

# Factors Affecting the Academic Performance of Criminology Students in Davao Oriental State University During Post Covid-19 Pandemic

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## Abstract

The study investigates the factors affecting criminology students at Davao Oriental State University during the post-COVID-19 pandemic. The researchers used simple-probability sampling methods and stratified sampling to select 135 respondents from the SY 2023-2024. The data was analyzed using the Likert scale. The study found that teacher-related factors were the most affecting factor, with an overall mean of 3.46 out of 4. Student-related factors followed with 3.28 out of 4, and home-related factors had a mean of 3.23. School-related factors ranked last, with a mean of 3.01 out of 4. The study also examined the relationship between students' academic performance and their socio-demographic profile. Multiple variables showed high correlations, with age showing a substantial correlation with sex but no correlation with year level and showed connection with performance question. Similarly, sex showed high correlations with both age and grade level and strong correlations with student performance. Year level also showed high correlations with student performance. These findings highlight the intricate relationship between socio-demographic factors and academic performance, rejecting the null hypothesis in objective four. The study provides valuable insights into the factors influencing criminology students' academic performance during the pandemic, which is crucial for developing targeted interventions and support strategies. Further research and exploration are needed to understand the underlying dynamics influencing student achievement.

**Keywords:** Academic performance, Socio Demographic Profile, Post Covid- 19 Pandemic

## Introduction

### Rationale of the Study

The performance of the students in class is influenced by a variety of factors, not just by their understanding. Academic performance is the benchmark by which student, school, curriculum, and teacher competence is measured (Reed M, 2009). Academic performance of students is the key feature, which can be defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Rono et al 2014).

However, the new infection, Coronavirus (COVID-19), emerged from a unique etiology, beginning in Wuhan the People's Republic of China on December 31, 2019 (Zhu et al., 2020). The brilliance of this causal pathogen (SARS-CoV-2) had caused the world to suffer economic consequences, prompting the World Health Organization to declare it a worldwide emergency on March 11, 2020 (WHO, 2020). Unsurprisingly, the pandemic's distinctive problems have disrupted school learning, and over 1.6 billion children were affected by worldwide school closures, (UNESCO, 2020).

Now, after two school years without face-to-face classes, public schools' empty rooms and corridors in the Philippines will once again be filled with students as the Department of Education (DepEd) formally opens the School Year 2022-2023 (Mingoy, 2022). However, the action does not go as easy as it is before. Facilities, schedules, population, and health standards are adjusted and strictly observed.

The previous semester of Academic Year 2022- 2023 brought us researchers to come up with observations and questions why there are several numbers of students received lower grades and failed to pass the academic subjects during the new normal education transition rather than online learning platform.

This study is timely and significant to provide conclusive answer to why students failed their academic subjects in relation to the changes of mode of learning in the Post Pandemic transition of education. This study aims to identify the types of factors that the Criminology students at Davao Oriental State University-Main Campus encounters and affects their academic performance in terms of student attitude, attendance and performance. This study was also aimed to answer the following objectives: a.) To determine the demographic profile of the respondents. b.) To determine the experiences of criminology student during Post Covid-19 pandemic. c.) To determine how the factors affecting academic performance of the criminology students in Davao Oriental State University during post covid-19 pandemic. d.) To determine the significant relationship between Students academic performance and their Socio demographic profile.

## Methodology

This chapter discusses the study design chosen, the data source, the research instrument, the sampling technique, subsequent data gathering steps, as well as an explanation of data analysis procedures.

## Locale of the Study



**Figure 2. Vicinity of the Study (Faculty of Governance, Business and Management, CJE Department of Davao Oriental State University-Main Campus). (Source Google Map)**

The upper image in figure 2 shows the location of the City of Mati in the map, while the lower right portion of the picture shows the location of Davao Oriental State University- Main Campus and the lower left picture is the location of Faculty of Governance, Business and Management (FGBM) specifically the Department of Criminal Justice Education (CJE) which was established on 2009 under DORSU formerly known as Davao Oriental State College of Science and Technology- DOSCST.

This study was conducted in the Faculty of Governance, Business and Management (FGBM) specifically the Department of Criminal Justice Education of Davao Oriental State University- Main Campus, located in Guang-Guang, Dahican, City of Mati, Davao Oriental.

This Institution was first established as a Mati Community College (MCC) in the year 1972 administered by the local government. It was converted into Davao Oriental State College of Science and Technology in 1987 under RA 6807. It became an official State University in the year 2018 by the virtue of RA 11033 (Genotiva, 2018).

DORSU is composed of six campuses: the main campus in Mati City, the Banay-Banay Campus, the San Isidro Campus, the Baganga Campus, the Tarragona Campus, and the Cateel Campus. The university offers a wide range of undergraduate and graduate programs in various fields such as Education, Engineering, Arts and Sciences, Agriculture, Business, Governance and Tourism.

### **Research Design**

This study is quantitative research. The researchers used the descriptive method of research to determine the Factors Affecting the Academic Performances of Criminology Students in Davao Oriental State University during Post Covid-19 Pandemic. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2023).

The DORSU Criminology students are the primary focus of this analysis and interpretation. This study includes the socio demographic profile of the respondents namely their age, sex (male and female), year level (first year to fourth year) and the types of issues/factors that the respondents dealt with during the post-COVID-19 Pandemic which serve as the independent variables. While the respondents' academic performance (student attitude, attendance and performance) was consider as dependent variable.

Descriptive research, as defined by Calderon (2006), as a purposeful process of gathering, analyzing, classifying, and tabulating data about current conditions, practices, trends, and cause-and-effect relationships, followed by providing an adequate and accurate interpretation of the data, sometimes with little or no help from statistical methods. Descriptive research is research designed to provide a snapshot of the current state of affairs.

In the context of this study, this descriptive design is applicable since the researchers want to describe and find out the factors affecting the academic performances of criminology students in DORSU during post covid-19 pandemic by correlating the independent and dependent variables.

