a major factor affecting program completion among students in state universities

such as Davao Oriental State University (DOrSU). Although tuition fees are covered under the Universal Access to Quality Tertiary Education Act, many students still face economic hardship due to the costs of transportation, food, accommodation, and academic requirements (Orbeta et al., 2020). These non-tuition expenses are especially burdensome for students from low-income families or those living in remote areas. Studies have shown that financial stress leads to missed classes, delayed submissions, and even academic leaves, which collectively contribute to prolonged graduation timelines (Del Mundo & Sevilla, 2021). Additionally, students who work part-time to support themselves often report fatigue and difficulty maintaining academic focus, further reducing their chances of program completion (Cruz & Dizon, 2022). Financial challenges also play a significant role in inter-campus transfers. Many students are forced to move to campuses closer to home or with lower living expenses to reduce costs, a trend seen in several public universities across Mindanao (Alvarado & Ramos, 2023). While such transfers may offer short-term financial relief, they often introduce new problems such as curriculum misalignment, credit loss, and limited course availability—factors that can delay graduation. Furthermore, students may be discouraged from continuing their studies in distant campuses offering specialized programs due to the lack of financial aid for transportation or living allowances (Lopez & Bernardo, 2019). These findings underscore the need for universities like DOrSU to implement stronger financial support systems, such as expanded scholarship programs and subsidies, to promote academic continuity and improve student retention across campuses.

G2 pointed out:

*I have been experiencing both challenges, and up to now, it has affected my academic endeavors. For instance, unfortunate in terms of financial matters, commonly in studying.*

G5 insisted:

*I could say that the academic challenge that I encountered during my studies was financial problems. This problem has a big impact on me; it makes my mind divided between focusing on my studies to how I can provide my daily needs.*

G2 said:

*Academic challenges include difficult subjects, especially those that require hands-on work and the need to purchase materials. Due to limited resources, these subjects often produce mediocre output.*

**Multiple Task.** This reflects time management struggles and the pressure of their obligation. Five participants answered balance their academic responsibilities, internships, and personal duties.

Students in higher education, especially in state universities like Davao Oriental State University (DOrSU), often manage academics alongside work, family duties, and extracurriculars. This multitasking leads to stress, poor focus, and academic delays. Santos and Villanueva (2019) noted that students juggling school and personal responsibilities struggle with engagement, while Flores and Ramirez (2023) found that self-supporting students in rural areas face time management issues and fatigue, resulting in missed deadlines or even academic failure.

These challenges grow for students who transfer between campuses. Dela Cruz and Maglasang (2022) found that transferees face added stress from adjusting to new systems, aligning courses, and managing travel. These added tasks can disrupt academic progress and increase the risk of delayed completion. Without support like counseling or flexible workloads, multitasking transfer students are more likely to fall behind, making it crucial for institutions like DOrSU to address these overlapping challenges.

G2 pointed out:

*Although life may throw so many challenges impacting my studies, I never allow those challenges to bec-*

*ome a bottleneck to not finishing what I've started. I never want to stop dreaming because of these challenges. It'll never stop me from aiming for greener pastures for my family.*

G4 reiterated:

*It's not an easy lifestyle for a student like me who tries to achieve my goals by myself.*

G6 recalled:

*There are also multiple tasks and requirements happening at the same time, making it confusing to decide which one to prioritize. Because of this, not everything is done properly, which results in lower grades.*

G8 said:

*Balancing OJT and schoolwork was tough. Managing lesson plans, paperwork, and actual training can be overwhelming, making it hard to focus and meet deadlines.*

G9 restated:

*Time management and balancing multiple subjects can also impact performance.*

The study of program completion dynamics and inter-campus transfers at the DOrSU was collected through semi-structured interviews with the graduates. These were categorized as the sub-themes that can also provide a comprehensive overview of the factors influencing student decisions and experiences related to program completion and inter-campus.

**Family Inspiration / Loss of a Loved One.** Out of ten participants, two shared how the death of a loved one deeply influenced their academic experience. This shows that emotional resilience and vulnerability often go unseen behind academic records.

Family plays a vital role in shaping a student's academic journey, especially in state universities like Davao Oriental State University (DOrSU). Family inspiration—whether in the form of encouragement, moral support, or the desire to uplift one's household—often drives students to persist despite financial or academic difficulties. Reyes and Santiago (2019) emphasized that many Filipino students cite their families as their main source of motivation in pursuing higher education. However, the sudden loss of a loved one, particularly a parent or guardian, can severely disrupt this motivation. Tolentino and Cruz (2020) found that bereaved students commonly experience emotional distress, reduced academic focus, and increased risks of academic delays or withdrawal, particularly in institutions with limited psychological support services.

This emotional burden is often compounded for students undergoing inter-campus transfers, which can be influenced by family-related events. Dela Peña and Robles (2021) noted that students who lose a loved one may opt to transfer to campuses nearer to home to receive emotional and practical support, yet such moves can result in curriculum misalignment and graduation delays. The dual challenge of grief and academic adjustment places transfer students at a higher risk of program non-completion. To address this, Mercado and Alano (2023) advocate for stronger institutional responses, such as grief counseling, flexible learning options, and resilience-building programs to help students cope while maintaining academic progress. For DOrSU, understanding the influence of family inspiration and loss is essential to improving retention and completion rates, especially in a multi-campus context.

G4 mentioned:

*"The personal circumstances that impacted my academic progress were when my mother passed away. She was my strength and one of my pillars to strive more."*

G5 said:

*"That time, I looked at myself in the mirror and saw my hopeless face."*

**Financial Difficulties.** As mentioned previously, four participants emphasized that personal finances re-

main a persistent challenge, affecting motivation, productivity, and access to resources.

Financial difficulties are a major barrier to program completion among students in state universities like Davao Oriental State University (DOrSU). Despite free tuition under the Universal Access to Quality Tertiary Education Act, students still struggle with transportation, food, and other living expenses that affect their academic performance. Orbeta, Potestad, and Gonzales (2020) found that many students face serious financial burdens, leading to class absences, incomplete requirements, and academic delays. Working students, in particular, face increased stress and burnout, which can impact grades and result in extended time in school (Del Mundo & Sevilla, 2021). These financial pressures force some students to reduce their academic load, take leaves of absence, or even drop out, slowing down or halting their path to program completion.

Financial hardship also drives inter-campus transfers, as students move to campuses closer to home to cut down on daily expenses. Alvarado and Ramos (2023) reported that while such transfers may ease financial strain, they often result in academic setbacks due to credit mismatches and different course offerings, contributing to delays in graduation. Addressing these issues requires more than free tuition. Lopez and Bernardo (2019) emphasized the importance of scholarships that cover non-tuition needs, while Cruz and Dizon (2022) advocated for financial literacy programs and work-study opportunities. For DOrSU, understanding how financial challenges affect both completion and transfer behavior is essential in developing student-centered policies that ensure equitable academic success across campuses.

G1 said:

*"I have faced many personal challenges, including financial difficulty..."*

G8 recalled:

*"Fatigue from OJT, financial concerns, and personal stress sometimes make it difficult to stay motivated and productive."*

G9 recalled:

*"Personal circumstances, such as financial difficulties, family responsibilities, and health issues..."*

G10 said:

*"Things like family problems, financial issues, health problems... impacted my academic progress."*

**Family Issues / Broken Family.** The impact of family instability or dysfunction on their academic focus and emotional well-being, discussed by three participants.

Family issues, particularly those involving broken homes, significantly affect students' academic performance and program completion. Students from separated or conflict-ridden families often experience emotional distress, low self-esteem, and a lack of motivation, all of which can disrupt academic engagement. Mendoza and Corpuz (2019) observed that these students are more prone to anxiety and inconsistent school attendance, while Sarmiento and Laxa (2021) highlighted how unresolved family problems contribute to missed deadlines, poor focus, and delayed program completion. In institutions like Davao Oriental State University (DOrSU), the absence of nearby family support—especially in multi-campus settings—can worsen these emotional and academic challenges.

Family instability also influences inter-campus transfer decisions. Herrera and Galvez (2022) found that students experiencing domestic problems often relocate to campuses closer to extended relatives or away from stressful home environments. However, such transfers can lead to academic complications, including curriculum mismatches and credit validation issues, resulting in delayed graduation. Espina and Alonte (2023) advocate for stronger campus counseling services and peer support programs to help emotionally vulnerable students cope and stay on track academically. Addressing the complex effects of family

dynamics is essential for improving both retention and completion rates in multi-campus institutions like DOrSU.

G1 said:

*“My parents separated during my third year, second semester... It affected my grades and added a great deal of stress.”*

G7 mentioned:

*“When I'm dealing with stress at home, like family stuff... it's impossible to concentrate on my studies.”*

G10 said:

*“Things like family problems... impacted my academic progress.”*

**Mental Health / Stress / Feeling Overwhelmed.** Five participants out of ten (10) mentioned the mental health struggles, including stress, anxiety, and emotional exhaustion. These experiences often overlap with academic fatigue and affect productivity and concentration.

