

Factors Affecting the Academic Performance Among Criminology Students in Siit A.Y 2025-2026

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ABSTRACT

This study investigate the factors that influence the academic performance of third-year criminology students at the Siargao Island Institute of Technology during the academic year 2025-2026. The study primarily looked at the effects of family status, technology use in school, financial support, and teacher-student interaction on students' academic progress. A descriptive-quantitative research design was used, with 127 third-year criminology respondents selected using convenience sampling. Data were gathered using a verified researcher-created questionnaire and analyzed using frequency count, percentage distribution, weighted mean, and standard deviation. The Mann-Whitney U test and Kruskal-Wallis test were used to assess the significance of the identified factors in connection to academic outcomes. The study found that financial support and teacher-student connection had the greatest impact on academic performance, with students saying that good instructor engagement and consistent money immediately improved their focus and drive. Technology use was identified as a moderate support factor, although family status had varied effects depending on parental participation and household stability. Furthermore, there were no significant variations in the effects of these characteristics when respondents were classified by gender and age. The study suggests that academic success in the Criminology program is the result of both institutional support and external socioeconomic stability, emphasizing the importance of improved student-teacher relationships and scholarship programs to assure high-quality graduates.

The results revealed that financial support and family status were perceived as the most influential factors affecting academic performance, and statistical analysis showed a significant difference in the perceived effects of the identified factors ($\chi^2 = 39.7$, $df = 3$, $p < 0.001$). No significant differences were found when respondents were grouped according to age and family income; however, significant differences were observed between male and female students in terms of family status, financial support, and teacher-student interaction ($p < 0.05$), while technology used in school showed no significant difference. These findings indicate that academic performance among criminology students is significantly shaped by financial stability and family-related support, highlighting the importance of strengthening scholarship programs, financial assistance initiatives, and supportive institutional practices to enhance students' academic success.

Keywords: academic performance, criminology students, teacher-student interaction, financial support, technology use.

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Students are considered the most valuable resource of any nation, as they will become the future leaders and workforce who contribute to social and economic development. Academic performance plays a crucial role in shaping these students into competent graduates, ready to meet the demands of future employment and nation-building. As Minnesota (2020) emphasized, “higher education performance is determined by graduate students’ academic performance.”

Academic performance is defined as a student’s ability to complete academic tasks, and it is assessed using objective criteria such as final course grades and grading point average (Anthonysamy et al., 2020). For any nation or country, its most valuable resource is its students. Because higher education quality has a direct impact on the nation's social and economic development. Moreover, students' academic performance and the quality of higher education are directly correlated. Many studies take into account students' academic performance. The performance of the students is one of the most difficult factors in many literary works because it influences their academic, social, psychological, economic, and cohesiveness of the environment.

The current study's significance stems from the significance of the academic performance as the foundation of the educational process (Rasto et al., 2021). However, there are numerous interrelated factors at Siargao Island Institute of Technology that can affect students' academic performance. These can be categorized into several factors including the family status, financial support, teacher-student interaction, and technology used. To promote students' achievement, parents and teachers must have a thorough understanding of these factors. According to earlier empirical research, a wide range of factors influence the academic performance of students (Aidoo et al., 2024).

Theoretical and Conceptual Framework of the Study

This study is anchored on Bronfenbrenner's Bio-Ecological Systems Theory, which has been extensively used in education research in recent years (2020-2025). The theory highlights that a learner's academic achievement is influenced by a variety of environmental systems, including family, school, peers, and community (Rosa and Tudge, 2019). This suggests that criminology students' performance is influenced not just by their own ability, but also by family problems, financial circumstances, teacher-student interactions, and access to technology. These elements interact with one another, influencing learning outcomes either directly or indirectly.

Bandura's Social Cognitive Theory is popular in higher education research (Klassen & Usher, 2022). The idea emphasizes the impact of self-efficacy and social context in determining academic performance. Students who have high self-belief and positive reinforcement from professors and classmates are more likely to stay involved in their studies, whereas those who lack support or have limited resources may achieve less.

Furthermore, Tinto's Student Integration Model is still important in current research on student retention and success (Rizvi, 2023). It highlights that students who feel intellectually and socially integrated into their institution are more likely to stick with it and thrive. Financial constraints, family commitments, or limited access to technical resources can all disrupt academic integration for criminology students,³ reducing engagement and negatively impacting performance.

As a result, the theoretical basis of this study reveals that criminology students' academic performance is influenced by a variety of interconnected personal, societal, and institutional elements. Recognizing these effects can assist in developing ways to help SIIT students succeed.

The first box, implies the profile of the respondents in terms of age, sex, civil status, and family monthly income.

While the second box, bears the variables considered as factors affecting the academic performance of criminology students in the A.Y 2025-2026, which include family status, financial status, teacher-student interaction, and technology used.

Lastly the third box, presents the Recommendation to be proposed by the study, designed to address the identified factors and enhance the academic performance of criminology students in SIIT.