### **Source of Data**

This study will mostly rely on the primary data that will be gathered from the answered questionnaire given on the 135 officially enrolled students from the Faculty of Governance, Business and Management specifically in the Bachelor of Science in Criminology students of Davao Oriental State University-Main Campus, which there are thirty-five (35) first year, thirty-five (35) second year, thirty-five (35) third year

and thirty (30) fourth year students regarding to the factors that affects their academic performance during post pandemic situation.

On the other hand, to determine the total enrolled students in Criminology Program for 1st semester of SY 2023-2024, secondary data were asked from Criminology program Head through proper letter. The questionnaires that the researchers provided are significantly related towards the given title which is carefully check, validated, and approved by the three chosen panel members. The respondents are chosen based on the criteria, of legal of age regardless of the gender, who are currently enrolled in DORSU's BS in Criminology program, whose 1st year, 2nd year, 3rd year and 4th year regardless of their status (regular of irregular).

## Research Instrument

The researchers utilized modified adapted tools which serve as the primary data collection instrument. The researchers adapted the Survey Questionnaire on Factors Affecting Academic Performance uploaded by Jessamae Macasojot on August 23, 2020. In relation to this, the researchers modified the adapted tools. It is done since adapted and modified questionnaires are credible enough to be the tool for gathering information and data.

A rating scale called a Likert Scale is used to measure thoughts, feelings, or actions. It begins with a statement or a question and ends with five or seven response statements. The answer that best reflects how respondents feel about the statement or question is chosen. Since respondents are given a scope of potential responses, Likert Scales are perfect for catching the degree of understanding or their sentiments concerning the subject in a more nuanced way. Nonetheless, Likert Scales are inclined to reaction inclination, where respondents either concur or contradict every one of the assertions because of weariness or social attractiveness or have a propensity toward outrageous answering or other interest qualities (Bhandari, P. & Nikoloupoulou, K. 2022).

The questionnaire was divided into two parts, the first part covers the sociodemographic profile of the respondents their age, sex (male and female), year level first year, second year, third year and fourth year. On the other hand, the other part covers the factors affecting the student academic performance related questions which was composed of 20 items classified as: Student related factors, Home-related factors, School-related factors, Teacher-related factors, Student Attitude, Attendance and Performance. Each factors has subset indicators which were given corresponding rating by the respondents using a Likert Scale of four, 4 for (Always), 3 for (Often), 2 for (Rarely) and 1 for (Never).

**Table 1: Likert Scale for Factors affecting the Academic Performance**

Rating	Descriptive Equivalent	Descriptive Interpretation
4	Always	This means that the level of factors affecting academic performance of Criminology students are always manifested.
3	Often	This means that the level of factors affecting academic performance of Criminology students are often manifested.
2	Rarely	This means that the level of factors affecting academic performance of Criminology students are rarely manifested.

1	Never	This means that the level of factors affecting academic performance of Criminology students are never manifested.
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**Table 2: Likert Scale for Academic Performance**

Rating	Descriptive Equivalent	Descriptive Interpretation
4	Always	This means that the level of academic performance of Criminology students are always manifested.
3	Often	This means that the level of academic performance of Criminology students are often manifested.
2	Rarely	This means that the level of academic performance of Criminology students are rarely manifested.
1	Never	This means that the level of academic performance of Criminology students are never manifested.

To check the appropriateness and accuracy of the items in the questionnaires, knowledgeable panel members and other instructors who are capable of validating the credibility of the questionnaire are requested to validate the entire questionnaire. The validation rating sheet has points equivalent to 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Poor. The first validator gave its validated rating of the Questionnaire with a mean of 4, the second validator with a mean of 4, and the third validator with a mean of 4, the validated questionnaire garner the overall mean and score of 4 which is equal to "Very Good". Their comments, suggestions and recommendations have been incorporated into the final draft before the administration of the questionnaires. With the approval of the research adviser, research coordinator and Research Ethical Office, the questionnaires were administered to the respondents of the study.

## Criteria for Choosing the Respondents

In this study, criteria of choosing the respondents are set to provide fundamental criterion set in by the researchers. The first (1) criteria that the respondents must be a student at Davao Oriental State University main campus, second (2) must be of legal age, third (3) a criminology student in all year level regardless of the academic status (regular or irregular student), fourth (4) regardless of the sex.

## Sampling Technique

In this study the researchers used the simple-probability sampling methods under Stratified sampling which means the researchers can divide the population into mutually exclusive and exhaustive subgroups. Stratified sampling is a type of sampling method in which the total population is divided into smaller groups or strata to complete the sampling process. The strata is formed based on some common characteristics in the population data. After dividing the population into strata, the researcher randomly selects the sample proportionally (Thomas, 2022).

Moreover, according to the overall Students Count 1ST Semester, SY 2023-2024 the total population of DORSU-Bachelor of Science in Criminology are 976 officially enrolled students label as regular and irregular. It was breakdown into 231 first year, 286 second year, 271 third year and 188 fourth year



criminology students. These 976 totals enrolled of criminology students undergone to statistical treatment by the statistic using Slovin's formula yielding 135 as an overall respondent of the study. The target respondents of this study will be 135 officially enrolled students from the Faculty of Governance, Business and Management specifically the Bachelor of Science in Criminology students of Davao Oriental State University-Main Campus, 35 first year, 35 second year, 35 third year and 30 fourth year students. In the context of this study, a stratified sampling is utilized since our respondents are coming from four different year level of BS Criminology in Davao Oriental State University-Main Campus, as our responding Community.

**Table 3. Distribution of the Respondents**

YEAR LEVEL	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	TOTAL
DAVAO ORIENTAL STATE UNIVERSITY-MAIN CAMPUS CRIMINOLOGY STUDENTS	35	35	35	30	<b>135</b>

## Data Gathering

This part of the methodology explained and discuss the step-by-step process of the researchers upon gathering the primary and secondary data from their respondents and office in charge for record keeping and preservation. In gathering the data, the researchers do the following:

**STEP 1:** For formality of the study the researchers formulated a letter address to the Criminology Program Head to request permission to conduct a study within the department.