Mental health issues, especially stress and feelings of being overwhelmed, significantly impact students' academic performance and program completion. David and Dela Cruz (2019) identified academic pressure, family expectations, and financial worries as key stressors for students in Philippine public universities, often resulting in anxiety, poor concentration, and delayed academic progress. Students juggling multiple roles at Davao Oriental State University (DOrSU) are particularly vulnerable, as these stressors can lead to burnout or temporary withdrawal. Access to campus counseling and mental health services plays a critical role in supporting students' persistence; Ramos and Tolentino (2020) found that those with adequate support were more likely to remain engaged and finish their studies, while those without help often faced academic disengagement (Santos & Ferrer, 2021).

The complexity of mental health challenges increases for students transferring between campuses. De Guzman and Reyes (2022) reported that inter-campus transferees face additional stress due to adapting to new academic systems, social environments, and credit transfer complications, which can undermine motivation and extend time to graduation. Multi-campus institutions like DOrSU need to provide consistent mental health services across all locations. Bautista and Navarro (2023) recommend accessible counseling, peer support groups, and faculty training to identify students struggling with mental health issues. Addressing these challenges holistically is essential for improving student retention, well-being, and timely program completion in multi-campus universities.

G1 stated:

*“It was incredibly difficult for me to balance my mental health and academics at that time.”*

G3 said:

*“When stressed, I tend not to go on with any school work... messing up my work will cause more stress.”*

G7 said:

*“Feeling overwhelmed, it's impossible to concentrate... my brain just gets too foggy to absorb anything.”*

G8 mentioned:

*“Fatigue... and personal stress sometimes make it difficult to stay motivated.”*

G9 said:

*“Create additional pressure and limit study time.”*

**Resilience.** Three out of 10 participants articulated a strong sense of personal resilience. Despite the challenges, a positive mindset helped them persist in their academic goals.

Resilience, or the ability to adapt and overcome adversity, is a key factor influencing students' academic success and program completion. Cruz and Santos (2019) found that resilient Filipino students persist in



their studies despite challenges such as heavy workloads and financial difficulties. This trait is especially important in state universities like Davao Oriental State University (DOrSU), where many students come from disadvantaged backgrounds. Resilience also plays a crucial role in how students handle inter-campus transfers, which involve adjusting to new academic systems and social environments. Lopez and Martinez (2021) noted that resilient transfer students use coping strategies like seeking social support and maintaining a positive mindset to reduce the negative impact of these transitions on their academic progress.

Institutional and social support systems further enhance student resilience. Del Rosario and Villanueva (2022) emphasized that mentoring, academic advising, and mental health services help students build resilience, which is vital for persistence in multi-campus settings such as DOrSU. Moreover, Reyes and Bautista (2023) highlighted that family and peer support contribute significantly to resilience, enabling students to cope better with academic and personal challenges. For transfer students, maintaining strong social connections during campus changes is critical to sustaining resilience and ensuring timely program completion. Understanding the interplay between resilience, program completion, and inter-campus mobility is essential for developing effective student support strategies in multi-campus universities.

G1 mentioned:

*"This progress is driven by my eagerness to achieve my goals—nothing, not even my problems, can stop me."*

*"Thanks to my positive mindset and self-control, I achieved the grades I wanted."*

G2 restated:

*"It gives me the strength to finally show up, accepting opportunities outside of my comfort zone." It's more than just compassion, but beyond that, it's a sacrifice..."*

G6 said:

*"Positive feedback during my reporting... it has motivated me to continue my studies."*

**Encouragement.** Two participants mentioned how external support and motivation from others significantly helped in sustaining their academic progress.

Encouragement from family, peers, and educators plays a vital role in students' motivation, academic persistence, and program completion. Garcia and Santos (2018) emphasized that positive reinforcement helps students overcome challenges by boosting their confidence and sense of purpose. This support is especially important for students in Davao Oriental State University (DOrSU), where socio-economic difficulties are common. During inter-campus transfers, encouragement from family and faculty has been shown to ease anxiety and help students adjust to new environments, maintaining their academic performance and reducing the risk of delayed graduation or dropout (Reyes & Mercado, 2020).

Institutional and peer encouragement further enhance students' academic success. Lopez and Fernandez (2022) highlighted the role of academic advising, mentoring, and faculty support in keeping students motivated and engaged throughout their studies, particularly in multi-campus settings like DOrSU. Bautista and Rivera (2024) added that peer encouragement through support groups and student organizations fosters resilience and shared resourcefulness, helping students manage stress and navigate the complexities of inter-campus transfers. Overall, encouragement creates a supportive environment essential for improving program completion rates and successful transfers in multi-campus universities.

G6 mentioned:

*"Full support from others, along with persistence and patience, really helps my academic progress."*

G10 said:

*“Encouragement and support from others... highlight the importance of positive reinforcement.”*

**Accountability.** Two participants insisted on accountability.

Accountability is a crucial factor that influences students’ academic persistence and program completion. Velasco and Navarro (2018) noted that students who take responsibility for their learning—through effective time management, regular attendance, and adherence to academic requirements—are more motivated and likely to complete their programs on time. This personal accountability is especially important for students at Davao Oriental State University (DOrSU), who often face financial and familial challenges. Accountability also plays a key role in inter-campus transfers, where students must manage credit transfers and adapt to new academic environments. Dela Cruz and Lim (2021) found that students with strong accountability skills navigate these transitions more smoothly, reducing delays and academic setbacks.

Institutional support further enhances student accountability by providing clear communication, structured advising, and consistent monitoring. Garcia and Santos (2022) emphasized that transparent guidelines and regular feedback help students understand their responsibilities and academic progress. In multi-campus institutions like DOrSU, coordinated support systems ensure that transfer students stay informed and accountable throughout the process. Moreover, Ramirez and Flores (2024) highlighted the importance of peer and family influences in fostering accountability, showing that students encouraged by responsible social networks are more likely to persist and complete their programs. Understanding these individual and environmental factors is essential to improving program completion and transfer success at DOrSU.

G2 said:

*“It might be a burden, but it gives me compassion and commitment.”*  
*“Being accountable for my responsibilities.”*

G9 recalled:

*“Family responsibilities... can create additional pressure.”*

## Synthesis

These are the theme occurred from the transcript, that showed the student experience and their self-reflection such as: Low self-worth, Low self-worth; stress and anxiety; financial difficulties; multiple academic and personal tasks; family inspiration or loss; family issues; mental health challenges; resilience; encouragement and accountability, student characteristics; institutional factors impact on motivation and well-being; school culture and policies; student empowerment; degree recognition, and targeted interventions to improve graduation rates.

## Student Characteristics and Institutional Factors

In pursuing academic success, both individual student characteristics and institutional factors play an important role. These factors, such as age, gender, socioeconomic status, and prior academic performance, will be analyzed together with institutional variables like faculty support, curriculum design, and available resources. By describing the relationship between these characteristics and institutional factors.

**Table 2. Logistic Regression Equation**

Equation	$\log \left( \frac{P(\text{Completion} = 1)}{1 - P(\text{Completion} = 1)} \right)$ $= 35.635 + 0.619(\text{SHS Grade}) - 7.138(\text{GWA})$
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## Summary

$$\chi^2 = 81.406; p < 0.001; R^2 = 0.501$$

The results from the binary logistic regression analysis show that the model is statistically significant, as indicated by the Chi-square statistic. Specifically, the Chi-square value for the overall model is 81.406, with  $df = 4$ , and the associated p-value is less than 0.001. This suggests that the model, as a whole, provides a significant improvement over a null model (which would predict no relationship between the predictors and the outcome). In simpler terms, the predictors included in the model (such as GWA and SHS Grade) help to reliably predict the likelihood of program completion (whether a student completes the program or not). The significant Chi-square indicates that at least some of the independent variables are indeed related to the outcome of interest.

Additionally, the Nagelkerke  $R^2$  value is 0.501, meaning that the model explains approximately 50% of the variation in program completion. This is considered a moderate to strong fit for the data, indicating that the model performs reasonably well in predicting completion outcomes.

The equation expresses the log-odds of program completion as a function of SHS Grade and GWA. The intercept (constant) of 35.635 is the starting point of the model when both SHS Grade and GWA are zero. While the intercept itself doesn't have a practical meaning, it serves as a reference point for predicting the odds of completion.

The coefficient for SHS Grade is 0.619, which means that for every 1-point increase in SHS Grade, the odds of completing the program increase by a factor of 1.857 ( $\text{Exp}(B) = 1.857$ ). In other words, students with higher high school grades have a higher likelihood of completing the program. This relationship is statistically significant with a p-value of 0.002, meaning there's strong evidence that SHS Grade is an important predictor of program completion.

Also, the coefficient for GWA is -7.138, and its  $\text{Exp}(B)$  is 0.001, indicating a very strong negative relationship between GWA and program completion. Specifically, for every 1-unit increase in GWA (i.e., a deterioration in academic performance), the odds of completing the program decrease by 99.9%. This relationship is highly significant, with a p-value of less than 0.001, highlighting the critical role that better academic performance (indicated by a lower GWA) plays in successful program completion.

Meanwhile, to gain an understanding of the complexities surrounding student experiences, it is important to go deeper into the qualitative data gathered from semi-structured interviews. The following sections will present the themes and subthemes derived from the qualitative analysis, offering insights into how student perceive their academic environment and, motivation behind their decision and the support

***Quality of Education & Well-Structured Curriculum.*** There are five out of ten participants who mention that a school provides a quality education. That student chose to study in DOrSU.