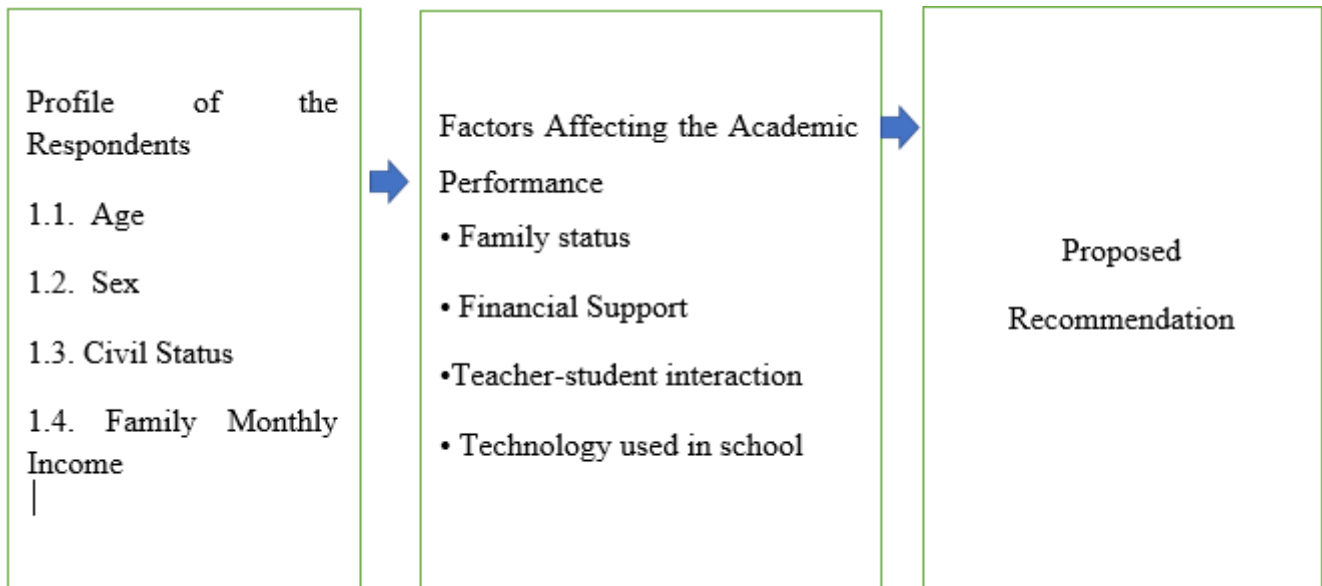


Figure 1 Schematic Diagram of the Study

Statement of the Problem

This research study assessed the factors affecting the academic performance of criminology students at the Siargao Island Institute of Technology (SIIT) during the academic year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. Age
 - b. Sex
 - c. Civil Status
 - d. Family Monthly Income
2. What are the effects of the following factors on the academic performance of students at SIIT:
 - a. Family status
 - b. Financial Support
 - c. Teacher-student interaction
 - d. Technology used in school
3. Is there a significant degree of difference between the effect of identified factors and the academic performance of the students?
4. Is there a significant difference on the factors affecting academic performance of the student when grouped accordingly to the profiled variables?

5. What remedial measures can be proposed to improve the academic performance of the criminology students at SIIT?

Hypothesis

At the 0.05 level of significance, it is hypothesized that:

Ho1: There is no significant relationship between the identified factors (Family Problems, Financial Support, Teacher-student interaction, and Technology used) and the academic performance of students at the Siargao Island Institute of Technology.

Ho2: There is a significant difference on the factors affecting the performance of the criminology students when grouped according to the profiled variables.

Significance of the Study

This study's finding will further reveal the factors affecting the academic performance among third year criminology students in Siargao Island Institute of Technology. The results would be crucial in determining what activities or action plan would be best to raise the students' academic performance levels and it is beneficial to the following:

Teachers - will find it useful in identifying the elements that affect students' academic performance and in deciding on a plan of action to improve that performance.

Parents - will find it useful in assessing their children's growth and identifying the support they need to improve their academic performance.

Students - will benefit from this research. They will use this as a reference and guide for their next research on the subject.

School – This will assist the school in determining the best plan of action to pursue for the benefit of their students and what assistance to provide in terms of academic development to their respective learners.

The researcher believes that the school Administration, teachers, parents, and students will be benefited from the findings of this study since the study provide them a better understanding of the factors affecting the students' academic performance.

Scope and Limitation of the Study

This study focuses on the factors affecting the academic performance of third-year Criminology students at Siargao Island Institute of Technology (SIIT) during the Academic Year 2025–2026. The study examines factors such as family status, financial support, teacher-student interaction, and technology used in learning. It does not include students who drop out, transfer, or are not actively attending classes, and the findings reflect only the perceptions and experiences of the third-year Criminology students, which may not represent students from other programs or year levels.

Definition of Terms

For better understanding of this study the following terms are defined in the context of this research.

Academic Performance: This refers to a student's academic achievement. Typically, grades, test results, participation in class, and meeting academic requirements are used to evaluate it. Academic Performance demonstrates a student's level of growth and learning.

Family Status: This refers to difficulties or status that arise in the family, like parent-child miscommunication, a lack of support, or divorce. A student's emotions, concentration, and academic performance may all be impacted by these issues.

Financial Support: This refers to the funds or financial assistance that a student receives from parents, family members, scholarships, or other sources in order to assist with paying for educational costs such as tuition, supplies, and transportation.

Student-Teacher Interaction: This describes how students and teachers interact and collaborate in the classroom. Students who engage in positive interactions feel more supported, learn more actively, and comprehend lessons more fully.

Technology used in School: In this study, technology is defined as the devices that students use to study, complete homework, conduct research, and enhance their learning, such as computers, smartphones, and the internet.

CHAPTER II

REVIEW OF RELATED LITERATURE

Academic performance is commonly measured by students' intellectual development, skill acquisition, and preparedness to use newly acquired knowledge in practical settings. Excellent academic performance is crucial for criminology students to develop the critical thinking, moral judgment, and practical skills needed for future positions in public safety and law enforcement, in addition to mastering theoretical frameworks in criminal justice (Delos Santos & Rivera, 2024). Numerous interconnected elements, such as individual circumstances, socioeconomic situations, institutional resources, and technology effects, all have an impact on academic success in higher education (Tibayan & Salazar, 2023).

The goal of educational research has long been to comprehend the factors that influence the academic performance of students. According to Gu, Huang, and Zeng (2024), students' motivation and engagement in the classroom are directly impacted by personal and family-related aspects such as parental involvement, the home learning environment, and emotional well-being. Similarly, financial limitations can raise stress levels and restrict students' access to learning materials, which might impact their focus and study habits (Manalo & Soriano, 2023). Effective communication, mentoring, and classroom involvement have been demonstrated to have a major impact on academic achievement, making teacher-student relationships even more important (Fernandez et al., 2024). Furthermore, although technology presents chances for creative education, excessive or uncontrolled use could affect concentration and result in academic decline¹⁰ (Villanueva & Cruz, 2023).