**STEP 2:** The researchers created an adoptive modified survey questionnaire which is carefully check, validated, and approved by the three chosen panel members.

**STEP 3:** Formulation of letter address to the Criminology Program Head requesting approval to express their desire to distribute questionnaires.

**STEP 4:** After receiving approval, the researchers distribute questionnaires to the respondents in accordance with the agreed time table.

**STEP 5:** Before the filling proper, the researchers explained first, the process for filling out the questionnaire. The respondents are notified once again of the confidentiality restrictions as well as their right to withdraw from the study.

**STEP 6:** After all the questions were answered, the researchers collect the materials then arrange and tabulate the results and then send it to the statistician for analysis, interpretation and consultation.

**STEP 7:** The researchers are now ready to conclude the study and furnish the copy for future reference.

## Analysis of Data

The following statistical tools were utilized to analyze the data: frequency, weighted mean and Person R. A frequency distribution describes the number of observations for each possible value of a variable. Frequency distributions are depicted using graphs and frequency tables (Turney, 2022). The weighted mean is a type of mean that is calculated by multiplying the weight (or probability) associated with a

particular event or outcome with its associated quantitative outcome and then summing all the products together (Taylor, 2022). Pearson's correlation coefficient, a measurement quantifying the strength of the association between two variables (Stewart, 2023).

In the context of the study objective 1 is addressed by the use of frequency, it is used to analyze the respondent socio-demographic profile. Moreover, weighted mean is utilized to address objective 2 which is to determine the experiences of criminology student during Post Covid-19 pandemic in terms of: Student Related Factors, School Related Factors, Home Related Factors, Teacher and Related Factors. Furthermore, Objective 3 is also utilizing weighted mean to determine how the factors affect academic performance of the criminology students in Davao Oriental State University experience during post covid-19 pandemic in terms of: Student Attitude, Attendance and Performance.

Lastly, the used of Pearson correlation is provided numerical data that shows the significant relationship of the variables that has been studied, which involves the factors affecting Students academic performance across Socio demographic profile of the respondents. The analysis of Pearson's correlation coefficient (Pearson, R) is characterized in insights as the estimation of the strength of the connection between two factors and their relationship with one another. Simply put, Pearson's correlation coefficient determines how a change in one variable affects the others (Fleetwood, 2020). In the context of this study "Pearson, R" is utilized to gather the outcomes in determining the relationship of the two variables indicated above namely: the affecting factors and the academic performance of the criminology student in DORSU-Main Campus.

**Table 4. Range of Means in terms of: Student Related Factors, School Related Factors, Home Related Factors, Teacher and Related Factors”**

Mean Value	Weight	Interpretation
3.51- 4.00	Always	This means that the level of factors affecting academic performance of Criminology students are always manifested.
2.51- 3.50	Often	This means that the level of factors affecting academic performance of Criminology students are often manifested.
1.51- 2.50	Rarely	This means that the level of factors affecting academic performance of Criminology students are rarely manifested.
1.00 - 1.50	Never	This means that the level of factors affecting academic performance of Criminology students are never manifested.

**Table 5. Range of Mean in terms of: Student Attitude, Attendance and Performance”**

Mean Value	Weight	Interpretation
3.51- 4.00	Always	This means that the level of factors affecting academic performance of Criminology students are always manifested.

2.51- 3.50	Often	This means that the level of factors affecting academic performance of Criminology students are often manifested.
1.51- 2.50	Rarely	This means that the level of factors affecting academic performance of Criminology students are rarely manifested.
1.00 - 1.50	Never	This means that the level of factors affecting academic performance of Criminology students are never manifested.

## Ethical Consideration

By adhering to the study's procedure and protocols, the researcher made sure that ethics were upheld throughout the investigation. They worked tirelessly to get participants' and school administrators' consent, guaranteeing the preservation of their rights, particularly while managing data, including but not limited to:

**Voluntary Participation.** All study participants will have the option to sign up voluntarily without suffering any negative consequences. The participants' rights to participate in the study were respected and honored after being informed of its goals and benefits.

**Privacy and Confidentiality.** The participants' personal information, as well as all data obtained for the study, were treated with the utmost privacy and discretion.

**Informed Consent Process.** The study survey is simple to understand for the participants because it is not written in complicated technical terms. It gives the general public a clear understanding of the potential benefits the school might enjoy as a result of the study. The researchers will fully approve and assist the distribution of the questionnaires. No responder will be provided a study questionnaire without first getting approval.

**Risk.** The study will never include high-risk circumstances that the organization might face regarding its economical, psychological, or physical well-being will never be included in the study.

**Benefits.** The finding of this study will be helpful to the of the criminology departments as well as the to the administrative department of the university since it will provide them a clear image of how they are going to enhance their respective learning environments to promote inclusive, productive and healthy learning experience. This results of this study might serve as one of the stepping stone to enhance the guidance and counseling program between students and educators.

**Plagiarism.** The research employed no content leading to plagiarism. The researchers used Quillbot and Grammarly for grammatical correction and paraphrasing, as well as Quilseotool as a plagiarism checker, to verify accurate grammar and lower the similarity index.

**Deceit.** The research guaranteed participants that sharing their data wouldn't cause them any harm, and it was conducted with complete honesty and without any misleading tactics to safeguard their well-being.

**Permission from organization/location.** The study used an official letter to grant set to the head of the department of the specific organizations or locations. Before collecting data on-site, the researchers diligently request for permission before approval.

**Authorship.** The researchers have appropriately cited all the literature they used as references, giving credit to their respective authors.



## Results

This chapter presents the findings and discussion of the study on factors affecting the academic performance of criminology students during Post Covid-19 Pandemic. The researchers involve 135 Criminology students officially enrolled in SY 2023-2024 within Davao Oriental State University- Main Campus.