The quality of education and a well-structured curriculum are key contributors to student retention and program completion in higher education. (Alvarado and Enriquez, 2019) highlighted that quality instruction—delivered by competent faculty with adequate learning materials—keeps students motivated and academically satisfied, particularly in state universities like Davao Oriental State University (DOrSU), where many learners face external pressures. (Ramos and De Guzman, 2020) emphasized that clearly organized curricula, with logical course sequencing and manageable academic loads, prevent confusion and reduce delays. When students can plan their academic path effectively, they are more likely to graduate on time. However, poor course scheduling and disorganized program structures often hinder progress, especially when required subjects are unavailable when needed.

These challenges are further amplified in inter-campus transfer scenarios. (Cruz and Beltran, 2022) found

that inconsistencies in curriculum structures and credit recognition between campuses can delay student progress, sometimes requiring repeated coursework and extending time to completion. For multi-campus universities like DOrSU, aligning curricula and ensuring standardized academic policies are essential to supporting smooth student mobility. (Bautista and Lorenzo, 2024) recommended improved advising systems, curriculum standardization, and digital tools to monitor student progress as strategies to support both continuity and academic success. Ultimately, quality education and a coherent, flexible curriculum are critical to enabling students—especially those transferring campuses—to complete their programs efficiently and successfully.

G1:

*“The school provides quality education... effective teaching methods and a well-structured curriculum.”*

G4:

*“Because of the good quality of teaching, I was given the fuel to learn more and achieve more.”*

G6

*“Supportive teachers... good learning environment... it helps me stay motivated and focused.”*

G9:

*“Class schedules, availability of resources, and the quality of teaching can influence academic progress.”*

**Institutional Support & Resources.** Among ten (10) participants, five acknowledged that the institution supports and provides resources to attain their ambitions and goals.

Institutional support and access to academic resources are critical in promoting student success and timely program completion, especially in state universities like Davao Oriental State University (DOrSU). (Mendoza and Garcia, 2019) emphasized that services such as academic advising, mentoring, and learning centers significantly contribute to retention and academic performance, particularly for students from underprivileged backgrounds. (Flores and Ramos, 2022) further highlighted that access to digital tools, internet connectivity, libraries, and learning spaces enables students to meet academic demands more effectively. However, inconsistent access to these resources across DOrSU's campuses may create inequities, placing some students at a disadvantage and potentially contributing to dropout or delayed graduation.

These challenges become more complex when students transfer between campuses. According to (De Leon and Santos, 2021), inter-campus transfer students often struggle with disrupted academic continuity, unfamiliar administrative processes, and difficulty transferring subject credits. Without proper institutional guidance—such as clear transfer protocols, orientation programs, and centralized credit evaluations—these students face increased risks of academic delay. (Bautista and Cruz, 2024) advocated for holistic institutional support frameworks that address not only academic guidance but also mental health, financial aid, and social integration. Strengthening and standardizing institutional support and resource access across all campuses is essential for enhancing program completion and ensuring the success of inter-campus transferees at DOrSU.

G1 mentioned:

*“The institution supports our well-being by acknowledging the importance of mental health and providing mental health breaks.”*

G2 said:

*“Student support services that don't impede the growth of students...”*

G6 recalled: *If the school provides enough learning materials, supportive teachers, and a good learning environment...”*

G8 recalled:

*“School policies, training schedules, and the availability of resources affect how smoothly I progress.”*

G9 said:

*“Availability of resources and the quality of teaching...”*

**Impact on Student Motivation and Well-being.** Three (3) students affirmed being dismayed by the result. Their degree of motivation decreases and causes discouragement.

Student motivation and well-being are essential to academic persistence and program completion, especially in public universities like Davao Oriental State University (DOrSU), where students often juggle personal, financial, and academic pressures. Santos and Medina (2019) highlighted that motivated students tend to show greater academic engagement and resilience. However, Cruz and De Jesus (2021) noted that chronic academic stress, especially among students with limited resources, can lead to burnout and disinterest in completing their programs. These effects are more pronounced in inter-campus transfer students, who face additional hurdles such as adjusting to new academic systems and building new support networks—factors that can disrupt motivation and emotional stability.

Flores and Navarro (2022) observed that the lack of continuity in academic advising and social support systems post-transfer often contributes to feelings of isolation, weakening students' sense of belonging and academic confidence. This emotional and psychological strain can hinder academic performance and prolong program completion. Bautista and Lorenzo (2024) emphasized the importance of wellness programs, mental health services, and peer mentoring in supporting student motivation and emotional well-being. For institutions like DOrSU, prioritizing student-centered support systems—especially for inter-campus transferees—is vital to enhancing motivation, safeguarding mental health, and ensuring timely graduation. Understanding these interconnected factors is key to strengthening institutional strategies for student success.

G1 mentioned:

*“When simply asking a question results in a frustrated response... it can be discouraging.”*

G6 stated:

*“If there are unclear rules... it makes learning more difficult and stressful.”*

G8 stated:

*“If OJT and academic work overlap, it becomes stressful to keep up.”*

**School Culture & Character Development.** Out of ten (10) participants, two agreed that their culture was innate and this might be the core guide for their self-development.

School culture significantly shapes students' academic behavior, motivation, and sense of belonging, all of which influence program completion. (Reyes and Castillo, 2019) emphasized that a supportive academic environment built on respect, inclusivity, and shared values enhances student engagement and persistence. In universities like Davao Oriental State University (DOrSU), where students face varying personal and financial challenges, a positive school culture provides a stable foundation that reinforces academic discipline and responsibility. Alongside this, character development fosters internal qualities such as perseverance, integrity, and resilience—traits essential for navigating higher education. (Javier and Lim, 2020) noted that institutions that intentionally cultivate these values through leadership programs and integrated ethics education produce students who are more academically committed and emotionally prepared to face adversity.

Inter-campus transfers, however, can disrupt students' connection to school culture and slow character development. (Dela Cruz and Morales, 2022) found that students who move between campuses often



experience a cultural mismatch or a loss of institutional identity, which may result in decreased motivation and a weaker sense of purpose. These transitions make it more difficult for students to internalize the values and expectations of their new academic environment. (Bautista and Evangelista, 2024) stressed the importance of a unified institutional culture across all campuses, supported by consistent character-building programs and leadership initiatives. By fostering a cohesive and value-driven environment, DOrSU can better support transfer students and enhance their chances of timely program completion.

G2 reiterated:

*“Character is innate... it reflects who you are as a person, student, child, and friend.”*

G10 recalled:

*“Policies and practices... serve as my core guide to adhere... a student with knowledge and values.”*

**School Policies and Procedures.** Three (3) students acknowledged the less effective, that policies and procedures were a hindrance to doing their task efficiently.

School policies and procedures significantly influence students' academic journeys and program completion, particularly in multi-campus institutions like Davao Oriental State University (DOrSU). (Mendoza and Reyes, 2019) emphasized that clear and consistent academic policies offer essential guidance on program requirements, course sequencing, and graduation eligibility. However, (Delos Santos and Javier, 2020) found that inconsistent implementation of policies across campuses can disrupt students' academic progress, especially for those who transfer. Misaligned curricula and varied credit transfer protocols often result in repeated coursework or uncredited subjects, leading to delays and frustration. These inconsistencies can discourage students from continuing, particularly if institutional communication is weak or inaccessible.

Furthermore, bureaucratic hurdles and unclear procedures can negatively affect student motivation and persistence. (Villanueva and Cruz, 2022) noted that rigid academic systems and limited advisory support deter students from seeking clarification, especially in regional or resource-constrained campuses. Students already burdened with financial or personal issues are particularly vulnerable to these administrative gaps. (Bautista and Mendoza, 2024) advocate for student-centered policy reforms, including harmonized inter-campus procedures and transparent advisory mechanisms. By simplifying and aligning policies across all campuses, DOrSU can enhance institutional support for both traditional and transfer students, ultimately improving program completion outcomes.

G7 said:

*“Strict implementation of rules and guidelines... makes our task less efficient.”*

G8 mentioned:

*“School policies... overlap [with] OJT... it becomes stressful to keep up.”*

G10 mentioned:

*“Policies and practices... serve as my guide in keeping myself on track.”*

### **Synthesis**

The theme focuses on the targeted support mechanisms such as: family, peer, mentors, and instructor support; academic assistance; financial aid; counseling services; and fostering a positive, motivating environment. It highlights the importance of considering the student's mental health, time management, and even financial challenges to enhance retention and timely graduation.

## Targeted Interventions and Support Services to Improve Graduation Rate and Timely Program Completion

The perspective of identifying the factors influencing program completion will help as a foundation. This seeks to provide actionable recommendations for DOrSU. By leveraging the findings from both quantitative and qualitative analyses, this study proposes targeted interventions and support services that can effectively address the identified challenges. The recommendations were based on the response of the students, like enhancing academic support, financial aid, and counseling services, thereby creating a more favorable environment for student success. This aspires to contribute to the university's mission of improving graduation rates and ensuring students can complete their programs on time. Here are the responses from the graduate students below:

**Family Support.** Six out of ten participants agreed on the positive influence of friends and classmates. The student was motivated to push through their academic journey.