It is crucial to look at the several elements that affect students' performance in criminology because of the particular requirements of the subject, which require that theoretical understanding be combined with real-world application. The results of recent studies are compiled in this Review of Related Literature in order to identify and evaluate the main factors, specifically, family status, financial support, teacher-student interaction, and technology use, that could have an impact on criminology students' academic achievement in the 2025–2026 academic year.

Factors that Affect the Academic Performance of the Criminology Students

Family Status. Delgado (2020) asserts that "this transformation limits to the members of the family group achieving an integral development as a biopsychosocial entity." Pérez (2019) notes that "relationships between family members occur with authoritarianism and fear, highlighting the absence of affection and tolerance between them" (p. 5). Family problems is another issue that affects the academic performance of the educated and has an impact.

As stated by Zambrano (2020), "from birth, the preparation of the individual begins in different aspects: ability to give affection, tolerance, relationship with society, economic factor, availability of time, values, culture, religion, among others, therefore the home is the first school where children are formed" (p. 3). Therefore, the family is the fundamental foundation of a society, and its characteristics of coexistence, resilience, culture, and economic sustainability allow them to define their behavioral and educational

features that help them meet the basic needs for each of its members on relationships between individuals,¹¹ particularly children, girls, and adolescents.

Children's academic performance, character traits, and the manifestation of psychological modeling functions are all impacted by the family environment, which is the culmination of physical and psychological circumstances that shape an individual's personality and behavior. Family relationships and parent-child interaction are among its crucial elements (Krauss et al., 2020). High socioeconomic level parents will spend more time, energy, and support to their children's education, and their academic performance will improve (Poon, 2020).

On the other hand, some parents are unwilling to fulfill their children's needs, which results in poor academic performance. "Each person is responsible for providing family support; however, the help that parents provide to their children with high and low academic performance varies according to the interest that each parent has for their children," according to the research notes. Academic performance will be improved by appropriate psychological therapies, according to psychologist Gallegos (2021). Nevertheless, other aspects of well-being, such as collaboration with the family center, are required. Unfortunately, even though the home environment and qualifications are strongly related, institutions do¹² not place the required emphasis on it.

Financial Support. Students' academic achievement is significantly influenced by their financial situation. Since financial difficulties can lead to a variety of other challenges, including health and academic performance, they are a major problem that need attention. According to Dang and Bulus (2019), as education is an expensive social service, students who receive insufficient financial support will find it difficult to improve their academic performance. Research has discovered a number of financial problems, such as excessive hoarding, obsessive financial dependency on others, workaholics, habitual gamblers, purchasing disorders, and financial adultery and monetary entanglements. Institutions of higher learning, including universities, colleges, and private the number of students at universities is enormous and according to (Hirschmann, 2021). Most of them come from low-income families. families. In addition to their financial difficulties, the students' family do not provide them with any help. funding for their educational endeavours.

Students are consequently compelled to make difficult decisions regarding whether to purchase food or other necessities using their money. People with health issues are forced to make tough choices that influence their monetary circumstances (Perman, 2020). Students suffer since they don't have the money monetary to pay for the growing cost of life. Financial difficulties are a prevalent issue among college students. pupils, and they may have a detrimental effect on their academic achievement. As They divide their time between academic and money concerns, and this financial anxiety could impair their academic performance. accomplishment. Family wealth may therefore serve as a source of motivation and inspiration for students to succeed. Some families cover around half of their monthly costs, while students earn roughly one-third, with the remainder coming from outside sources. Getting extra money to pay for school.

The academic achievement of students might also be impacted by expenses (Barteková, 2020). Typically, the economic status has a detrimental impact on academic performance, particularly for minority students. Insufficient financial assistance for students in need has been linked to a number of detrimental consequences. such as poorer scholastic achievement, trouble adjusting to social situations, and weakened mental and physical health. Additionally, financial stress can show itself in a number of ways, including poor academic performance and absenteeism accomplishment, as well as leaving college (Abdallah et al.,

2022). In certain instances, the expenses of maintaining a Students who attend universities may experience financial anxiety at higher rates than those who do not instances (Bennett, 2021). Studies have shown that pupils who have financial difficulties perform less intellectually and think that the school community isn't as supportive.

Teacher-student interaction. A teacher, often known as an educationalist, is a person who helps students acquire skills, values, or information (Brophy, 2020). Any individual or learner who is enrolled in an educational institution is considered a student. According to Brophy (2019), a student is a person who is directly supervised by an instructor. Throughout the course of a year, students spend an average of six hours a day with their professors. Thus, it is not surprising at all that academic have such a vast amount of influence over their students. This influence will have a significant impact on the learning environment, which will affect the motivation and accomplishments of the students (Boynton, 2019).

Positive teacher-student interactions are essential for creating a stimulating and encouraging learning environment, which has a direct impact on academic achievement (Brown and Davis, 2023). Students are more inclined to participate and do well academically when instructors respect them, give timely feedback, and demonstrate empathy. In a similar vein, Garcia and Torres (2024) highlighted how collaborative partnerships and open communication between students and teachers boost classroom engagement, build trust, and improve learning results. This is consistent with the findings of Li et al. (2024), who found that students who had good, strong ties with their instructors were more engaged and accomplished¹⁴ academically than those who had poorer relationships.

Teachers must realize that students in many schools come from diverse origins and cultures, and that each student should be treated with respect because their needs are distinct. In order to give students the learning opportunities and incentive they require to succeed in both academic and life courses, teachers must build strong relationships with their students. Therefore, before entering the actual world, aspiring educators must be exposed to such knowledge and preparations. Higher student motivation is the outcome of improved communication and intimacy between teachers and students, according to research conducted abroad.

As a result, this study explores how pre-service teachers perceive the elements of the teacher-student interaction that influence students' motivation and academic achievement in the classroom. A student's academic achievement and general well-being can be severely hampered by unfavourable interactions between teachers and students. A student's capacity to learn and perform well in the classroom may be impacted by these interactions, which may result in diminished motivation, disengagement, and even emotional discomfort.