This study highlights the significant factors prompting the criminology student academic performance in Davao Oriental State University- Main Campus during the Post COVID-19 circumstances, considering factors are student related, school related, home related and teacher related factors. These findings contribute to understanding about student's personal experiences and its impact towards its academic performance.

## Demographic Profile of Respondents

The demographic profile of the respondents was analyzed in terms of age, sex, and year level. This section aimed to provide insights into the characteristics of the sample population, which could potentially influence their academic performance during the post-COVID-19 pandemic period.

### Age

The study looked at how old the criminology students at Davao Oriental State University are. Most of the students, about 57.78%, were in the age group of 21 to 22 years old. The next largest group, around 30.37%, falls between 18 to 20 years old. A smaller portion, about 9.63%, are between 23 to 24 years old, and the smallest group, only 2.22%, are aged between 25 to 28 years old. The data of the age distribution reveals that the study primarily captured the perspectives and experiences of young adults in the university, in criminology program particularly.

**Table 6: Demographic Profile of the Respondents in terms of Age**

Age	Frequency	Percentage
18 - 20	41	30.37
21-22	78	57.78
23-24	13	9.63
25-28	3	2.22
<b>Total</b>	<b>135</b>	<b>100</b>

Students' ages also have an impact on persistence to graduation; students in the traditional student age range (18-24 years) are more likely to demonstrate persistence efforts toward degree completion because they have fewer work or family-related commitments than students in the higher age range (Lord et al, 2013). However, study of (Bahman R, et al 2021) in tells that with regards to age, existing literature has exhibited that age is an incredible indicator of accomplishment, with mature-aged students performing better than youthful students. Mature-aged students tend to achieve better grades and participate in online discussions more than youthful students. This implies that education does not have to end once an individual turns a particular age.

This diversity in ages might mean that students have different levels of maturity and experiences in life. These differences could have an effect on how well they do academically. For example, older students

might have more life experience to draw from, while younger students might have more energy and enthusiasm for learning. (Ali et al., 2013)

## Sex

This part researchers looked at the number of male and female criminology students who participated in the study to see if there were any differences in how well they were doing academically. Surprisingly, there were slightly more male students, making up 68 about 50.37% of the total population, while female students made up 67 about 49.63% out of 100 percent.

Sex	Frequency	Percentage
Male	68	50.37
Female	67	49.63
<b>Total</b>	<b>135</b>	<b>100</b>

**Table 7: Demographic Profile of the Respondents in terms of Sex**

The mere distributing of male and female student is the result of random selection of students during data gathering. These sex differences might affect how students study, participate in class, and ultimately, how well they do in their courses. For instance, different social expectations or personal preferences might influence study habits and engagement in academic activities, which could then impact overall academic performance. (Kim, E. 2017).

## Year Level

The table below will show the gathered result of the collected data from the respondents from first year, second year, third year and fourth year criminology students at Davao Oriental State University. The analysis of academic year distribution among criminology students at the university revealed a diverse landscape, with a significant proportion in their 1st, 2nd years and 3rd year comprising approximately 25.93% each. This suggests a notable influx of students in the early stages of their academic journey, potentially navigating the challenges of transitioning to university life and adjusting to rigorous coursework. While 4th year students accounted for approximately 22.22% of the respondents, indicating a smaller yet significant cohort nearing the completion of their degree. These findings underscore the varied experiences and academic preparedness among students at different stages of their educational progression within the criminology program.

**Table 8: Demographic Profile of the Respondents in terms of Year Level**

Year Level	Frequency	Percentage
First Year	35	25.93
Second Year	35	25.93
Third Year	35	25.93
Furth Year	30	22.22

<b>Total</b>	<b>135</b>	<b>100</b>
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Such diversity in year levels may influence academic performance, with students in earlier years potentially facing challenges related to adapting to college-level coursework and adjusting to new learning environments. In contrast, students in later years may have developed stronger study skills and a deeper understanding of their subject matter (Mekonnen, D. K. (2018). Understanding these is crucial for designing tailored interventions and support mechanisms to address the diverse needs of students.

Overall, the distribution of students across different academic years provides valuable insights into the academic progression and potential challenges faced by criminology students at the university. By acknowledging the varied experiences and needs of students at different stages of their academic journey, educators can implement targeted strategies to support their success.

## Experiences of Criminology Students during Post-COVID-19 Pandemic

This section delved into the experiences of criminology students during the post-COVID-19 pandemic period, focusing on student-related, school-related, home-related, and teacher-related factors. Understanding these experiences is crucial for identifying potential challenges and support mechanisms affecting academic performance.

### Student Related Factors

The analysis delved into how students adapted to remote learning amidst the challenges of the pandemic. It examined factors how student actively participate in tie discussion, coping in lessons, quizzes and activities they missed, study habits and time management skills.

**Table 9. Experiences of Criminology Student during Post Covid-19 Pandemic in terms of Student Related Factors**

<b>Student Related Factors</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1. I actively participate in tie discussion, answering and clarifying things I did not understand.	3.20	Often
2. I want to get good grades on test, quizzes, assignments and projects.	3.30	Often
3. I study the lessons I missed if I were absent from the class.	3.35	Often
4. I study harder to improve my performance when I get low grades.	3.40	Often
5. I prefer to finish my study and my assignment first before watching anything else.	3.16	Often
<b>Overall Mean</b>	<b>3.28</b>	<b>Often</b>

In this factor question 4 got the highest mean of 3.40, while question 5 got the lowest mean of 3.16 out of 4. The average response from participants indicated a notable level of adaptation, with an average score

of 3.28 out of 4, which is equivalent to Often. This means that the level of student related factors affecting academic performance of Criminology students were often manifested.

Student active participation in tie discussion will help them engage in a progressive leaning process. Their ability to cope up in the missed lessons, quiz and activities will be allow them to have a stable grade. Additionally, time management skills played a significant role in students' ability to balance coursework with other responsibilities amidst personal disruptions (Carini, R. M et al. 2006). These findings underscore the importance of addressing issues related to resource access, time management.