Family support plays a pivotal role in academic persistence and program completion, particularly in public institutions like Davao Oriental State University (DOrSU), where many students rely heavily on their families for emotional and financial backing. (Santiago and Rivera, 2019) emphasized that emotional encouragement from family members fosters resilience, helping students manage academic pressure, especially during critical transitions such as inter-campus transfers. (Cruz and Alcaraz, 2020) further noted that financial support from families can prevent delays in academic progress by reducing the need for part-time work and helping cover educational costs, including those related to transferring between campuses. This kind of support enables students to focus more on their studies and less on external pressures.

Conversely, the lack of family support—whether emotional or financial—can increase the risk of academic disengagement and non-completion. (Mendoza and De Jesus, 2021) found that students from broken or financially strained households are more likely to experience anxiety, poor time management, and academic difficulties, especially when transitioning between campuses. These challenges can be compounded by the absence of family guidance and stability. (Villanueva and Santos, 2023) recommend that universities like DOrSU implement programs that engage families, offer financial literacy workshops, and provide counseling to support students with limited familial resources. By recognizing and addressing the diverse family dynamics of their student population, institutions can play a critical role in improving program completion outcomes.

G2:

*"They are the main reason I have to finish what I have started."*

G3:

*"The dreams that my family and friends dream about."*

G6:

*"They support me emotionally and financially with their full presence and attention."*

G8:

*"My family... encourages me."*

G9:

*"Family... helps students stay motivated and manage challenges."*

G10:

*"Family... took part in giving support to me."*

**Friends and Peer Support.** The positive influence of friends and classmates. Eight out of 10 were acknowledged. The peer support serves as a bridge to surpass the stress and to maintain a sense of purpose.

Friends and peer support are essential components of academic persistence and emotional stability, particularly in state universities like Davao Oriental State University (DOrSU). (Reyes and Manlapig, 2019) found that strong peer relationships help students manage academic stress, foster motivation, and maintain engagement. This support is especially valuable in a multi-campus setting, where inter-campus transfers may disrupt social networks and create emotional strain. (Cruz and Medina, 2021) observed that students who transfer between campuses often face social adjustment challenges, which can be alleviated through peer companionship and guidance. Peers not only offer emotional reassurance but also help newcomers navigate academic requirements, easing their transition and improving their chances of program completion.

Moreover, peer collaboration through study groups and mentoring has been linked to improved academic outcomes. (Villafuerte and Santos, 2020) emphasized that students who participate in peer-led academic activities demonstrate greater consistency in coursework and better adherence to academic timelines, which is crucial for transfer students adapting to new learning environments. Conversely, a lack of social integration or association with unmotivated peers can hinder progress. (Ramos and Delos Reyes, 2023) warned that students without meaningful peer connections often report lower academic self-confidence and higher dropout risks. Given these findings, it is imperative for institutions like DOrSU to promote inclusive and supportive peer environments—particularly for inter-campus transferees—to enhance student well-being and improve program completion rates.

G1:

*"My friends provide emotional support and motivation."*

G3:

*"Family, friends, and dreams keep me on track."*

G4:

*"Because of my friends who were always in my back... I still have my purpose."*

G6:

*"Non-toxic schoolmates... helped me bear the challenges."*

G7:

*"Supportive and positive friends... help me stay inspired."*

G8:

*"Friends and classmates... encourage me."*

G9:

*"Friends... help manage challenges effectively."*

G10:

*"Friends... gave support to me."*

**Faith and Spirituality.** Two participants shared that belief gave them the strength to continue. Their faith helped them to make meaning of their experiences and reinforced resilience in the face of challenges.

Faith and spirituality serve as crucial coping mechanisms for students facing academic challenges, especially in rural state universities like Davao Oriental State University (DOrSU). (Del Rosario and Ramos, 2019) emphasized that students who engage in religious or spiritual practices often experience enhanced emotional resilience and a stronger sense of purpose, which can support their commitment to completing academic programs. This internal motivation becomes particularly valuable during inter-campus transfers, where students encounter unfamiliar environments, social disruptions, and academic adjustments. (Cruz and Molina, 2021) found that spiritual practices such as prayer or participation in faith-

based groups can help reduce feelings of isolation and anxiety during these transitions, thereby improving students' ability to adapt and persist.

In addition, peer and institutional support rooted in spirituality can reinforce academic focus and retention. (Navarro and Santos, 2022) noted that students involved in campus faith-based communities benefit from emotional encouragement, mentorship, and a sense of shared values, all of which promote academic consistency and reduce the likelihood of dropout. However, (Espiritu and Dela Peña, 2023) cautioned that not all students may have access to inclusive spiritual resources, and institutions must recognize the diverse religious backgrounds within their student populations. Creating spaces that welcome faith expression while also providing optional spiritual support can contribute to a more holistic approach to student well-being and enhance program completion across all campuses of DOrSU.

G2:

*"Having faith in God... I believe nothing is impossible."*

G4:

*"God has a purpose for why he let me experience this kind of situation."*

**Personal Habits & Internal Motivation.** Two mentioned the importance of self-driving. These self-strategies must be supported with the ability to face circumstances without ceasing and maintain a positive outlook.

Personal habits such as effective time management, disciplined study routines, and consistent academic practices are essential for students navigating higher education. (Bibon and Barcenas, 2022) emphasized that students who regularly engage in organized study behaviors—such as focused reading, scheduled study hours, and note-taking—tend to exhibit stronger academic engagement and performance. Likewise, (Sinag et al., 2024) found that the cultivation of good study habits not only improves retention but also fosters academic confidence. These habits become particularly vital for students facing additional challenges, such as those undergoing inter-campus transfers at institutions like Davao Oriental State University (DOrSU), where transitions can disrupt established routines and require greater self-management.

Alongside habits, internal motivation—driven by self-efficacy and goal-setting—plays a key role in academic persistence. According to (Fabia, 2024), students with strong belief in their academic abilities are more resilient when facing academic pressure and are more likely to complete their programs. (Pradeepa, 2023) similarly noted that students with clear educational goals are more focused and motivated to overcome setbacks. In the context of inter-campus transfers, (Cruz and Medina, 2021) observed that students with internal motivation and structured habits were better able to adapt to new academic environments, maintaining performance and minimizing disruptions. For institutions like DOrSU, reinforcing these traits through student development programs and mentorship can enhance program completion rates, especially among those navigating inter-campus transitions.

G1:

*"Time management, self-discipline, and a positive attitude... help me balance responsibilities."*

G7:

*"I get inspired by watching motivational, inspiring, and positive content."*

**Mentor and Instructor Support.** Two participants also express their appreciation for their instructor and mentors, who serve as their guides. This mentorship is the way to their academic learning.

Mentorship and instructor support are critical factors in promoting student retention and academic success, especially for those undergoing inter-campus transfers. (Teshera-Levy, 2024) demonstrated that

structured mentorship programs enhance transfer students' sense of community and improve their use of academic resources, facilitating smoother adaptation to new academic environments. Haeger and Fresquez (2016) similarly emphasized that inclusive mentoring, which considers students' prior experiences and goals, effectively guides transfer students through academic challenges. In the Philippine setting, (Ayuste et al., 2022) found that participatory mentoring programs significantly improved graduate students' research skills and persistence. Additionally, (Rellora, 2025) linked faculty satisfaction and institutional support to effective mentorship, suggesting that well-supported instructors can better aid students' academic progress.

Pedagogical approaches also contribute significantly to student retention and success. The Centre for Pedagogical Innovation (2025) highlighted that student-centered teaching methods and open communication help create inclusive classrooms that ease transfer students' transition and boost engagement. Programs like PRIMER, noted by (Teshera-Levy, 2024), combine academic skill-building with peer mentoring, enhancing transfer students' campus integration and academic outcomes. These findings underscore the importance of comprehensive mentorship and instructor support systems in institutions like Davao Oriental State University to improve program completion rates and support students facing the challenges of inter-campus transfers.

G8:

*"Instructors and OJT supervisors guide me in both theory and practice."*

G9:

*"Mentors and academic resources like tutoring or counseling..."*

**Institutional Academic Support.** Only three out of ten participants discussed school policies and procedures. Some of them see this as helpful for staying on track, and other seems restrictive or overlapping with the tasks. This creates less efficient or stressful for the student.

Institutional academic support is crucial in helping students achieve timely program completion, especially in multi-campus settings like Davao Oriental State University (DOrSU). (Valdez and Santos, 2021) emphasized that academic advising and tutoring services assist students, particularly transfer students, in understanding course requirements and navigating academic policies, reducing credit loss and confusion. (Flores and Dela Cruz, 2023) also noted that orientation programs tailored for inter-campus transferees improve students' familiarity with institutional resources, promoting smoother transitions. Access to learning resources such as libraries and digital platforms further supports academic success; (Ramirez and Velasco, 2020) found that students who utilize these resources regularly perform better and show higher retention rates. Standardizing resource availability across campuses ensures continuous learning for transfer students and minimizes disruptions.

Beyond academic resources, holistic support services such as mental health counseling, peer mentoring, and skills workshops significantly impact student well-being and persistence. (Cruz et al., 2022) highlighted the importance of mental health support in helping students manage stress related to academic and transfer challenges. Peer mentoring aids social integration and academic guidance, which are vital for students adjusting to new campuses. Additionally, institutional policies that enable flexible scheduling and clear credit transfer processes are essential in minimizing delays for transferees. (Dela Rosa and Lim, 2019) stressed that streamlined credit transfer systems reduce bureaucratic obstacles, allowing students to maintain their academic progress. Together, these institutional academic support elements are key to improving program completion dynamics for DOrSU students facing inter-campus transfers.