Technology used in School. Recent research indicates that technology has developed into an effective teaching tool as well as a possible cause of student distraction. Digital tools like online libraries, interactive learning platforms, and communication applications can help students stay focused in class and increase their understanding when utilized appropriately, according to Alabdulkareem (2024). Additionally, these tools facilitate access to up-to-date information and collaboration with peers. However, Günüç and Kuzu (2023) discovered that excessive time spent on non-academic pursuits, such as gaming or scrolling through social media, can result in poor time management, diminished focus, and¹⁵ worse scores.

Digital technology's explosive growth has fundamentally changed how students approach their academic work. Although social media, video games, and cellphones may have positive educational effects, there are worries that they may also have negative consequences on students' academic achievement. Studies

on this subject have shown conflicting results; some have shown detrimental effects on learning outcomes, while others have suggested possible benefits in specific circumstances. Numerous studies have examined the connections between social media usage (SMU), video games (VGs), smartphone addiction (SA), and academic performance (AP), but the results are still mixed and occasionally debatable. The majority of research points to a negative correlation between these digital habits and academic performance (Yang et al., 2022).

Despite being known by various names, including problematic social media usage, social media disorder, or social media addiction (Sun and Zhang, 2024), social media use (SMU) has not yet been recognized as a behavioral addiction. Nonetheless, it is commonly recognized as the ability to regulate one's use of social media, which results in problems in a number of aspects of day-to-day functioning, especially academic performance (Andreassen and Pallesen, 2019). Teenagers and young adults now frequently worry about SMU (Swain and Pati, 2021), which has led to a lot of study focused on figuring out how big the issue is (Cheng et al., 2021). The literature contains a variety of definitions and evaluations of the SMU idea (Sun and Zhang, 2022).

Social media has a widespread influence on students while they participate in academic activities, which has advantages as well as disadvantages (Alenezi and Brinthaup, 2022). Problematic social media usage, social media disorder, and social media addiction are some names for social media use (SMU) (Sun and Zhang, 2020). On the other hand, compulsive and persistent gaming activity that seriously affects social, intellectual, and personal functioning is the feature of problematic gaming, often known as gaming addiction or gaming disorder (World Health Organization, 2020). According to Tang and Hew's (2024) research, technology functions best when it facilitates active learning and is directed by specific academic objectives. Without the framework, students frequently become distracted, which impairs their performance as a whole.

Synthesis of the Review

Student academic performance is a crucial indicator of how effectively educational institutions are fulfilling their mission worldwide. Schools and universities place high importance on academic outcomes, as these not only reflect the quality of education provided but also directly influence the institution's reputation (Alsalman et al., 2019). Academic performance is considered the core around which the entire educational system revolves (Rono, 2019). As Narad and Abdullah (2020) argue, the success or failure of academic institutions largely depends on the performance of their students.

Therefore, it's emphasize how important is that students' intellectual growth, skill acquisition, and readiness to apply newly learn material in real-world situations that are frequently used to measure academic achievement. For third year criminology students to acquire the critical thinking, moral judgement, and practical skills that are necessary for future roles in public safety and law enforcement, they must perform exceptionally well academically. And the primary factors influencing students' academic performance are family issues, financial support, teacher-student interactions, and technology use.

CHAPTER III METHODOLOGY

The research design, instruments, respondent, data gathering, and data analysis of the study are presented in this chapter.

Research Design

This research study used a quantitative approach employing the descriptive survey research design, which involved gathering conditions, this primarily aim is to determining the factors affecting of academic performance among third year criminology students of Siargao Island Institute of Technology A.Y. 2025-2026. According to MacCombes (2019), a descriptive research design can use a wide range of quantitative and qualitative approaches to study one or more variables. This form of research aims detailed and accurate picture of the traits and behaviors of a specific community or subject. Descriptive research allows researchers to obtain a more in-depth understanding of a given subject and provides significant insights that may be used to influence future investigations.

Respondents

This study will identify the factors affecting the academic performance among the third-year criminology students at Siargao Island Institute of Technology. The 128 respondents for this survey were chosen using convenience sampling the respondents must be enrolled during the first semester of the academic year 2025-2026. This study were used the parameters that are connected to students and schools. Respondents of 127 with 100 males and 27 females, constituting 100% of the total sample population respondents. The researcher will use Slovin’s formula to determine the appropriate number of respondents from the total population of third-year Criminology students at Siargao Island Institute of Technology.

Table 1 – Distribution of the Respondents of the Study

Third Year Criminology Students A.Y. 2025-2026

Sex	Number	Percentage
Male	100	78.74%
Female	27	21.26%
Total	127	100%

Research Locale Environment



This study will take place at the Siargao Island Institute of Technology, which is located in Barangay 12 of Dapa, Surigao del Norte, Philippines. Siargao Island Institute of Technology serves students from all around the island and offers a variety of academic programs. As a result, the Siargao Island Institute of

Technology is an ideal location for our research. Because it accommodates a diverse student group and has the necessary resources for technology-based training. The study execution at Siargao Island Institute of Technology is important since it helps students enhance their academic performance and supports the institution's commitment to modern methods of instruction.

Instrument

To collect quantitative data, this study will use a questionnaire created by the researchers and validated by the research adviser. The questionnaire were divided into three parts. Part I includes the respondents' demographics, such as age, sex, civil status, and family monthly income. Part II will focus on the factors affecting criminology students' academic performance, including family status, financial support, teacher-student interaction, and technology used.

Below is the likert scale parameter which were used in the survey rating, which will serve as the basis in interpreting the responses of the students.

Scale	Parameter	Verbal Interpretation	Quantitative Description
4	3.25-4.00	Strongly Agree (SA)	Highly Affected
3	2.50-3.24	Agree (A)	Affected
2	1.75-2.49	Disagree (D)	Slightly Affected
1	1.0-1.74	Strongly Disagree (SD)	Not Affected

Parameters were used in determining the Factors Affecting the Academic Performance Among Criminology Students of Siargao Island Institute of Technology, A.Y. 2025–2026.