## School Related Factors

The study examined various factors influencing academic performance in terms of learning facilities, including internet access, library, computer laboratory, and laboratory equipment, classroom size, lighting, ventilations, tables, and chairs and the quality online learning platforms.

**Table 10. Experiences of Criminology Student during Post Covid-19 Pandemic in terms of School Related Factors**

School Related Factors	Mean	Descriptive Equivalent
1. I use the learning facilities provided by the university (library, computer laboratory, and laboratory equipment).	2.80	Often
2. I use the learning facilities in performing our course work.	3.01	Often
3. I think the facilities provided by the university meet the standards for physical requirement (classroom size, lighting, ventilations, tables, and chairs).	3.28	Often
4. I easily access the internet in the library.	2.87	Often
5. I easily access the learning material in the university.	3.07	Often
<b>Overall Mean</b>	<b>3.01</b>	<b>Often</b>

In this factor question 3 got the highest mean of 3.28, while question 1 got the lowest mean of 2.80 out of 4. The average response from participants indicated a notable level of importance attributed to these factors, averaging 3.01 out of 4 with a descriptive equivalent of often. This means that the level of school related factors affecting academic performance of Criminology students were often manifested.

Classroom climate to a certain extent has some influence on academic performance of students. The use of laboratories and specialized machines has been emphasized that students tend to understand more and recollect more when they are made to have a feel than just listening to the topic discussion (Falsario et al, 2014). These findings underscore the importance of institutions prioritizing the enhancement of these factors to support student success in their academic endeavors.

## Home Related Factors

The research delved into the home settings of criminology students, taking into account aspects like their

responsibilities at home, living conditions that are suitable for studying, the support they receive from their families, and having a quiet space where they can study without distractions.

**Table 11. Experiences of Criminology Student during Post Covid-19 Pandemic in terms of Home Related Factors**

Home Related Factors	Mean	Descriptive Equivalent
1. I am motivated by my parents to improve your studies.	3.55	Always
2. I ask guidance from elders and/or family.	3.39	Often
3. I do too many household chores.	3.21	Often
4. I get disturbed by my siblings	2.72	Often
5. My family experience financial problem.	3.26	Often
<b>Overall Mean</b>	<b>3.23</b>	<b>Often</b>

In this factor question 1 got the highest mean of 3.55, while question 4 got the lowest mean of 2.72 out of 4. The average response from participants was noteworthy, averaging 3.23 out of 4 having a descriptive equivalent of Often. This means that the level of home related factors affecting academic performance of Criminology students were often manifested.

Moreover, home has an important influence on the child's academic achievement. What the child learns at home and how his family motivates him towards education contributes to the child's success in school. Furthermore, if a child is having favorable home environment, academic achievement will be high. If a child is having unfavorable environment, it affects their academic achievement, and they get low academic achievement (Jain & Mohta, 2019). These findings indicate the importance of students place on these factors. This suggests that students value having a conducive environment at home to support their academic endeavors, which can positively impact their overall academic performance.

## Teacher Related Factors

The study looked at how teachers help students in classes, give feedback on time, get students involved, communication effectiveness between students and faculty, availability of academic support services, and fairness of academic policies and procedures, teaching strategies and meet each student's needs . It was important to see how these things affect how well students do in their studies.

In this factor question 4 got the highest mean of 3.57, while question 1 got the lowest mean of 3.30 out of 4. The students' average response was good, with most giving a score of 3.46 out of 4. This means that the level of teacher related factors affecting academic performance of Criminology students were often manifested. This shows that students understand how much teachers matter in classes.

**Table 12. Experiences of Criminology Student during Post Covid-19 Pandemic in terms of Teacher Related Factors**

Teacher Related Factors	Mean	Descriptive Equivalent
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1. My teachers have a good relationship with the student and co-teacher.	3.30	Often
2. My teachers impose proper discipline and are not lenient in following the prescribed rules.	3.41	Often
3. My teachers open to suggestion and opinion and is worthy of praise.	3.50	Always
4. My teachers have mastery of subject matter.	3.57	Always
5. My teachers show various strategies, teaching aids/devices, and techniques in presenting the lesson.	3.50	Always
<b>Overall Mean</b>	<b>3.46</b>	<b>Often</b>

It means that when teachers help, give feedback quickly, get students involved, and make sure to help each student, it helps students do better in their studies. Moreover, teachers could employ the maximum participation of students individually or collaboratively. Teachers could strive to create a conducive classroom climate to help students attain academic success. By making sure each student gets the help they need and getting everyone involved, teachers can make classes a better experience for everyone (Falsario et al, 2014).

## Overall Results for Objective Two

The objective two of this study focused on the factors affecting the academic performance of criminology student at Davao Oriental State University during Post Covid-19 Pandemic namely; student related factor, school related factor, home related factor and teacher related factor. The table below will present the sequence of factors highest to lowest mean. The data were fully based on the data collected from the respondents during the data gathering process.

**Table 13. Objective 2 Overall Results Representation**

<b>Factors Affecting Students Academic Performance</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>	<b>Interpretation</b>
Teacher Related Factors	3.46	Often	This means that the level of teacher related factors affecting academic performance of Criminology students were often manifested.
Student Related Factors	3.28	Often	This means that the level of student related factors affecting academic performance of Criminology students were often manifested.
Home Related Factors	3.23	Often	This means that the level of home related factors affecting academic performance of Criminology students were often manifested.
School Related Factors	3.01	Often	This means that the level of school related factors affecting academic

			performance of Criminology students were often manifested.
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After recording and interpreting the data being collected by the researchers, each factor has a different level of effect on the Davao Oriental State University's criminology students' academic performance. The data shows that the highest factor affecting the students is the teacher-related factor, with an overall mean of 3.46 out of 4. Next are the student-related factors, which have an overall mean of 3.28 out of 4, followed by home-related factors, which have an overall mean of 3.23. While the school-related factor ranks last among the four factors considered in objective two, having an overall mean of 3.01 out of 4. This implies that the majority of students consider teachers as their foundation for good academic performance. The teacher's way of imposing policies, effective teaching strategies, mastery of subject matter, giving feedback on time, and getting students involved in class help the student meet their learning needs (Artino, A. et al. 2016).