P1:



*"Scholarships... help reduce financial stress."*

P9:

*"Tutoring or counseling helps manage challenges."*

### **Synthesis**

This theme explores motivations, including preferred program or course alignment, financial considerations, family and livelihood responsibilities, course availability, convenience, accessibility, and forced transfers due to slot limitations. Social support from family, friends, mentors, and peers emerges as a critical factor facilitating the transfer process, though some students face social isolation and adjustment difficulties.

### **Motivations Behind Inter-Campus Transfers**

Student mobility within higher education institutions, particularly through inter-campus transfers, is a phenomenon that can significantly impact academic outcomes. This objective aims to explore the underlying reasons and motivations that drive students to transfer between campuses within the DOrSU system. By examining factors such as academic challenges, social dynamics, and personal circumstances, the study seeks to provide a nuanced understanding of the motivations behind these transfers. This exploration is essential for identifying potential areas for improvement in institutional policies and support systems, ultimately enhancing the educational experience for students who navigate multiple campuses.

**Preferred Program / Course Alignment.** Four participants expressed that the preferred program or course was the main reason for transferring. The students sought academic offerings compared to their interests or for long-term goals.

Students' alignment with their preferred programs or courses significantly influences their motivation, academic performance, and program completion. (Santiago and Cruz, 2020) found that students enrolled in programs matching their interests and career goals show higher persistence and timely graduation rates, while misalignment often leads to dissatisfaction and increased likelihood of transfers or dropouts. In multi-campus institutions like Davao Oriental State University, limited availability of certain programs on specific campuses motivates students to transfer to access courses that better fit their academic and career aspirations (Lim & Garcia, 2021). However, inter-campus transfers can introduce challenges such as credit transfer complications and adjustment issues that may delay program completion.

Moreover, the fit between students' academic background and program demands is critical to their success. (Mendoza et al., 2023) noted that students whose skills align with program requirements tend to perform better and persist longer in their studies. Institutions can support this alignment through effective admission counseling and academic advising to reduce mismatches that lead to transfers or academic difficulties. (Reyes and Salazar, 2019) also emphasized the importance of curricular flexibility and offering consistent program options across campuses to accommodate students' evolving interests and minimize transfer-related disruptions. Such strategies help improve program completion rates by fostering student satisfaction and academic continuity in multi-campus settings like DOrSU.

P1:

*"The course that I needed was there."*

P2:

*"Program better for my career goals."*

P3:

*"The program or course that I want is on this campus."*

P7:

*"My course isn't offered at San Isidro Campus; it's at the main campus."*

**Financial Consideration.** Four participants cited financial reasons to transfer. For many, a closer campus reduced living costs, especially the boarding and transportation.

Financial challenges play a significant role in influencing students' ability to complete their programs on time, particularly in public institutions like Davao Oriental State University (DOrSU). (Mendoza and Alonzo, 2020) identified economic difficulties as a major cause of delayed graduation and dropouts, as students often struggle to cover tuition, materials, and other school-related expenses. These challenges are exacerbated for students who transfer between campuses, where (Santos and Ramirez, 2022) noted additional costs such as transportation, housing, and administrative fees increase the financial burden. Without adequate financial support, such pressures may lead to interrupted enrollment and prolonged program duration.

Access to scholarships, grants, and loans is critical in helping students manage these financial burdens, thereby improving retention and graduation rates (Garcia et al., 2021). Timely financial aid is especially vital for inter-campus transferees to ensure smooth transitions and continuous academic progress. Additionally, (Cruz and Villanueva, 2024) emphasized that financial literacy programs empower students to better manage their resources and cope with economic stress, further supporting academic success. Together, these financial considerations highlight the need for comprehensive institutional support to promote program completion and ease the challenges of inter-campus transfers at DOrSU.

P1:

*"It was not too far from our house."*

P4:

*"The school is near... I can save money on a boarding house."*

P6:

*"Campus is near... the course I have can only be found there."*

P8:

*"I transferred because of my financial status."*

**Responsibilities.** Two participants mentioned that personal and family responsibilities influenced their decisions. In these cases, academic decisions were formed by the need to help with family, business, and stay with their family.

Responsibility plays a vital role in students' academic success and program completion, especially in institutions like Davao Oriental State University (DOrSU). (Alvarado and Reyes, 2019) noted that students who exhibit personal responsibility tend to stay organized, meet deadlines, and take initiative in managing their academic progress. For students undergoing inter-campus transfers, this trait becomes even more essential as they face new academic systems and shifting course requirements. (Cruz and Medina, 2020) emphasized that the ability to self-regulate and remain accountable is key for transfer students to navigate these transitions smoothly and avoid delays in graduation.

Institutional efforts also significantly influence the development of student responsibility. (De la Peña and Santos, 2021) stressed that clear communication, structured academic advising, and consistent policy enforcement can foster a culture of accountability. At DOrSU, such practices are crucial to guiding transferees in aligning their academic trajectories. Additionally, (Balili and Ramirez, 2023) advocated for responsibility-building approaches such as project-based learning and leadership opportunities, which

help students take ownership of their academic journey. When these strategies are in place, students are more likely to stay on track, even amidst the added challenges of inter-campus transfer and program completion.

P5:

*"My family and my small business."*

P7:

*"Even though it's far, my family is still supportive."*

## Subthemes

### Friends and Family Support

Support from friends and family significantly influences students' Friends and family play a pivotal role in supporting students' academic persistence and success, particularly in public institutions like Davao Oriental State University (DOrSU). (Reyes and Dizon, 2019) emphasized that family encouragement, emotional support, and even financial assistance help students stay focused and motivated, especially during academically demanding periods. Similarly, (Cruz and Evangelista, 2020) found that strong peer relationships boost academic performance by providing moral support, study collaboration, and shared coping mechanisms. These support systems are especially crucial when students face challenges such as heavy academic loads or balancing school with personal responsibilities.

The impact of these support systems becomes even more significant during inter-campus transfers. (Villanueva and Santos, 2021) highlighted that transferees often face emotional disconnection and academic disorientation, but those with stable family and peer networks adjust more quickly and are more likely to complete their programs on time. To reinforce this, (Flores and Ramirez, 2023) advocated for institutional programs like peer mentoring, student organizations, and family engagement activities that foster community and belonging. For multi-campus universities like DOrSU, enhancing social support is critical to easing transitions, promoting student well-being, and improving program completion outcomes.

P1:

*"It is someone who gives me advice and help, especially my friends and my family."*

P3:

*"My friends and my family because they give me advice and what to do during the processing of the documents."*

P6:

*"The emotional and physical support of my family and friends."*

### Mentors and Friends Support

Mentorship significantly contributes to student success and program completion, particularly in state universities like Davao Oriental State University (DOrSU). (Del Rosario and Tan, 2019) highlighted that mentor relationships enhance students' academic self-efficacy, goal-setting, and decision-making, all of which support persistence in higher education. For inter-campus transferees, who often face academic disorientation and mismatched course credits, mentorship becomes even more vital. (Morales and Garcia, 2020) emphasized that trained academic mentors help transfer students align their courses, adjust to new campus environments, and maintain academic motivation, thereby mitigating risks of delayed graduation. In addition to mentors, peer support plays a crucial role in fostering emotional resilience and academic collaboration. (Reyes and De Jesus, 2021) noted that friendships enhance a sense of belonging and offer

practical support like study groups and shared learning strategies. These connections are especially important during campus transitions, where feelings of isolation can hinder academic progress. (Bautista and Ramirez, 2023) stressed that institutions with structured peer mentoring and faculty advising programs see higher completion rates among transfer students. In the context of DOrSU, strengthening both mentor and peer support systems can significantly enhance student retention and completion outcomes, especially for those managing the complexities of inter-campus transfers.

P2:

*"Someone guided me through the process, and someone helped me through it. My mentor and friends would have made things easier."*

P8:

*"I got a lot of friends and approachable instructors who helped my experiences run smoother."*

— Reported existing support from both peers and faculty, making the transition smoother.

### **Peer Support**

Peer support plays a crucial role in student retention and academic persistence, particularly in public higher education institutions such as Davao Oriental State University (DOrSU). According to (Reyes and De Jesus, 2021), students who maintain strong peer relationships are more likely to demonstrate higher academic resilience, improved stress management, and greater engagement in learning. These peer interactions, especially within learning communities or study groups, create informal support systems that encourage students to remain enrolled and complete their programs. In rural or multi-campus universities, where students may face challenges related to isolation or academic adjustment, peer networks often provide the first line of emotional and academic support (Santos & Mendoza, 2020).

For inter-campus transferees at DOrSU, peer support is particularly important in facilitating social integration and academic adaptation. (Dela Cruz and Espinoza, 2022) found that transfer students who quickly establish peer connections in their new campuses are more likely to adjust to new academic environments and maintain academic performance. These peer groups help transferees cope with transitional difficulties, including unfamiliar policies, cultural adjustments, and the stress of leaving their original support systems behind. By promoting peer mentoring programs, student organizations, and inclusive campus cultures, institutions like DOrSU can significantly enhance the program completion rates of their diverse student population, especially those navigating inter-campus transitions.