Data Gathering Procedures

To gather data for this study, the researchers will undertake the following steps. A formal letter address to the Dean of Criminal Justice Education at Siargao Island Institute of technology, seeking permission to conduct the study. Before distributing the questionnaire, the researchers clearly explain the guidelines for answering the survey to ensure accurate responses. Used of convenience method technique, This technique will be used to efficiently collect data from readily available from the respondents. To ensure reliable conclusions, researchers, with the help of a statistician, will be recorded, sorted, tallied, and tabulated the survey data. This structured process helped minimize potential biases and provided a basis for creating practical strategies.

Data Analysis

The data gathered from the respondents will be managed, organized, and analyzed using the following statistical tools:

Frequency Count and Percentage Distribution. This will be utilized to determine and present the respondents' profiles in terms of age, sex, civil status, and family monthly income.

Mean and Standard Deviation. These will be used to characterize and understand students' responses to issues influencing academic performance, such as family status, financial support, teacher-student interaction, and technology used. The likert scale description will serve as the foundation for the interpretation.

ANOVA (Analysis of Variance). This tool were used to examine if there are significant differences in the factors affecting academic performance among respondents categorized by age, civil status, and family

monthly income.

Chi-Square Test. This were used to determine whether there is an important relationship between selected profile variables and academic performance.

Cronbach Alpha. This were used to determine the internal consistency and reliability of the survey questionnaire used to collect the data.

Chi-Square of Equal Probability. To examine the pattern of respondents' responses or opinions about the stated factors.

Coefficient of Correlation. This were used to examine the extent to which the particular factors (family status, financial support, teacher-student interaction, and technology used) influence criminology students' academic performance.

T-Test of Significance. To determine whether there is a significant difference in respondents' perceptions when divided into two categories (e.g., male vs. female).

The use of these statistical tools ensures that the data is accurately processed, providing valid and reliable study results.

Ethical Considerations of the Study

In observance and support to the Data Privacy Law of the Philippines, the researcher will make efforts to keep the respondents' identity and information confidential. The researcher ensured all not to be placed in situations where they might be of risk of harm as a result of their participation. Rest assured that integrity were valued to protect the privacy of the respondents.

Risk-based Assessment. The researcher assessed the risk and benefits involved in the conduct of the study in the protection of the interest of the respondents. One risk identified is the issue on disclosure of confidential information of the respondents. On the other hand, the output of the study would be more beneficial to the respondents and to the school. Output is on training plan for institutionalization. Furthermore, awareness on relevant concerns would help them improve the current processes or inclusion. Content, Comprehension, and Documentation of the Informed Consent. It is apparent that safeguarding the rights of the respondents in this study will be given utmost importance. Their participation will be voluntary.

Authorization to Access Private Information. Private information is authorized from the respondents through the online form. This will signify the responsibility of the researcher to safeguard the private information upon the disclosure to the researcher. It is known to the researcher and the respondents that there may be potential damage or risks to confidential information that may arise.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study. The presentation are based on how the problem is arranged and stated in chapter one.

I. Profile of the respondents

Table 1.1. Frequencies of Age			
Age	Counts	% of Total	Cumulative %
20 years old	55	43.3%	43.3%
21 years old	43	33.9%	77.2%

Table 1.1. Frequencies of Age			
Age	Counts	% of Total	Cumulative %
23 years old	27	21.3%	98.4%
24 years old	2	1.6%	100.0%

Table 1.1 presents the distribution of respondents according to their age. Among the students, 55 individuals, representing 43.3% of the total respondents, were 20 years old. This indicates that almost half of the students belong to this age group, suggesting that the majority were following a typical academic progression for their year level. The second largest group are 21-year-old students, numbering 43 or 33.9% of the respondents, which shows that a substantial portion of students are slightly older than the majority group.

Additionally, 27 students (21.3%) are 23 years old, and only 2 students (1.6%) are 24 years old, reflecting that a small fraction of the respondents are older than the typical age range for third-year college students. Overall, the data indicates that most of the respondents are within the 20–21-year age range, which may suggest a fairly standard progression through the criminology program. The age distribution are important because age can influence academic performance, with younger students potentially adjusting differently to college demands compared to slightly older peers, as supported by Sevilla et al. (2024), who identified age as a significant factor in studies of college academic outcomes. The small percentage of older students could indicate delayed enrollment or instances of academic interruptions.

Table 1.2. Frequencies of Sex			
Sex	Counts	% of Total	Cumulative %
Male	100	78.7%	78.7%
Female	27	21.3%	100.0%

Table 1.2 shows the distribution of respondents according to sex. The data indicates that 100 of the students, or 78.7% of the total respondents, are male, while 27 students, representing 21.3%, are female. This clearly demonstrates a significant predominance of male students in the third-year criminology program at SIIT. According to Villegas et al. (2022) criminology programs have a male-dominated enrollment, with males constantly outnumbering females in similar settings.

This male-dominated distribution are consistent with trends often observed in criminology programs, which historically attract more male students due to perceived career paths in law enforcement and criminal justice. According to Cabulud et al. (2024), a tracer study of BS Criminology graduates revealed that males constituted the majority of respondents, confirming that criminology schools frequently have higher male enrollment than female enrollment. The relatively smaller proportion of female students may reflect societal perceptions of the field or personal career interests. The disparity in sex distribution could have implications for classroom dynamics, learning styles, and participation, as male and female students may experience and respond to academic challenges differently. This context are important when

analyzing other factors affecting academic performance, as sex may interact with variables such as teacher-student interaction and family support.

Table 1.3. Frequencies of Civil Status			
Civil Status	Counts	% of Total	Cumulative %
Single	127	100.0%	100.0%

Table 1.3 presents the civil status of the respondents. All 127 students, representing 100% of the total respondents, were single. This uniformity indicates that every student in the study is unmarried, which is consistent with the typical age range of third-year college students, most of whom are in their early twenties. Because according to the study of Tahira et al.(2023) discovered that married student typically experience “time poverty” due to overlapping duties as spouses, parents, and students, which can result in sporadic class attendance and rushed assignment.