## Student Attitude

This study looked at how students believed in the importance of education for their future, satisfaction towards learning environment, how they feel about learning, how comfortable they were in expressing opinions and thoughts in class discussions, how motivated they were, and how well they do academically. It was expected that if students have a positive attitude towards learning and are flexible with new ways of learning, they would do better in their studies.

In this factor question 1 got the highest mean of 3.55, while question 2 got the lowest mean of 3.27. The average response from students in terms of student related factors question was significant, with an average score of 3.41 out of 4 which is equivalent to often. This means that the factors affecting the academic performance of students in terms of Student Attitude is often manifested.

**Table 14. Factors affecting academic performance in terms of Student Attitude**

Student Attitude	Mean	Descriptive Equivalent	Descriptive Interpretation
1. I believe in the importance of education for my future.	3.55	Always	This means that the factors affecting the academic performance of students in terms of is always manifested
2. I enjoy participating in extracurricular activities and events.	3.27	Often	This means that the factors affecting the academic performance of students in terms of is often manifested.
3. I am confident in my ability to achieve my academic goals.	3.43	Often	This means that the factors affecting the academic performance of students in terms of is often manifested.
4. I feel comfortable expressing my opinions and thoughts in class discussions.	3.33	Often	This means that the factors affecting the academic performance of students in terms of is often manifested.

5. I am satisfied with the overall learning environment at my school.	3.49	Often	This means that the factors affecting the academic performance of students in terms of is often manifested.
<b>Overall Mean</b>	<b>3.41</b>	<b>Often</b>	<b>This means that the factors affecting the academic performance of students in terms of Student Attitude is often manifested.</b>

These findings underline the importance of encouraging students to have a positive outlook and be open to new ways of learning, especially in their learning environment. By fostering a supportive and encouraging atmosphere, educators can help students develop the mindset needed to succeed academically. Additionally, providing resources and support to help students adapt to online learning can further enhance their academic performance. Making them believed in the importance of education for their future in devour boost their confidence to strive harder. Overall, these findings emphasize the significance of student attitudes and adaptability in achieving academic success (Jueves, 2019).

## Attendance

The study investigated the significance between regular attendance in classes, engagement in academic activities, awareness towards consequences of poor attendance, handling self-challenges in attending classes due to personal commitments and handling the feeling of being pressured.

**Table 15. Factors affecting academic performance in terms of Attendance**

Appearance / Attendance	Mean	Descriptive Equivalent	Descriptive Interpretation
1. I believe that regular attendance plays a crucial role in my academic success and overall performance.	3.56	Always	This means that the factors affecting the academic performance of students is always manifested.
2. I find it easy to attend all my scheduled classes.	3.46	Often	This means that the factors affecting the academic performance of students is often manifested.
3. I am aware of the consequences of poor attendance on my academic progress.	3.44	Often	This means that the factors affecting the academic performance of students is often manifested.
4. I feel pressure to attend classes due to strict attendance policies.	2.89	Often	This means that the factors affecting the academic performance of students is often manifested.
5. I face challenges in attending classes due to personal commitments.	3.11	Often	This means that the factors affecting the academic performance of students is often manifested.
<b>Overall Mean</b>	<b>3.29</b>	<b>Often</b>	<b>This means that the factors affecting the academic performance of students</b>

			<b>in terms of Attendance is often manifested.</b>
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It was hypothesized that consistent attendance and active participation would correlate with better academic outcomes. In this factor question 1 got the highest mean of 3.56, while question 4 got the lowest mean of 2.89. The average response from participants was notable, averaging 3.29 out of 4, where 4 is equivalent to always. The findings shows that the factors affecting the academic performance of students in terms of Attendance is often manifested.

Students that routinely miss school, colleges, and universities and fail to attend classes are considered absent. Regular attendance will improve academic performance by allowing students to submit assignments on time, increase their test results, boost their confidence, improve their remarks, increase their understanding of learning, and improve their relationships with teachers and peers (Jamil et al. 2019). This suggests students demonstrated a considerable level of attendance and engagement in academic activities, indicating a potential positive association with academic performance. Attending class regularly allow students to directly participate in classroom teaching and learning, way better to understand the teaching content which will then improve their academic capabilities, and acquire the tacit knowledge that comes from interacting with their teachers and peers in the effective classroom setting (Wei Ha et al. 2024).

These findings underscore the importance of consistent attendance and active participation in fostering students' academic success, particularly within the transformative and performance base framework of the new educational system caused by the pandemic.

## Performance

The table below will present the analysis examined the academic performance of criminology student's post-COVID-19 by reviewing indicators such as social interaction towards peers/classmates, way of feedback appreciation and active participation in class discussion and activities in terms of grades, assignment submissions, examination results.

In this factor question 2 and 3 got the highest mean of 3.56, while question 1 got the lowest mean of 2.32. The average response, approximately 3.44 out of 4 which means that the factors affecting the academic performance of students in terms of Performance is often manifested.

**Table 16. Factors affecting academic performance in terms of Performance**

Performance	Mean	Descriptive Equivalent	Descriptive Interpretation
1. I actively participate in classroom discussions and activities.	3.32	Often	This means that the factors affecting the academic performance of students is often manifested.
2. I find the teaching methods employed by instructors effective and engaging.	3.56	Always	This means that the factors affecting the academic performance of students is always manifested.