P4:

*"I struggled with being isolated because I didn't know anyone whom I could ask for help."*

P5 said:

*"My new circle of friends."*

### **Synthesis**

This theme explores motivations, including preferred program or course alignment, financial considerations, family and livelihood responsibilities, course availability, convenience, accessibility, and forced transfers due to slot limitations. Social support from family, friends, mentors, and peers emerges as a critical factor facilitating the transfer process, though some students face social isolation and adjustment difficulties.

## Frequency and Timing of Inter-campus Transfers across Different Cohorts

Understanding the patterns of inter-campus transfers is crucial for developing effective institutional strategies. This objective focuses on analyzing the frequency and timing of these transfers across different student cohorts at DOrSU. By examining historical data and transfer trends, the study aims to identify peak periods for transfers and the demographic characteristics of students who engage in this mobility. This analysis will provide valuable insights into the dynamics of student movement within the university, informing institutional planning and resource allocation to better support students during critical transition periods.

**Table 3. Frequency and Percentage of Inter-Campus Transfers**

		Frequency ( <i>n</i> =23)	Percentage (100%)
Semester and Year Stopped	2nd sem 2017-2018	1	4.35
	1st sem 2019-2020	14	60.87
	2nd sem 2019-2020	3	13.04
	1st sem 2021-2022	2	8.70
	2nd sem 2021-2022	2	8.70
	2nd sem 2022-2023	1	4.35
Semester and Year Continued	1st sem 2019-2020	1	4.35
	2nd sem 2019-2020	7	30.43
	1st sem 2020-2021	4	17.39
	1st sem 2021-2022	2	8.70
	1st sem 2022-2023	5	21.74
	1st sem 2023-2024	4	17.39

Table 3 presents the frequency and percentage distribution of inter-campus transfers based on the semester and academic year the students stopped and resumed their studies. The data highlights key trends in academic mobility among the 23 students who transferred between campuses.

The data on when students stopped their studies reveals that the majority, or 14 out of 23 (60.87%), discontinued their enrollment during the 1st semester of Academic Year 2019-2020. This significant concentration suggests a possible disruption or shift in academic pathways during that period, which may be attributed to institutional, personal, or external factors. Smaller proportions of students stopped in other semesters, such as 2nd semester 2019-2020 (13.04%) and 2nd semester 2021-2022 (8.70%), while isolated cases were recorded in the 2nd semester 2017-2018 and 2nd semester 2022-2023, each with a frequency of 1 (4.35%).

Regarding the semester and year when students resumed their studies after transferring, the data indicates a more distributed pattern. The 2nd semester of 2019-2020 had the highest number of students continuing, with 7 out of 23 (30.43%). This was followed by 1st semester 2022-2023 and 1st semester 2023-2024, with 5 (21.74%) and 4 (17.39%) students, respectively. These figures suggest that recovery from academic discontinuation is often staggered and may occur a semester or more after the initial stoppage. The resumption of studies across various academic years also reflects the diverse circumstances under which



students re-enter academic life after an inter-campus transfer.

Hence, this distribution provides insight into the dynamics of student retention and mobility within the university system. The concentration of stoppage in a specific semester and the gradual return of students across multiple subsequent semesters highlight the need for more responsive academic advising and support services, particularly during periods when transfers are more likely to occur.

**Course Availability.** Among the ten participants, only four pointed out the course availability as the reason for their decision to be a transferee. In several cases, their desired course was not offered at a different campus, which prompted them to move.

Course availability plays a critical role in shaping students' academic progress and timely program completion, particularly in multi-campus institutions like Davao Oriental State University (DOrSU). Due to limited course offerings in some satellite campuses, students often need to transfer between campuses to access required subjects, which can complicate their academic journey. According to CHEDRO XI, while DOrSU offers a range of programs such as the Bachelor of Agricultural Technology and BS in Business Administration, not all are accessible across all campuses, leading to necessary inter-campus mobility (CHEDRO XI, n.d.). This issue can result in mismatched academic schedules, delayed subject completion, and reduced program efficiency. (Ramos et al., 2023) emphasized that institutional factors such as program alignment and course availability significantly influence student retention and transfer rates, highlighting the importance of strategic academic planning to prevent disruptions.

Recent studies have shown that these gaps in course availability were further strained during the COVID-19 pandemic, as universities faced unprecedented disruptions in academic delivery. (San Pedro et al., 2023) found that course unavailability, compounded by financial limitations and infrastructure challenges, led to extended completion timelines for many students. In response, DOrSU has worked toward maintaining academic quality, including earning multiple AACUP program re-accreditations in 2025—an effort to ensure better resource allocation and curricular structure across campuses (Tamayo, 2025). Strengthening academic programs and ensuring equal access to core courses across all campuses are vital in addressing the dynamics of program completion and minimizing the need for disruptive inter-campus transfers.

P2:

"The course I want is only available at the main campus."

P3:

"Other campus offers what I want to study."

P7:

"My course is offered in Banaybanay, not in Mati."

P8:

"Course availability led me to transfer."

**Financial Constraints / Cost of Living.** Three participants indicated that financial constraints influence them to transfer, due to their economic hardship or high cost of living, and finances played a major role in shaping their choices.

Financial constraints continue to be a major hurdle for students in state universities like Davao Oriental State University (DOrSU), despite the implementation of free tuition through the Universal Access to Quality Tertiary Education Act. Students frequently face out-of-pocket expenses for transportation, food, and learning materials, which become even more burdensome for those who transfer between campuses. (Dizon and Ramos, 2019) found that rural university students struggled with living expenses, often

delaying program completion. Inter-campus transferees experience increased costs due to relocation or long-distance travel, prompting many to seek part-time employment that compromises academic focus (Dela Cruz & Bautista, 2021). This added financial pressure leads to inconsistent academic engagement, with some students forced to take leaves of absence or drop out altogether (Santos & Villanueva, 2020). Compounding these issues is the reduction of the Tertiary Education Subsidy (TES), which dropped from ₱40,000 to ₱20,000 per year. Senator Gatchalian (2024) warned that these cuts further threaten the educational stability of financially struggling students, particularly in rural regions. (Bayudan-Dacuycuy et al., 2024) echoed this concern, noting that underfunded institutions provide limited student services, impacting both program completion and student well-being. Without adequate support, students navigating financial hardship—especially those managing inter-campus transfers—are more likely to extend their studies or fail to complete their degrees. These findings highlight the urgent need for reinforced financial aid programs and targeted institutional interventions to improve retention and completion rates at DOrSU and similar public universities.

P4:

"Because of financial problems."

P6:

"To help with my parents' business."

P7:

"Boarding in Mati is expensive—transferred to save money."

**Convenience and Accessibility.** The two participants cited location and easy access as one of the reasons for transferring. A more convenient option helped to release stress, and the cost of enrollment and transportation.

Convenience and accessibility play crucial roles in influencing program completion and inter-campus transfer decisions, especially in multi-campus institutions like Davao Oriental State University (DOrSU). Despite government efforts to expand higher education access in the Philippines, challenges persist for students in remote or rural areas. (Bayudan-Dacuycuy et al., 2024) noted that while campus expansion has improved overall enrollment, students from underprivileged backgrounds continue to face hurdles such as limited transportation options, inflexible academic schedules, and inadequate facilities, which hinder their academic progression. (Chan et al., 2021) emphasized that transfer students encounter additional difficulties like credit transfer misalignments and orientation gaps, intensifying the academic pressure and delaying degree completion. These challenges underscore the necessity of enhancing structural accessibility and streamlining academic pathways to support student retention and program completion.

Furthermore, digital accessibility has become a significant concern, especially since the shift to flexible and online learning modalities during and after the pandemic. (Gocotano et al., 2021) found that students in rural areas often rely on unstable mobile data connections and lack appropriate digital devices, placing them at a disadvantage compared to their urban peers. This digital divide significantly impacts students' ability to keep up with academic requirements, particularly during inter-campus transitions where differing systems may require additional digital adaptation. (Kelly, 2023) recommends mobile-optimized learning platforms and offline-accessible resources as strategic solutions to address these barriers. Improving both physical and digital accessibility is therefore vital in helping institutions like DOrSU reduce dropout rates and support students through successful program completion and inter-campus transitions.

P1:

"The Course I want isn't here, and enrollment is easier."

P8:

"Campus is close to home and more accessible."

**Family & Livelihood Responsibilities.** Two participants shared that family duties and livelihood needs were central to their decision to transfer. Helping the family business and responsibilities at home from their parents onto their academic journey.

Students in higher education, especially in rural institutions like Davao Oriental State University (DOrSU), often balance academic responsibilities with family roles and livelihood duties. This dual burden frequently affects their ability to complete academic programs on time. (Quinain et al., 2017) observed that in Filipino households, family obligations can influence students' academic engagement both positively and negatively. Students may be motivated to excel to support their families, but they are equally likely to struggle with reduced time and focus due to caregiving, household chores, or parenting responsibilities. These pressures are compounded when students consider inter-campus transfers, as relocating to another campus may mean leaving behind family obligations or support systems, increasing emotional and logistical burdens (Tanque & Brobo, 2024). As a result, academic consistency is often compromised, contributing to delays in graduation or even dropout.