The fact that all respondents were single may have implications for academic performance. According to Maseka et al. (2024), unmarried students outperformed married students in terms of academic performance, implying that marital status influences how students spend time and attention to their studies. Being unmarried often allows students to dedicate more time and focus to their studies since they may have fewer family responsibilities and obligations. This context provides a baseline when considering the effects of other factors, such as family support, financial resources, or teacher-student interaction, on the students’ academic performance. It also simplifies analysis because civil status does not vary within this sample, so any differences in performance cannot be attributed to marital status.

Table 1.4. Frequencies of Family Monthly Income			
Family Monthly Income	Counts	% of Total	Cumulative %
5 000 – 15 000 pesos	126	99.2%	99.2%
16 000 – 25 000 pesos	1	0.8%	100.0%

Table 1.4 presents the distribution of respondents according to their family monthly income. The data shows that the vast majority of students, 126 individuals or 99.2% of the total respondents, come from families earning between 5,000 and 15,000 pesos per month. Only 1 student, representing 0.8%, reported a family income in the 16,000–25,000 pesos range. This indicates that almost all respondents come from lower to lower-middle income families, with very few students from slightly higher-income households. The predominance of students from lower-income families may have significant implications for academic performance. According to Nur (2024), students from low-income families face distinctive challenges that can hinder academic achievement, indicating that family income and socioeconomic context play a significant role in shaping educational outcomes. Financial constraints could affect their ability to access study materials, technology, and other educational resources, potentially impacting their learning experience. It also highlights the importance of financial support systems, scholarships, or other forms of

assistance in helping these students succeed academically. This context are crucial when analyzing how financial factors influence the overall academic performance of the criminology students at SIIT.

II. Effects of the following factors on the academic performance of SIIT students.

Table 2. Effects of the following factors on the academic performance of students of Siargao Island Institute of Technology.				
Variable	N	Mean	Median	SD
Family Status	127	2.66	2.60	0.317
Financial Support	127	2.72	2.80	0.276
Teacher -student Interaction	127	2.50	2.60	0.301
Technology Used in School	127	2.55	2.60	0.260

Table 2 presents the descriptive statistics on how different factors affect the academic performance of students. The results indicate that financial support has the highest mean value at 2.72, with a median of 2.80 and a standard deviation of 0.276, suggesting that students generally perceive financial support as the most influential factor in their academic performance. This aligns with the previous finding that most students come from lower-income families, emphasizing that financial resources can significantly impact their ability to focus on studies, purchase learning materials, and access technology.

Family status follows closely with a mean of 2.66 and a median of 2.60, suggesting that a supportive family environment contributes positively to students’ performance, likely by providing emotional support and stability. Technology used in school has a mean of 2.55 (median 2.60), indicating a moderate effect, while teacher-student interaction shows the lowest mean at 2.50 (median 2.60), implying that although interaction with teachers is important, students may perceive its influence as slightly less critical compared to financial and family support. The standard deviations, all ranging from 0.26 to 0.32, suggest relatively low variability in responses, meaning that students generally share similar perceptions regarding these factors. According to Mensah et al. (2024), a variety of factors influence children’ academic achievement, including financial support, family environment, access to technology, and teacher-student interaction, with socioeconomic and interpersonal variables often having the most significant effect. Overall, these findings highlight that both financial and familial support are key determinants of academic success, while classroom interactions and technology play supportive but secondary roles.

III. Comparative analysis between the effect of identified factors affecting the academic performance of students.

One-Way ANOVA (Non-parametric)

Table 3.1. Kruskal-Wallis Test between the effect of identified factors affecting the academic performance of students.			
	χ^2	df	p
Effects	39.7	3	<0.001

Table 3.1 presents the results of the Kruskal-Wallis test, which was used to determine whether there are an significant difference among the effects of the identified factors (family status, financial support, teacher-student interaction, and technology used in school) on the academic performance of the students. The test yielded a chi-square (χ^2) value of 39.7 with 3 degrees of freedom and a p-value of less than 0.001. Since the p-value is smaller than the conventional significance level of 0.05, the result is statistically significant.

This indicates that there is a significant difference in the perceived effect of the factors on academic performance. In other words, students perceive that some factors influence their academic performance more strongly than others. This aligns with the descriptive statistics in Table 2, where financial support and family status had higher mean scores compared to teacher-student interaction and technology use. According to Garcia-Machado et al. (2024), the type and level of support that students receive influence their academic performance in different ways, with some forms of support having stronger effects than others, which supports the finding that perceived influences vary among the identified factors. The implication is that interventions aimed at improving academic performance should prioritize addressing family and financial support, while also considering the enhancement of teacher interaction and the effective use of technology as complementary strategies.

Dwass-Steel-Critchlow-Fligner pairwise comparisons

Table 3.2. Pairwise comparisons - Effects			
Variable 1	Variable 2	W	p
Family Status	Financial Support	2.89	0.173
Family Status	Teacher -student Interaction	-5.11	0.002
Family Status	Technology Used in School	-3.31	0.090
Financial Support	Teacher -student Interaction	-8.03	<.001
Financial Support	Technology Used in School	-6.63	<.001
Teacher -student Interaction	Technology Used in School	2.22	0.395

Table 3.2 presents the results of pairwise comparisons between the factors affecting academic performance. The purpose of this analysis are to identify which specific factors differ significantly in their perceived effect on students’ academic performance. The results show that the differences between family status and teacher-student interaction ($W = -5.11, p = 0.002$) and between financial support and teacher-student interaction ($W = -8.03, p < 0.001$) are statistically significant. Additionally, financial support and technology used in school also show a significant difference ($W = -6.63, p < 0.001$).