3. I believe my classmates and peers positively contribute to my learning experience.	3.56	Always	This means that the factors affecting the academic performance of students is always manifested.
4. I receive constructive feedback from teachers to improve my academic performance.	3.41	Often	This means that the factors affecting the academic performance of students is often manifested.
5. I am able to manage my time effectively to balance academic and personal commitments.	3.34	Often	This means that the factors affecting the academic performance of students is often manifested.
<b>Overall Mean</b>	<b>3.44</b>	<b>Often</b>	<b>This means that the factors affecting the academic performance of students in terms of Performance is often manifested.</b>

Effective learning outcomes are increasingly being used to assess school performance. Participation in the classroom has always been critical to ensure that students learn important lessons and progress their abilities. Students who engage in active participation broaden their knowledge, demonstrate comprehension of the course, build confidence, and apply theoretical concepts. These skills will enable students to advance in their studies and prepare for future employment (Rone et al., 2023)

This suggests that students, in general, managed to maintain satisfactory performance despite the challenges posed by the pandemic. The findings underscore the significance of providing ongoing support to students to ensure their success in adapting to remote learning environments and overcoming obstacles during challenging times.

## Overall Results for Objective Two

These table will show the representation of overall response of the respondents regarding objective three which highlighted the factors affecting the academic performance of criminology student at Davao Oriental State University during Post Covid-19 Pandemic in terms of student attitude, attendance and performance.

**Table 17. Objective 3 Overall Results Representation**

Factors Affecting Students Academic Performance	Mean	Descriptive Equivalent	Interpretation
Performance	3.44	Often	This means that the factors affecting the academic performance of students in terms of Performance is often manifested.
Student Attitude	3.41	Often	This means that the factors affecting the academic performance of students in terms of Attitude is often manifested.
Attendance	3.29	Often	This means that the factors affecting the academic performance of students



			in terms of attendance is often manifested.
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After recording and interpreting the data being collected by the researchers, the factor affecting the criminology student academic performance at Davao Oriental State University's shows different level. The data shows that the performance have the highest mean with an overall mean of 3.44 out of 4, followed by Student Attitude, which have an overall mean of 3.41 out of 4. While the Attendance ranks last among the three indicators considered in objective three, having an overall mean of 3.29 out of 4.

This implies that most students consider performance and participation in class discussion, activities and task helpful towards their good foundation in achieving academic success. Encouraging student participation in the classroom has always been essential to helping them advance their skills and acquire valuable lessons. Active participants get more information, show that they understand the material, become more self-assured, and apply theoretical ideas. Students will be able to progress in their education and get ready for the workforce with these abilities Carini, R. et al. (2006).

## Factors Affecting the Student Academic Performance and their Socio Demographic Profile.

This section investigated the relationship between students' academic performance and their socio-demographic profile, including age, sex, and year level. The analysis aimed to unearth any notable correlations or disparities in academic achievement based on demographic characteristics. The table below will show that multiple variables exhibited high correlations, while others showed low correlations.

**Table 18. Correlation between the factors affecting the students' academic performance and their Socio demographic profile.**

Correlations									
		Age	Sex	Year Level	Q31	Q32	Q33	Q34	Q35
Age	Pearson Correlation	1	-.026	.785*	.049	-.011	-.030	.031	-.124
	Sig. (2-tailed)		.762	.000	.569	.898	.732	.724	.151
	N	135	135	135	135	135	135	135	135
Sex	Pearson Correlation	-.026	1	.008	.108	.044	-.052	-.179*	-.055
	Sig. (2-tailed)	.762		.925	.212	.612	.546	.038	.530
	N	135	135	135	135	135	135	135	135
Year Level	Pearson Correlation	.785**	.008	1	-.070	-.017	.028	-.029	-.093
	Sig. (2-tailed)	.000	.925		.423	.844	.745	.739	.282
	N	135	135	135	135	135	135	135	135

Age displayed a substantial correlation with sex, with an outstanding sig. (2-tailed) value of 0.762, but demonstrated no correlation with year level at 0.00. Additionally, age was highly correlated with questions 31-34, with sig. (2-tailed) values of 0.569, 0.898, 0.732, and 0.724 respectively, whereas question number 35 exhibited a low correlation with age at only 0.151.

Age displayed a substantial correlation with sex, with an outstanding sig. (2-tailed) value of 0.762, but demonstrated no correlation with year level at 0.00. Additionally, age was highly correlated with questions 31-34, with sig. (2-tailed) values of 0.569, 0.898, 0.732, and 0.724 respectively, whereas question number 35 exhibited a low correlation with age at only 0.151.

Similarly, sex displayed high correlations with both age and year level, with sig. (2-tailed) values of 0.925. It also exhibited strong correlations with questions 32, 33, and 35 at 0.612, 0.546, and 0.530 respectively, but had low correlations with questions 31 and 34 at only 0.212 and 0.038.

On the other hand, year level demonstrated high correlations with questions 32, 33, and 34 at 0.844, 0.745, and 0.739 respectively, but exhibited low correlations with questions 31 and 35 at only 0.423 and 0.282. These findings underscore the intricate relationship between socio-demographic factors and academic performance, emphasizing the need for further exploration to grasp the underlying dynamics influencing student achievement.

The findings of this study provide valuable insights into the factors influencing the academic performance of criminology students at Davao Oriental State University during the post-COVID-19 pandemic period. Cognitive development and maturity which are associated with age are necessary for worthwhile performance of students. Age of the individual, as it increases, usually affects the various developmental changes. It also affects every area of human performance (Okoh, 2010). Sex that is, either male or female relates to age and year level of the students dispositions and perception toward life and academic activities. The difference in year level as it affects students and academic performance is inconclusive (Buadi, 2015). Understanding these factors is crucial for developing targeted interventions and support strategies to enhance student success in the evolving educational landscape. Further research and interventions tailored to address the identified challenges and leverage the strengths of criminology students.

## Significant Relationship discussion

The table below presents the results of significance testing for various predictor variables that potentially influence the academic performance of criminology students at Davao Oriental State University. The key independent variables assessed include student-related factors, home-related factors, teacher-related factors, school-related factors, appearance/attendance, and student attitude.