In addition to family responsibilities, students from low-income households frequently engage in part-time work or livelihood programs to fund their education and support their families. While this offers financial relief, it also introduces stress and exhaustion, especially when class schedules conflict with work hours. (Aquino, 2023) emphasized that students involved in livelihood initiatives often report reduced academic focus and poor academic performance due to limited study time and chronic fatigue. These challenges are intensified during inter-campus transfers, where students must adjust to new institutional environments while maintaining financial and familial obligations. Without sufficient support mechanisms such as flexible academic programs, financial aid, or community-based services, students find it increasingly difficult to stay on track toward program completion (Tanque & Brobo, 2024).

P6:

"Business responsibilities and helping parents."

P7:

"Helps me support my family, too."

## **Synthesis**

The theme identifies sequential patterns in student mobility, with a notable concentration of study discontinuation during the 1st semester of Academic Year 2019-2020 and staggered resumption in subsequent semesters. This pattern highlights critical periods for academic advising and support to manage student transitions effectively

## **Inter-Campus Transfers on Student Outcomes such as Academic Performance, Program Completion, and Retention.**

The implications of inter-campus transfers extend beyond mere mobility; they can significantly affect students' academic performance, program completion rates, and overall retention. This objective seeks to examine these impacts by analyzing the academic outcomes of students who have transferred between campuses compared to their non-transfer peers. By investigating how transfers influence students' educational trajectories, the study aims to highlight the potential challenges and benefits associated with

this phenomenon. Understanding these dynamics is essential for developing strategies that support students in their transitions and enhance their chances of success.

**Table 4. Program Status and Academic Performance among Inter-Campus Transferees**

		Frequency (n=23)	Percentage (100%)
<b>Status</b>	Graduated	5	21.74
	on going	10	43.48
	Stopped	8	34.78
<b>General Weighted Average (GWA)</b>	1.00-1.25	0	0
	1.26-1.50	0	0
	1.51-1.75	1	4.35
	1.76-2.00	5	21.74
	2.01-2.25	2	8.70
	2.26-2.50	6	26.09
	2.51-2.75	2	8.70
	2.76-3.00	0	0
	>3.00	7	30.43

Table 4 presents the program status and academic performance of the 23 inter-campus transferees. The data provides a snapshot of their academic outcomes and progression following their transfer to another campus within the institution.

With regard to program status, only 5 students (21.74%) have graduated, suggesting that a limited number of transferees have completed their academic programs post-transfer. Meanwhile, 10 students (43.48%) are still ongoing, actively pursuing their studies. Notably, 8 students (34.78%) have stopped their studies, which may point to potential challenges in academic adjustment, institutional integration, or personal circumstances that need to be addressed to improve retention.

In terms of General Weighted Average (GWA), which serves as an indicator of academic performance, with lower GWA values reflecting better performance, the data shows a concerning trend. No students achieved a GWA within the excellent performance ranges of 1.00–1.25 or 1.26–1.50. Only 1 student (4.35%) had a GWA between 1.51–1.75, while 5 students (21.74%) performed within the 1.76–2.00 bracket, indicating good standing. A fair number of students fall in the average range: 2 students (8.70%) scored 2.01–2.25, and 6 students (26.09%) were in the 2.26–2.50 bracket. There were also 2 students (8.70%) with GWA between 2.51–2.75. Alarming, 7 students (30.43%) recorded a GWA greater than 3.00, indicating that nearly one-third of the transferees are in academic jeopardy or have failed.

This data reflects the reality that while a few transferees manage to perform well or maintain satisfactory academic progress, a significant proportion struggle academically. The high percentage of students with a GWA above 3.00 and those who stopped their studies underscores the need for enhanced academic support systems, such as bridging programs, intensive advising, and close monitoring, to help transferees transition more effectively and improve their chances of academic success.

**Transfer Process & Paperwork.** Five participants pointed out the struggles in the transfer process, particularly handling documents, delays, and confusion about the procedures. One student expressed that there are no major issues beyond fulfilling the basic requirements

The inter-campus transfer process in Philippine universities like Davao Oriental State University (DOrSU) involves complex administrative requirements, including submission of transcripts, certificates, and transfer credentials, which often delay student enrollment and affect academic progression. Delays in obtaining these documents, especially when previous institutions hold records due to unpaid fees, further complicate the process (Respicio et al., 2024). Additionally, the lack of standardized transfer policies among institutions creates confusion and increases the burden on students. For example, universities such as the University of the Philippines Diliman require specific certified documents and academic qualifications for credit transfers, making the process time-consuming and challenging (University of the Philippines Diliman, 2024).

To address these challenges, some institutions have introduced electronic management systems to streamline paperwork and improve record processing efficiency. A study by (Grepon et al., 2021) showed that implementing School Management Information Systems in community colleges in the Philippines helped reduce bureaucratic delays and facilitate smoother transfers. Despite these advances, many universities still rely on manual systems, contributing to slow transfer processes. Furthermore, legal frameworks like the Anti-Red Tape Act (RA 11032) aim to ensure timely document processing in public institutions, yet enforcement gaps persist, often hindering students from receiving documents promptly (Respicio et al., 2024). Strengthening policy implementation and adopting technology are crucial for easing transfer-related obstacles and supporting students' academic continuity

P1:

*"Hard to handle requirements."*

P2:

*"Too much paperwork, hard to track."*

P6:

*"Document delays, confusion about steps, late grades."*

P7:

*"No major issues—just needed to complete requirements."*

P8:

*"Credential gathering and compiling were a challenge."*

**Adjustment to a New Environment.** Two participants' challenges with adapting to the environment, including the unfamiliar places and people. The adjustment period creates worries and discomfort as the transition into a different environment.

Adjustment to a new environment is a critical factor influencing the program completion and success of inter-campus transferees at Davao Oriental State University. (Cruz and Santos, 2019) emphasized that students transferring between campuses often face challenges adapting to different academic systems, campus cultures, and social settings, which can result in feelings of isolation and stress. Such difficulties may lead to lowered academic performance and delayed graduation. Social integration is essential in this process, as (Delgado and Ramos, (2021) found that students who quickly build supportive peer networks and receive faculty encouragement tend to have smoother transitions and higher engagement. In contrast, those lacking social connections often experience loneliness and anxiety, adversely affecting their motivation and academic involvement.

Academic and psychological adjustments also play significant roles in transfer students' experiences. (Flores and Mendoza, 2023) highlighted how differences in curriculum structure and academic requirements across campuses can disrupt learning continuity, sometimes forcing students to repeat



courses or adjust to new grading systems, which can prolong their studies. Moreover, (Garcia et al., 2022) revealed that the stress caused by unfamiliar environments and increased responsibilities can lead to mental health challenges like anxiety and depression. Universities that offer orientation programs, academic advising, mental health support, and peer mentoring have been shown to improve students' coping skills and resilience, thereby enhancing their chances of completing their programs on time. Addressing these multifaceted adjustment needs is vital to supporting inter-campus transferees at DOrSU.

P1:

*"Adjusting to a new place was difficult."*

P3:

*"Felt nervous with new students and surroundings."*

### **Social Support Gaps.**

Social support is essential for student retention and program completion, particularly for inter-campus transferees who face unique adjustment challenges. (Reyes and Mendoza, 2019) found that students lacking sufficient support from peers, family, and faculty often experience isolation and reduced motivation, which contribute to delays or dropout. In multi-campus institutions like Davao Oriental State University, institutional support systems frequently fail to meet transfer students' needs due to limited coordination and absence of targeted programs such as peer mentoring and counseling (Garcia & Santos, 2020). These gaps hinder students' social integration and access to vital academic resources, negatively impacting their academic progress.

Communication barriers and insufficient emotional support further exacerbate social support gaps among transfer students. (Martinez et al., 2022) highlighted how poor communication and inadequate academic advising cause confusion and stress, disrupting students' ability to navigate campus policies and curricula smoothly. Additionally, (Lopez and Cruz, 2024) emphasized the psychological toll of social isolation and uncertainty during campus transitions, noting that a lack of mental health services and peer support can lead to increased anxiety and lowered academic motivation. To improve program completion rates at Davao Oriental State University, addressing these multifaceted social support gaps through comprehensive institutional and emotional support is critical.

P3:

*"Felt nervous meeting new students."*

P5:

*"Had no friends to assist me."*

### **Synthesis**

This theme reveals that a minority of transferees graduate, with many still ongoing or having stopped studies. Academic performance varies, with a significant portion in academic threat. Challenges include transfer paperwork, adjustment to new environments, logistical difficulties, and social support gaps, all influencing academic outcomes and retention.

### **The Needs of students transferring Between Campuses and Improving the overall student experience**

By addressing the unique needs of students who transfer between campuses, the university can enhance the overall student experience and improve retention rates. This objective will focus on proposing

initiatives such as improved advising services, peer support programs, and streamlined transfer processes. By implementing these recommendations, DOrSU can create a more supportive and responsive educational environment that fosters student success and satisfaction across its campuses.

### **Temporary Setbacks or Delays**

Temporary setbacks and delays are common challenges faced by students transferring between campuses, often due to administrative hurdles such as slow processing of transfer credentials and inconsistent academic policies that complicate credit transfers (Garcia & Santos, 2020; Dela Cruz & Maglasang, 2022). Additionally, limited course availability and scheduling conflicts in the receiving campus frequently postpone students' enrollment in required subjects, extending their program duration (Flores & Ramirez, 2023). Students also need time to adjust to different teaching styles and academic standards, which may further slow their academic progress and affect motivation (Santos & Villanueva, 2019).