These results indicate that financial support are perceived as having a stronger effect on academic performance compared to both teacher-student interaction and technology use. Similarly, family status are seen as more influential than teacher-student interaction, but not significantly different from financial support or technology use. Non-significant differences were found between family status and financial support ($p = 0.173$), family status and technology use ($p = 0.090$), and teacher-student interaction and technology use ($p = 0.395$). This suggests that students perceive some factors particularly financial support

and family status, as more critical to their academic performance, while teacher-student interaction and technology are less strongly influential. Research has shown that family support, including emotional encouragement and financial resources provided by parents and caregivers, is positively associated with academic success, often more so than other educational factors, reinforcing the idea that strong family and financial support networks contribute to better academic outcomes (Benner, A. D., & Wang, Y. 2025). These findings imply that interventions should prioritize strengthening family and financial support systems to maximize academic outcomes.

IV. Comparative analysis on the effects of the following factors on the academic performance of students of Siargao Island Institute of Technology when grouped according to profiled variables.

One-Way ANOVA (Non-parametric)

Table 4.1. Kruskal-Wallis Test on the effects of the following factors on the academic performance of students of Siargao Island Institute of Technology when grouped according to age.			
Variable	χ^2	df	p
Family Status	0.715	3	0.870
Financial Support	2.496	3	0.476
Teacher -student Interaction	1.139	3	0.768
Technology Used in School	3.425	3	0.331

Table 4.1 presents the Kruskal-Wallis test results for the impact of family status, financial support, teacher-student interaction, and technology used in school on students’ academic performance across different age groups. The p-values for all factors are greater than 0.05: family status (p = 0.870), financial support (p = 0.476), teacher-student interaction (p = 0.768), and technology used in school (p = 0.331). This indicates that there are no statistically significant difference in how these factors affect academic performance among students of different ages. In other words, students of varying ages perceive the effects of these factors on their academic performance similarly.

The implication of this finding are that age does not appear to influence how students are affected by family support, finances, interactions with teachers, or the use of technology in school. Therefore, interventions aimed at improving academic performance such as enhancing teacher-student interaction, providing better financial assistance, or upgrading technological resources can be implemented broadly for all age groups rather than targeting specific ages. This uniformity in perception suggests that resource allocation and academic support programs could be designed inclusively to benefit the entire student population. According to Suleiman et al. (2024), fundamental factors impacting academic performance, such as family support and teacher interaction, work similarly throughout age groups, implying that age has no substantial impact on students’ academic outcomes.

Independent Samples T-Test

Table 4.2. Independent Samples T-Test on the effects of the following factors on the academic performance of students of Siargao Island Institute of Technology when grouped according to sex.

Variable	Test	Statistic	p
Family Status	Mann-Whitney U	866	0.004
Financial Support	Mann-Whitney U	507	<.001
Teacher -student Interaction	Mann-Whitney U	626	<.001
Technology Used in School	Mann-Whitney U	1324	0.877

Note. $H_a \mu_1 \neq \mu_2$

Table 4.2 presents the results of the Mann-Whitney U test, which examines whether male and female students perceive the effects of family status, financial support, teacher-student interaction, and technology on academic performance differently. The results show statistically significant differences for family status ($U = 866, p = 0.004$), financial support ($U = 507, p < 0.001$), and teacher-student interaction ($U = 626, p < 0.001$). However, technology used in school shows a non-significant difference ($U = 1324, p = 0.877$). These findings indicate that male and female students perceive the influence of family support, financial resources, and teacher-student interaction on academic performance differently. For instance, female students may place more emphasis on family and financial support, or perceive teacher guidance as more critical, compared to their male counterparts. This is confirmed by research indicating that male and female students perceive and respond differently to academic influences, including social and family issues (Vera Gil, 2024). In contrast, the use of technology in school are perceived similarly by both sexes, suggesting that access to and utilization of technology does not vary by sex. This implies that interventions targeting family support, financial assistance, and teacher engagement may need to consider sex-specific approaches to maximize their effectiveness.

Independent Samples T-Test

Table 4.3. Independent Samples T-Test on the effects of the following factors on the academic performance of students of Siargao Island Institute of Technology when grouped according to family monthly income.

Variable	Test	Statistic	p
Family Status	Mann-Whitney U	9.00	0.137
Financial Support	Mann-Whitney U	5.00	0.108
Teacher -student Interaction	Mann-Whitney U	21.00	0.245
Technology Used in School	Mann-Whitney U	57.00	0.877

Note. $H_a \mu_1 \neq \mu_2$

Table 4.3 presents the results of the Mann-Whitney U test, examining whether students from different family income levels perceive the effects of family status, financial support, teacher-student interaction, and technology used in school differently. The results show that all p-values are greater than 0.05: family status ($p = 0.137$), financial support ($p = 0.108$), teacher-student interaction ($p = 0.245$), and technology used in school ($p = 0.877$). This indicates that there are no statistically significant difference in the perceived effects of these factors based on family income. According to Raj and Chad (2023), parental income and education level had no effect on students' academic achievement in their study, implying that students from different socioeconomic backgrounds perceive academic influences equally.

These findings suggest that regardless of whether students come from lower-income or slightly higher-income families, their perceptions of the influence of family support, financial resources, teacher-student interaction, and technology on academic performance are largely similar. In practical terms, this implies that interventions to enhance academic performance do not need to be differentiated by family income within this sample, as students' experiences and perceived needs are fairly consistent. It also highlights that even students from families with very limited financial resources may not perceive their challenges differently from peers, reinforcing the importance of broad-based academic and support programs.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presented summary of findings, conclusions, and recommendations of the study. The conclusions were drawn out from the findings and recommendation offered based on the findings and conclusions of the study.

Summary

The first chapter, introduces a study that investigates the factors affecting academic performance among 3rd year criminology students at Siargao Island Institute of Technology for the 2025-2026 academic year. Academic performance is vital in preparing students as competent graduates for future employment. It is measured through objective criteria like final course grades and GPAs. The quality of higher education significantly affects the nation's development, with students' academic performance and educational quality being closely linked. Various studies explore the complexities of academic performance, emphasizing its influence on social, psychological, and economic factors within educational environments. The chapter also covers the statement of the problem, hypothesis, significance, scope and limitations, and definition of key terms.