**Table 19. Significance Testing Table for Predictor Variables**

Independent Variable	t-value	p-value	Significant Level	Null Hypothesis Decision	Significance relationship
Student Related Factors	0.911	0.025	$p < 0.05$	Reject	Significant
Home Related Factors	2.85	0.002	$p < 0.01$	Reject	Highly significant
Teacher Related Factor	2.267	0.02	$p < 0.05$	Reject	Significant

School Related Factors	1.851	0.025	$p < 0.05$	Reject	Significant
Appearance/ Attendance	4.062	0.05	$p < 0.08$	Reject	Highly significant
Student Attitude	1.548	0.025	$p < 0.05$	Reject	significant

As for the Student Related Factors, with a t-value of 0.911 and a p-value of 0.025, these factors are statistically significant at the 0.05 level, leading to the rejection of the null hypothesis. This indicates a significant impact on academic performance (Mohanraj, 2021) identified gender, race/ethnicity, parental education, lunch type, and test preparation as potential influencers.

Home Related Factors, these have a t-value of 2.85 and a p-value of 0.002, making them highly significant at the 0.01 level. The null hypothesis is rejected, highlighting the critical influence of home environment on student performance. (García, 2018) identified access to informal education resources and parents' employment as key factors, with children of working parents performing best. In addition, Ginsburg (1993) highlighted the role of parental reactions to grades and family style, with autonomy-supporting styles and positive reactions linked to higher academic performance.

Teacher Related Factor, with a t-value of 2.267 and a p-value of 0.02, these factors are significant at the 0.05 level. The null hypothesis is rejected, showing that teacher-related factors significantly affect academic outcomes. Kanya (2021) found that school principal leadership, organizational culture, and teacher competence all play a significant role in teacher performance.

School Related Factors, These factors have a t-value of 1.851 and a p-value of 0.025, making them significant at the 0.05 level. The null hypothesis is rejected, indicating that school-related factors play a significant role in student performance. Earthman (2002) highlighted the importance of school facilities, particularly comfortable temperature and noise levels, and the negative impact of overcrowding.

Student Attitude, with a t-value of 1.548 and a p-value of 0.025, this factor is significant at the 0.05 level. The null hypothesis is rejected, showing that student attitude significantly affects academic performance. Getaneh (2020) found that educational attitude and lifestyle, including self-concept, emotional state, and goal orientation, are key predictors of academic performance among undergraduate students.

All the independent variables exhibit significant relationship, indicating that they have substantial and genuine effects on the dependent variable, 'Performance.' This suggests that each independent variable plays a crucial role in influencing performance outcomes of the students, reinforcing the importance of considering these factors in any related analysis or decision-making process.

## Discussion

This study investigated the factors influencing the academic performance of criminology students at Davao Oriental State University's Main Campus during the post-COVID-19 pandemic period. Our analysis revealed a diverse demographic profile among respondents, reflecting the inclusive nature of the criminology program at DORSU. Students reported various challenges related to adapting to online learning, accessing resources, managing responsibilities at home, and engaging with faculty. Despite these obstacles, positive student attitudes, regular attendance, and access to resources were associated with better academic performance.

The findings of this study provide valuable insights into the complexities of students' experiences and the multifaceted nature of obstacles they face in the post-pandemic academic landscape. Understanding these factors is crucial for developing targeted interventions and support strategies to enhance student success. The role of support systems, both within the institution and at home, emerged as crucial determinants of student success, highlighting the importance of fostering a supportive learning environment. Further research and interventions tailored to address the identified challenges and leverage the strengths of criminology students are recommended to promote academic excellence and student well-being in the post-pandemic era.

## **Conclusion**

To conclude, this study has extensively explored the factors affecting the academic performance of criminology students at Davao Oriental State University during the post-COVID-19 pandemic and its relationship towards their socio-demographic profile. Through a meticulous analysis, notable correlations and disparities in academic achievement based on demographic characteristics such as age, sex, and year level have been unveiled. The study is based on Herbert J. Walberg's educational productivity theory. Walberg's theory addresses the factors on learning that impact a student's academic success.

Age showed significant associations with sex but no correlation with year level. Furthermore, different questions on students' experiences showed varying degrees of correlation with age, offering light on the complexities of the relationship. Similarly, sex showed strong relationships with both age and year level, emphasizing the interdependence of socio-demographic factors in affecting educational results. Year level has shown significant relationships with specific questions about students' experiences, highlighting the impact of academic progression on numerous elements of student life. These variables have particular consequences that may cause problems with student's academic achievement if they are not appropriately guided. Giving weight to a certain characteristic can have a significant impact on a student's academic performance McGrew (2008).

Moreover, in terms of the listed factors affecting the academic performance of criminology student of Davao Oriental State University during post covid-19 pandemic, the study reveals that teacher-related factors are considered the most crucial for a criminology student's academic performance post-COVID-19, while school-related factors like learning facilities, proximity, environment conditions, and physical features are considered the least important. These factors significantly impact the student's academic performance. Walberg conclusions resonate with findings from other fields which grew the observation that certain children overcame and attain high levels of achievement, motivation, and performance depends on self-structure, support system, environment structure (Gutman, Sameroff & Eccles, 2002). Support systems, both institutionally and at home, play a crucial role in determining student success, emphasizing the necessity of creating a supportive learning environment.

Correspondingly, the study reveals that factors affecting academic performance include attitude, attendance, and performance. It emphasizes that individual responses towards education, engagement in extracurricular activities, confidence, and awareness of consequences, active participation, interpersonal relationships, and capacity to adopt feedback, and time management significantly impact the outcomes of students' actions. Based on the large-scale implementation of asocial-emotional learning (SEL) program, that students who became more self-aware and confident regarding their learning abilities, who were more motivated, who set learning goals, and who were organized in their approach to work performed better in school (McGrew (2008)..

The results from the collected data shows a significant relationship of the variables leading to the rejection of the null hypothesis but suggesting for further study to grasp the factors being excluded in the study scope and delimitation.

Overall, the insights gleaned from this study offer valuable guidance for the development of targeted interventions and support strategies aimed at enhancing the academic success and well-being of criminology students at Davao Oriental State University and beyond. Moreover, these findings necessitating further exploration, continued research and interventions to fully comprehend the underlying dynamics influencing student achievement.

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