Personal and financial difficulties often worsen these delays, as economic hardships and added costs from relocation or commuting can force students to prioritize work or family responsibilities over academics (Martinez et al., 2022). These compounded stressors negatively impact students' mental health and academic performance (Lopez & Cruz, 2024). To mitigate these setbacks, institutions must implement streamlined transfer processes, provide timely advising, and offer financial aid and mental health support. Harmonizing curricula and improving coordination across campuses are also crucial for reducing delays and enhancing the overall transfer experience at Davao Oriental State University (Garcia & Santos, 2020).

P1:

*“Overwhelmed by requirements and new environment.”*

P2:

*“Initial academic disruption but improved afterward.”*

P3:

*“Difficult adjustment at first, but gained learning opportunities.”*

P4:

*“Transfer extended academic timeline by a year.”*

P5:

*“No batchmates—expected to graduate earlier.”*

### **Academic Growth & Opportunity**

Academic growth is a primary driver behind inter-campus transfers within institutions like Davao Oriental State University (DOrSU). Students often seek transfer opportunities to access better academic programs, experienced faculty, and enhanced facilities—especially in main campuses where curricular offerings are more robust (Alvarado & Santos, 2018). (Garcia and Villanueva, 2020) emphasized that such campuses typically provide diverse elective subjects, research opportunities, and advanced instruction that foster deeper intellectual engagement. These academic advantages support learners' adaptability and long-term development. At DOrSU, inter-campus transferees often move to campuses that better align with their professional goals, signaling the strategic role of campus transfer in academic progression.

Additionally, research involvement and institutional support significantly influence the academic trajectory of transfer students. (Pascual and Moreno, 2022) highlighted that exposure to research and industry-linked programs improves students' academic writing, data analysis, and collaboration skills, which are crucial for professional readiness. Furthermore, effective institutional support systems—such

as academic advising, consistent credit transfer policies, and structured mentorship—ensure smoother transitions and sustained academic momentum (Ramos & Delos Reyes, 2024). These factors underscore the importance of maintaining equitable learning opportunities and coherent policies across DOrSU's campuses to fully harness the academic growth potential of inter-campus transfer pathways.

P2:

*“Better teachers and resources after transfer.”*

P3:

*“More opportunities to learn in the new environment.”*

P7:

*“Enhanced preparation for the future due to experience and opportunities.”*

### **Resilience & Smooth Transitions**

Students transferring between campuses often face significant academic, emotional, and social challenges that require a high level of resilience to maintain program completion. Oducado et al. (2019) emphasize that adjusting to new academic systems and inconsistencies in curriculum recognition can create stress, potentially delaying graduation. Emotional resilience is especially important as students cope with changes in peer groups, teaching styles, and institutional culture (Matulac et al., 2020). Feelings of social isolation and uncertainty may hinder their academic engagement, but personal coping strategies, peer support, and a growth mindset can improve their ability to adapt. Institutions that prioritize student well-being through programs promoting social integration and mental health support can facilitate smoother transitions and improve student persistence (Santos & De Guzman, 2021).

Moreover, effective institutional support systems are critical in promoting resilience and academic continuity among transfer students. Garcia and Villanueva (2020) highlight the importance of transparent transfer policies, academic bridging programs, and orientation sessions tailored to inter-campus movers. These interventions help set clear expectations and equip students with strategies to navigate the transition. Additionally, consistent academic advising and mentoring systems play a vital role in fostering confidence and motivation. Villanueva and Ramos (2022) recommend implementing university-wide support initiatives such as counseling services and inter-campus student exchanges, which not only address emotional and academic gaps but also enhance students' overall transition experiences. These comprehensive measures ensure that students can thrive and complete their programs despite the challenges of transferring campuses.

P6:

*Adjustment was emotionally hard, but studies remained unaffected.*

P8:

*The Transfer process was smooth—credits were transferred fully.*

### **Synthesis**

The theme focuses on improving transfer processes, advising services, peer support programs, and addressing logistical and social challenges. Emphasizing resilience, academic growth, and emotional support, these recommendations aim to facilitate smoother transitions and better academic success for transfer students.

## **Chapter V**

### **Summary, Conclusion and Recommendation**

#### **SUMMARY**

This study investigates the academic and non-academic factors affecting program completion and inter-campus transfer among students at Davao Oriental State University (DOrSU). Through the use of Binary Logistic Regression and Thematic Analysis, the research provides a comprehensive examination of both quantitative and qualitative aspects that influence student persistence. Anchored in Human Capital Theory, the study identifies General Weighted Average (GWA) as the most significant predictor of successful program completion, reinforcing the idea that academic performance is a key investment in educational and future labor outcomes.

The quantitative findings show that students with higher academic performance are more likely to complete their programs on time, while those with lower GWAs tend to experience academic delays or transfer between campuses. These movements often occur due to course unavailability, credit misalignment, and inconsistent program offerings across DOrSU's satellite campuses. Binary logistic regression modeling confirmed that academic standing (GWA), year level, and campus location play significant roles in predicting the likelihood of program completion.

In parallel, the thematic analysis uncovered deeper insights into the lived experiences of students. Key themes emerged, including financial constraints, mental health struggles, multitasking responsibilities, family-related challenges, and institutional gaps such as limited support services and policy inconsistencies. These qualitative findings emphasize that beyond academic ability, students' resilience and access to support systems significantly influence their academic pathways and decisions to transfer or stay within a program.

Based on these findings, the study recommends that DOrSU enhance academic advising, expand course offerings across campuses, improve credit transfer protocols, and establish stronger emotional and financial support systems. By addressing both structural and personal barriers, the university can facilitate smoother transitions, improve retention, and increase program completion rates. This comprehensive approach aligns with the principles of Human Capital Theory by maximizing student potential through targeted institutional investment.

#### **CONCLUSION**

Analysis of program completion dynamics and inter-campus transfer patterns at Davao Oriental State University reveals a complex interplay of factors influencing student progression and institutional effectiveness. Understanding the rates and reasons behind program completion provides crucial insights into the success of academic offerings and the overall student experience. Identifying key determinants of timely graduation, such as academic preparedness, socio-economic background, and engagement levels, allows the university to implement targeted interventions aimed at enhancing student success and reducing attrition. Furthermore, examining the flow of students between the university's campuses sheds light on program attractiveness, resource distribution, and student preferences for specific learning environments. The motivations behind inter-campus transfers are multifaceted, potentially encompassing program availability, perceived quality of instruction, proximity to residence, social networks, and specialized resources offered at different DOrSU Campuses. Analyzing these transfer patterns enables the university to optimize program offerings across campuses, strategically allocate resources, and address any disparities in student experience or academic outcomes. A comprehensive understanding of transfer

dynamics can also inform the development of more seamless transfer pathways, minimizing disruption to students' academic progress and ensuring equitable access to quality education across all university locations.

Moreover, the intersection of program completion and inter-campus transfer analysis offers a nuanced perspective on student pathways within the institution. For instance, students who transfer campuses might experience different completion rates compared to those who remain at their initial campus. Investigating such correlations can highlight potential challenges or advantages associated with inter-campus mobility and inform the design of support services tailored to the specific needs of transfer students. By understanding these dynamics, the university can foster a more cohesive and supportive environment for all students, regardless of their campus or program of study.

Furthermore, the insights gained from a thorough analysis of program completion and inter-campus transfer patterns are invaluable for evidence-based decision-making at Davao Oriental State University. This data can inform strategic planning related to academic program development, student support services, resource allocation, and infrastructure improvements across all campuses. By proactively addressing factors that influence program completion and understanding the drivers of inter-campus transfers, the university can enhance its overall effectiveness in serving the diverse needs of its student population and contributing to the educational advancement of the Davao Oriental region.

Hence, continuous monitoring and evaluation of these dynamics are essential. Establishing robust data collection mechanisms and conducting regular analyses will allow Davao Oriental State University to adapt its strategies in response to evolving student needs and institutional priorities. This commitment to data-informed decision-making will ensure that the university remains responsive, equitable, and effective in its mission to provide quality higher education and empower its graduates for future success.

### **Recommendations**

Based on the analysis of program completion dynamics and inter-campus transfer at Davao Oriental State University, several recommendations emerge to enhance student success and institutional effectiveness.

Firstly, implement targeted early intervention programs to identify and support students at risk of not completing their programs on time, addressing factors such as academic preparedness and engagement.

Secondly, streamline inter-campus transfer processes by creating clear pathways, providing comprehensive advising, and ensuring seamless credit recognition to minimize disruptions for transferring students.

Thirdly, conduct further research to understand the specific motivations behind inter-campus transfers, using this data to inform program offerings and resource allocation across campuses to better align with student needs and preferences.

Fourthly, establish robust data tracking mechanisms to continuously monitor program completion and transfer patterns, enabling data-driven decision-making and the timely identification of emerging trends or challenges.

Finally, foster a greater sense of unity and shared resources across all Davao Oriental State University campuses to ensure equitable access to quality education and support services, regardless of a student's initial or current campus affiliation.



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