The second chapter, emphasize how important is that students' intellectual growth, skill acquisition, and readiness to apply newly learned material in real-world situations that are frequently used to measure academic achievement. For third year criminology students to acquire the critical thinking, moral judgement, and practical skills that are necessary for future roles in public safety and law enforcement, they must perform exceptionally well academically. And the study explained primary factors influencing students' academic performance are family issues, financial support, teacher-student interactions, and technology use.

The third chapter presented the research methodology used in the study. The research employed a quantitative approach using a descriptive survey research design to determine the factors affecting the academic performance of third-year Criminology students at Siargao Island Institute of Technology (SIIT) during A.Y. 2025–2026. The respondents consisted of One Hundred Twenty Eight third-year Criminology students, selected through convenience sampling, with One Hundred Four males and Twenty Four females.

The primary instrument used was a researcher-made questionnaire, validated by the research adviser. The questionnaire was divided into two parts: the respondents' demographic profile and the factors affecting academic performance, such as family status, financial support, teacher-student interaction, and technology used. A 4-point Likert scale was utilized to interpret the level of effect of each factor. Data gathering followed proper procedures, including securing permission from school authorities and explaining survey guidelines to respondents. Collected data were recorded, tallied, tabulated, and analyzed³⁷ with the assistance of a statistician to ensure accuracy and reliability.

The fourth chapter presents the findings of the study. Most respondents are male, aged 20 to 21, single, and come from lower-income families, creating a relatively homogeneous demographic profile. Nearly all students come from families earning between 5,000–15,000 pesos monthly, which highlights the financial challenges that may influence academic performance. Regarding the factors affecting academic performance, financial support was perceived as the most influential (mean = 2.72), followed by family status (mean = 2.66). Technology used in school (mean = 2.55) and teacher-student interaction (mean = 2.50) had a moderate effect. Responses were relatively consistent across students, with slight variations in how teacher-student interaction and technology were perceived. Comparative analyses showed no significant differences in the perceptions of students based on age or family income, but male and female students perceived the influence of family, financial, and teacher-student interaction differently.

Findings

The following scientific questions were answered after the data had been collected, analyzed, and interpreted:

Demographic Profile: The majority of third-year criminology students at SIIT are 20 years old (43.3%), male (78.7%), and single (100%). The vast majority (99.2%) come from families with a monthly income between 5,000 and 15,000 pesos.

Perceived Effects of Factors: Financial support was identified as the most influential factor affecting academic performance (mean = 2.72), followed by family status (mean = 2.66), technology used in school (mean = 2.55), and teacher-student interaction (mean = 2.50).

Comparative Analysis of Factors: Statistical analysis revealed significant differences in the perceived effects of these factors ($\chi^2 = 39.7$, $df = 3$, $p < 0.001$). Pairwise comparisons indicated that financial support and family status were perceived as having a significantly stronger effect on academic performance compared to teacher-student interaction and technology used in school.

Age and Factor Effects: No significant differences were found in how students of different ages perceive the effects of family status, financial support, teacher-student interaction, and technology used in school on their academic performance.

Sex and Factor Effects: Significant differences were found between male and female students in their perception of the effects of family status ($U = 866$, $p = 0.004$), financial support ($U = 507$, $p < 0.001$), and teacher-student interaction ($U = 626$, $p < 0.001$). No significant difference was found for technology used in school ($U = 1324$, $p = 0.877$).

Family Income and Factor Effects: No significant differences were found in how students from different family income levels perceive the effects of family status, financial support, teacher-student interaction, and technology used in school on their academic performance.

Conclusion

This study examined the factors affecting the academic performance of third-year Criminology students at Siargao Island Institute of Technology (SIIT) during Academic Year 2025–2026. Based on the findings,

it can be concluded that academic performance among the respondents is influenced by a combination of personal, familial, and institutional factors. The respondents generally shared similar demographic characteristics, with most being male, aged 20 to 21, single, and belonging to lower-income families, indicating a relatively homogeneous group in terms of background.

Among the identified factors, financial support emerged as the most influential, followed closely by family status, highlighting the significant role of economic stability and family environment in students' academic success. Technology used in school and teacher-student interaction were found to have a moderate effect, suggesting that while these factors contribute to learning, their influence are less pronounced compared to financial and family-related concerns. Statistical analyses further revealed that perceptions of these factors did not significantly differ when students were grouped according to age and family income. However, significant differences were observed between male and female students in their perceptions of family status, financial support, and teacher-student interaction.

Overall, the study concludes that academic performance among third-year Criminology students at SIIT is multifaceted, with financial and family-related factors playing a critical role. Addressing these concerns, alongside strengthening instructional support and effective use of technology, may help improve students' academic outcomes and better prepare them for future roles in law enforcement and public safety.

Recommendation

Based on the findings and conclusion of this study, the following recommendations are hereby presented:

To Family. In order to relieve the students "financial anxiety", parents should have appropriate and direct conversations regarding the school budget. This will allow the student to prioritize their basic academic needs, such as books, uniforms, and transformation, so they feel prepared for their everyday responsibilities.

To Teachers. Recognizing that many criminology students are "dependent" or "kinesthetic" learners, teachers should use more visual aids, forensic diagrams, and hands-on exercises (fingerprinting, mock trials, or crime scene processing) these will help the students to enhance and develop their skills, rather than depending exclusively on lectures.

To students. Prioritize Mental and Physical Condition, Manage your stress through "Task Batching" breaking down large projects into smaller, and don't neglect yourself in order to avoid stress and sadness.

To School Administrators. knowing that Siargao is an island where connectivity can be inconsistent, therefore the school should provide "Study room" with stable and unlimited internet connection for all, not just for the Criminology students but also in other department as well in SIIT to access digital legal resources.

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